

# *Southwestern College*

SELF EVALUATION REPORT OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS  
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

2015

**SELF EVALUATION REPORT OF  
EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS  
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION**

**SUBMITTED BY:**

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

**TO:**

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

**DATE SUBMITTED:**

July 27, 2015

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**CERTIFICATION PAGE**

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

**From:** Dr. Melinda Nish, Superintendent/President, Southwestern Community College District

Southwestern College submits this Institutional Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation as requested by the Commission.

We certify that we have reviewed and discussed the contents of this report and it is an accurate reflection of the nature and substance of the institution.

**SIGNATURES:**

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**Norma L. Hernandez, Board of Trustees President**

**Patricia Flores-Charter, Academic Senate President**

**Frank Post, Southwestern College Education Association President**

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# INTRODUCTION

- A. History of the Institution and Major Developments Since Last Review
- B. Higher Education Centers
- C. Demographic Information
- D. Longitudinal Student Achievement Data
- E. Developing and Assessing Student Learning Outcomes

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## A. HISTORY OF THE INSTITUTION AND MAJOR DEVELOPMENTS SINCE LAST REVIEW

The Southwestern Community College District is one of 72 community colleges in the state of California under the guidance of the California Community College Chancellor's Office (CCCCO). Located in the southern part of San Diego County, the District serves the cities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside. Residing next to two major U.S.-Mexico border crossings, the District also serves a large number of international students. This unique location positions the College to play an important role in the intellectual growth of residents in both the United States and Mexico.

Southwestern College was established in 1961, and the College operated out of Chula Vista High School until 1964. During the first three years of operation, the College offered classes to 1,677 students. Groundbreaking for a new 156-acre campus on the corner of Otay Lakes Road and "H" Street in Chula Vista occurred in 1963. By September 1964, construction of the initial buildings was complete, and students began attending classes on the new campus.

Since 1964, the District has continued identifying and building educational centers in order to serve its surrounding communities. Currently, the College operates three Higher Education Centers in National City, Otay Mesa, and San Ysidro, and offers classes at several extension sites, including the Crown Cove Aquatics Center in Coronado. The College serves approximately 20,000 students each semester.

The following are significant changes that have occurred since the College's 2009 Self Study:

**March 2010:** The College submitted a comprehensive substantive change proposal to the ACCJC to address concerns with the reporting of programs which may be taken 50% or more via Distance Education (DE).

**Fall 2010–Spring 2011:** The Shared Consultation Council retooled its structure to include standing committees that focus on Accreditation Standards and shared planning and decision-making.

**January 2011:** Denise Whitaker was hired as Interim Superintendent/President after the resignation of Superintendent/President Dr. Raj Chopra.

**March 2011:** The Board of Trustees (Board) approved the College's 2011–15 Technology Plan.

**Summer 2011:** The College was removed from probation, and the Commission reaffirmed Accreditation.

**January 2012:** Dr. Melinda Nish was hired as the College's Superintendent/President.

**August 2012:** The College's 2012–15 Strategic Plan was approved by the Board.

**April–July 2013:** The College submitted a special report to the Commission describing the findings of the Grand Jury investigation of construction bonds, and the integrity of internal controls on construction funds. The Commission found the College met all recommendations and commended the College for its work to improve institutional business practices.

**Spring 2013:** With approval from the California Community College's Board of Governors, the Higher Education Center at National City and the Higher Education Center at San Ysidro earned "Center status," which brought additional funds and resources for two of the District's neediest communities.

**June 2013:** The College approved the Educational Master Plan and the Facilities Master Plan.

**Fall 2013–Fall 2014:** The College created its own Student Success Initiatives after several town hall meetings and summits with constituent representatives and leaders, and it presented a plan for improving student success to the Board in fall 2014.

**February 2014:** The Shared Consultation Council created the Student Outcomes and Achievement Review Committee to discuss, evaluate, and oversee campus wide dialogue regarding student achievement and student learning.

**Fall 2014:** The Shared Consultation Council approved the newly revised Mission, Vision, and Values statement.

**Spring 2015:** The Office of Institutional Effectiveness began the renewal process for the 2016–19 Strategic Plan.

## B. HIGHER EDUCATION CENTERS

The Higher Education Center at National City (HECNC) was established in 1998 in partnership with the City of National City. The campus received Center status from the California Community Colleges Board of Governors in May 2013. The Center offers varied curriculum, enrolling over 1,000 students per semester. The Center houses three career and technical education (CTE) programs: Dental Hygiene, Medical Laboratory Technician, and Medical Office Professional. The HECNC launched a unique apprenticeship program in cooperation with the Puget Sound Naval Shipyard and the Navy facilities in the San Diego area. Coursework is offered at the Naval Air Station, North Island and leads to a Certificate in Leadership and Supervision. The Center engages in economic development through two unique programs. The San Diego Contracting Opportunities Center (SDCOC) is a Procurement Technical Assistance Center (PTAC), partially funded by the City of San Diego Small Business Enhancement Program, other local government agencies, prime contractors, and the Department of Defense. The mission of the SDCOC is to assist San Diego small businesses in how to do business with federal, state, and local government agencies. This assistance is provided at no cost to the small business owner. Additionally, the Higher Education Center at National City hosts the San Diego and Imperial Valley Small Business Development Center network, which provides a vast array of technical assistance to small businesses and aspiring entrepreneurs in the San Diego and Imperial Valley counties. By supporting business growth and sustainability, and by enhancing the creation of new business through advising, low-cost training, and other specialized services received by San Diego and Imperial Valley clients, the program remains one of the nation's largest small business assistance programs in the federal government.

The Crown Cove Aquatic Center (CCAC) is an off-campus site of Southwestern College. Nestled between the cities of Coronado and Imperial Beach on the Silver Strand State Beach, CCAC provides a wide range of educational and recreational aquatic activities to the surrounding communities. The primary focus is to promote safe boating education and instruction through broad-based programs. A unique partnership with California State Parks and Recreation and the Division of Boating and Waterways allows CCAC to reach out to San Diego County residents, as well as to the many visitors to the region, by providing qualified instruction predominantly in the sports of canoeing, kayaking, sailing, stand-up paddling, and surfing.

In addition to Southwestern College credit courses, CCAC provides exceptional programs at an incredible value to youth groups via schools, clubs, churches, and other community-based organizations. Day camps offered year-round are a highlight for the seven to seventeen-year-old

population. CCAC also provides public fee-based classes in many of the aquatic recreational sports. Private lessons, group team building, open-paddling, and equipment rentals with instruction are additional activities offered at Crown Cove.

Designated an American Heart Association (AHA) Community Training Center, CCAC's CPR and First Aid program provides CPR, First Aid, and AED training. Also sponsored are American Red Cross (ARC) lifeguard training certification courses and a Boating Safety and Paddle Sport Leadership Training program that prepares individuals to work in an aquatic recreational environment.

The Higher Education Center at Otay Mesa (HECOM) opened and was granted Center status by the California Community Colleges Board of Governors in fall 2007. Located in Otay Mesa, only minutes away from the U.S.-Mexico International Border, the Center is perfectly situated to bring higher education closer to those who live or work in the border region.

The HECOM is proud to house a number of resident programs including the Police Academy, Nursing, Fire Science Technology, Paramedic, Emergency Medical Technician, International Business, and International Logistics and Transportation. The Center also offers courses in general education, as well as in basic skills and community and business interest classes. Additionally, the Center hosts the San Diego Center for International Trade Development program, which assists small and medium-sized businesses to expand globally. The Center has the capacity to serve up to 5,000 students, with a projected build-out capacity of 10,000. The Center serves fourteen percent of the student population at the College.

First established in 1988, the Higher Education Center at San Ysidro (HECSY) is located in a small community in the southwest portion of the District's service area, minutes away from the U.S.-Mexico International Border. Rebuilt in 2009 to increase the number and improve the quality of instructional and student services facilities, the HECSY achieved Center status from the California Community Colleges Board of Governors in May 2013. This Center accommodates close to 2,000 students each semester and was constructed to accommodate a student body of 2,000. The CTE programs specific to this Center are Child Development and Legal Interpretation and Translation, but the Center also offers a wide range of courses for students to complete general education requirements, to develop occupational skills for employment, or to undertake personal development courses.

The HECSY was built in 1988 on the site of the July 18, 1984, tragedy at the McDonald's restaurant. Southwestern College officials worked closely with civic leaders to solicit contributions for the construction of the San Ysidro Memorial to honor the memory of the 21 victims. Located at the front of the Center, the San Ysidro Memorial was dedicated in December 1990. Today, the memorial continues to serve as a tribute as well as a promise to enhance the lives of the people of San Ysidro and its neighboring communities through education. The HECSY celebrated its 25<sup>th</sup> anniversary in spring 2015.

## C. DEMOGRAPHIC INFORMATION

### 1. DISTRICT DEMOGRAPHICS

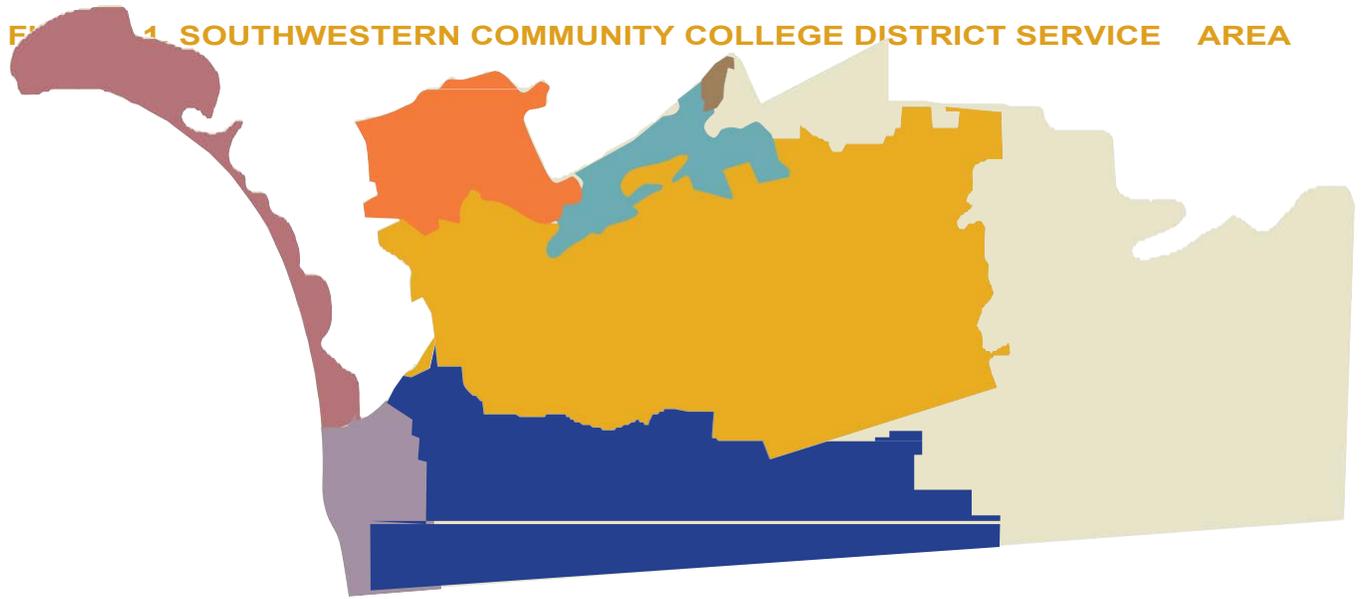
The Southwestern Community College District (SWCCD) serves a diverse milieu of racial, ethnic, and cultural communities. The College's location in San Diego's South Bay also makes it an important economic hub for international trade and commerce. Moreover, the College's service area includes some of the nation's largest and most important naval installations, and the community supports a large military and veteran presence. The District encompasses a wide range of commercial sectors, including tourism, manufacturing, health care industries, retirement communities, and other service industries. Some areas of the District, particularly the City of San Diego's Otay Mesa community, have experienced extensive development over the last two decades. Though the recent recession has slowed economic growth for the region generally, the South Bay has nevertheless experienced continued population and economic growth. Notable community and economic demographics within the Southwestern Community College District include:

- The City of Chula Vista contains the largest proportion of the District's residents (44%), followed by Otay Mesa (17%), and National City (11%).
- Hispanics constitute the largest ethnic group within the District's service area, totaling 295,502 (60%).
- Poverty rates are highest in San Ysidro and National City, where more than one-quarter of residents are classified as "living in poverty" based on the federal standard.
- Employment in the "management, business, science, and arts occupations" is substantially below national, state, and county levels.
- Graduation rates for the Sweetwater Union High School District, Southwestern College's largest feeder district, are higher than state and county levels; however, completion of college preparatory coursework for UC/CSU entrance and SAT exam scores are lower for Sweetwater Union High School students than for their peers at the state and county levels.

## OVERVIEW OF DISTRICT BOUNDARIES

The Southwestern Community College District encompasses ten communities within San Diego County: Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside. The map below (**Figure 1**) illustrates those portions of San Diego County in which the official service area for the Southwestern Community College District overlaps with these communities. The overall figure of the map provided below outlines the District's boundaries, and the colored regions indicate major localities in the service area. Geographically, the District spans the southwestern corner of the San Diego County region. Its southern bounds are contiguous with the U.S./Mexico Border. To the north, the District borders the City of San Diego; to the northeast and east, the District is adjacent to large unincorporated areas of San Diego County. Additionally, two other community college districts neighbor the Southwestern Community College District—the San Diego Community College District to the north and the Grossmont-Cuyamaca Community College District to the east.

FIGURE 1. SOUTHWESTERN COMMUNITY COLLEGE DISTRICT SERVICE AREA



- BONITA
- CHULA VISTA
- CORONADO
- IMPERIAL BEACH
- LA PRESA
- NATIONAL CITY
- SAN DIEGO

Source: San Diego Association of Governments (SANDAG)

## LONG-TERM POPULATION FORECASTS

In 2008, the Southwestern Community College District's population stood at approximately 462,787 residents. Based on population projection estimates on that initial figure, the County's San Diego Association of Governments (SANDAG) predicts the District's service area population will have increased 30% by 2030 (Table 1). In terms of growth, the greatest change in the District's service area is predicted to occur in the City of San Diego's Otay Mesa community, where the population is expected to increase 259% by 2030 (Table 1). The smallest change is expected to occur in the City of Coronado with only a 5% increase. By 2030, the District will represent nearly 16% of San Diego County's population (Table 2).

**TABLE 1.**

Population Projections of Service Area Communities					
	2008	2020	2030	2008–30 Change	2008–30 % Change
<b>City of Chula Vista</b>					
Chula Vista	230,397	267,427	289,044	58,647	25.5%
<b>City of Coronado</b>					
Coronado	18,264	18,746	19,185	921	5.0%
<b>City of Imperial Beach</b>					
Imperial Beach	28,092	28,233	30,216	2,124	7.6%
<b>City of San Diego</b>					
San Ysidro	27,681	29,322	32,304	4,623	16.7%
Otay Mesa	12,938	37,098	46,392	33,454	258.6%
<b>National City</b>					
National City	56,144	62,300	69,306	13,162	23.4%
<b>County of San Diego</b>					
Bonita	17,782	18,063	19,005	1,223	6.8%
<b>Total SWCCD Service Area</b>	<b>462,787</b>	<b>548,035</b>	<b>600,846</b>	<b>138,059</b>	<b>29.8%</b>

**Source:** San Diego Association of Governments (SANDAG), Series 12 Region Growth Forecast

**TABLE 2.**

<b>Comparison of SWCCD Service Area and San Diego County Populations, 2008–30</b>				
<b>Region</b>	<b>2008</b>	<b>2020</b>	<b>2030</b>	<b>% Change 2008–30</b>
<b>SWCCD Service Area</b>	462,787	547,910	600,088	29.7%
<b>San Diego County</b>	3,131,552	3,535,000	3,780,000	20.7%
<b>Proportion of SWCCD Service Area in San Diego County</b>	14.8%	15.5%	15.9%	N/A

Source: San Diego Association of Governments (SANDAG), Series 12 Region Growth Forecast

## AREA AND POPULATION DEMOGRAPHICS

The City of Chula Vista represents the highest population proportion within the official Southwestern Community College District boundaries at 44 percent. The District's next three highest population percentage areas are Otay Mesa (17%), National City (11%), and San Ysidro (6%), which also coincide with the District's three Higher Education Center locations (**Table 3**).

**TABLE 3.**

<b>Number of Residents, 2013</b>		
<b>District Localities</b>	<b>Count</b>	<b>% of SWCCD Service Area</b>
<b>City of Chula Vista</b>		
Chula Vista	215,613	44.1%
<b>City of Coronado</b>		
Coronado	23,176	4.7%
<b>City of Imperial Beach</b>		
Imperial Beach	26,496	5.4%
<b>City of San Diego</b>		
Otay Mesa	82,590	16.9%
San Ysidro	29,704	6.1%
<b>National City</b>		
National City	55,778	11.4%
<b>County of San Diego</b>		
Bonita	17,293	3.5%
<b>Other Localities</b>		
Communities/Unincorporated	38,297	7.8%
<b>Total SWCCD Service Area</b>	<b>488,947</b>	<b>100.0%</b>

Source: San Diego Association of Governments (SANDAG), 2010 Census Data

## RACE/ETHNICITY DEMOGRAPHICS AND PROJECTIONS

Hispanics constitute the largest racial/ethnic group within the District's service area (60%, **Table 4**). Half of the District's remaining non-Hispanic population (40%) is White (20%). Over one in ten (13%) residents in the District's service area are Asian or Pacific Islander, 4% are Black, less than 1% are American Indian, and the remaining 3% are other races/ethnicities (**Table 5**).

**TABLE 4.**

SWCCD Service Area Hispanic Population, 2013		
Hispanic Comparison	Count	Percentage
Hispanic	295,502	60.4%
Non-Hispanic	193,445	39.6%
<b>Total Population</b>	<b>488,947</b>	<b>100.0%</b>

Source: San Diego Association of Governments (SANDAG), 2010 Census Data

**TABLE 5.**

SWCCD Service Area Race/Ethnicity Distribution, 2013		
Race/Ethnicity	Count	Percentage
Hispanic	295,502	60.4%
White	99,211	20.3%
Black	17,859	3.7%
American Indian	1,270	0.3%
Asian/Pacific Islander	62,297	12.7%
All Other	12,808	2.6%
<b>Total Population</b>	<b>488,947</b>	<b>100.0%</b>

Source: San Diego Association of Governments (SANDAG), 2010 Census Data

In terms of growth projections, the greatest percentage rate change is predicted to take place among the District's Hispanic population, a projected 45 percent increase. All other race/ethnic categories are projected to increase at a rate of no less than 20 percent, with the exception of the non-Hispanic, White category, where the overall population is expected to fall approximately 3% by 2030 (**Table 6**).

**TABLE 6.**

SWCCD Service Area Race/Ethnicity Distribution Projections, 2008–30							
Year	Hispanic	White	Black	American Indian	Asian/ Pacific Islander	All Other	Total
2008	246,477	118,561	20,802	1,485	61,639	13,823	488,947
2030	356,123	115,553	29,313	2,079	77,841	19,179	600,088
<b>2008–30 % Change</b>	44.5%	-2.5%	40.9%	40.0%	26.3%	38.7%	22.7%

Source: San Diego Association of Governments (SANDAG), 2010 Census Data

## AGE DEMOGRAPHICS

Over a quarter of the District's population is 50 years of age or older (28%), while nearly another quarter of the population is under 18 years of age (26%) (Table 7). The 18 to 29 age group constitutes a majority (approximately 75%) (Table 21) of College enrollments, yet is less than 20% of the service area's population. This is likely due to a significant number of college-age students in the District's service area that are enrolled at Southwestern College at any given time. The median age of the service area's Hispanic population, also among its youngest, is 28.7 years. The highest age demographic is among non-Hispanic, Whites, with a median age of 44.6 years (Table 8).

**TABLE 7.**

SWCCD Service Area Age Distribution, 2013		
Age	Count	Percentage
Under 18	128,873	26.4%
18 to 19	17,734	3.6%
20 to 24	44,028	9.0%
25 to 29	35,287	7.2%
30 to 34	32,231	6.6%
35 to 39	30,990	6.3%
40 to 44	33,063	6.8%
45 to 54	63,928	13.1%
55 to 64	49,637	10.2%
65 and older	53,176	10.9%
<b>Total Population</b>	<b>488,947</b>	<b>100.0%</b>
<b>50 and older</b>		
	134,421	27.5%

Source: San Diego Association of Governments (SANDAG), 2010 Census Data

**TABLE 8.**

SWCCD Service Area Median Age, 2013	
Total Population	32.9
<b>Median Age By Gender</b>	
Female	35.0
Male	30.9
<b>Median Age By Race/Ethnicity</b>	
White	44.6
Asian/Pacific Islander	39.5
American Indian	35.3
Black	32.5
Hispanic	28.7
All Other	21.4
<b>Total Population</b>	<b>32.9</b>

Source: San Diego Association of Governments (SANDAG), 2010 Census Data

## GENDER DEMOGRAPHICS

There are marginally more female residents in the Southwestern Community College District service area than male residents (**Table 9**). However, the percentage difference between male and female students within the College is somewhat more substantial. For the five-year period from 2009–10 through 2013–14, the percentage of female student enrollments was found to be fifty-four percent (54%). This is eight percent higher than the male student population which, on average, stood at forty-six percent (**Table 20b, Figure 4**).

**TABLE 9.**

SWCCD Service Area Gender Distribution, 2013		
Gender	Count	Percentage
Male	243,183	49.7%
Female	245,764	50.3%
<b>Total Population</b>	<b>488,947</b>	<b>100.0%</b>

Source: San Diego Association of Governments (SANDAG)

## SOCIO-ECONOMIC STATUS

Based on the federal poverty level standard, the poverty rate for the Southwestern Community College District is nearly 16 percent. Poverty rates within the District are 1.3 percentage points higher than the county as a whole. In regards to the District's service area, poverty levels are concentrated in National City and the District's South Bay and western Chula Vista regions. Specifically, the highest rates occur in National City and San Ysidro, where more than a quarter of residents live in poverty. The lowest concentrations of poverty occur in Coronado, Bonita, and eastern Chula Vista (**Table 10**).

**TABLE 10.**

SWCCD Service Area Poverty Levels			
District Service Area Locality	Total Population Count	Count Below Poverty Level	Percent Below Poverty Level
Chula Vista (91915)	26,252	1,025	3.9%
Chula Vista (91913)	40,847	2,537	6.2%
Coronado (92118)	19,393	1,301	6.7%
Bonita (91902)	13,600	1,551	11.4%
Otay Mesa (92154)	79,039	11,866	15.0%
Chula Vista (91910)	76,500	11,959	15.6%
Chula Vista (91911)	81,223	13,020	16.0%
Imperial Beach (91932)	25,792	4,157	16.1%
National City (91950)	57,108	14,347	25.1%
San Ysidro (92173)	30,856	8,778	28.4%
<b>College District</b>	<b>450,610</b>	<b>70,541</b>	<b>15.7%</b>
<b>City of San Diego</b>	<b>1,286,036</b>	<b>200,777</b>	<b>15.6%</b>
<b>San Diego County</b>	<b>3,057,308</b>	<b>441,648</b>	<b>14.4%</b>
<b>California</b>	<b>36,913,404</b>	<b>5,885,417</b>	<b>15.9%</b>
<b>United States</b>	<b>303,692,076</b>	<b>46,663,433</b>	<b>15.4%</b>

Source: US Census Bureau, American Fact Finder, 2009–13

Based on San Diego Association of Government (SANDAG) projections, the Southwestern Community College District service area will experience substantially higher employment growth than the rest of San Diego County in terms of its civilian employment sector (25% greater than the county rate). Moreover, the District's military employment sector is expected to grow at a rate of 22 percent, almost five percentage points higher than the county rate (**Tables 11 and 12**).

**TABLE 11.**

<b>SWCCD Service Area Employment by Sector</b>					
<b>Employment Sector</b>	<b>2008</b>	<b>2020</b>	<b>2030</b>	<b>2008-2030 Change</b>	<b>2008-2030 % Change</b>
Civilian Employment	145,649	171,340	207,717	62,068	42.6%
Military Employment	27,867	33,867	33,867	6,000	21.5%
<b>Total Employment</b>	<b>173,516</b>	<b>205,207</b>	<b>241,584</b>	<b>68,068</b>	<b>39.2%</b>

**Source:** San Diego Association of Governments (SANDAG), Series 12 Region Growth Forecast

**TABLE 12.**

<b>San Diego County Employment by Sector</b>					
<b>Employment Sector</b>	<b>2008</b>	<b>2020</b>	<b>2030</b>	<b>2008-2030 Change</b>	<b>2008-2030 % Change</b>
Civilian Employment	1,411,811	1,515,346	1,648,361	236,550	16.8%
Military Employment	89,269	104,269	104,269	15,000	16.8%
<b>Total Employment</b>	<b>1,501,080</b>	<b>1,619,615</b>	<b>1,752,630</b>	<b>251,550</b>	<b>16.8%</b>

**Source:** San Diego Association of Governments (SANDAG), Series 12 Region Growth Forecast

Southwestern Community College District's service area's occupational composition is distinctly different from that of San Diego County, the state of California, and the United States. Compared to these larger regional agglomerations, the District's service area has more workers employed in sales/office (28%) and service occupations (23%). Additionally, civilian employment rates in the District's service area are considerably lower for management, business, science, and arts occupations (30%) when compared to county, state, and national rates (**Table 13**).

**TABLE 13.**

<b>Regional Employment Rate by Occupational Category</b>						
<b>Region</b>	<b>Civilian employed population 16 years and over</b>	<b>Management, business, science, and arts occupations</b>	<b>Sales and office occupations</b>	<b>Service occupations</b>	<b>Production, transportation, and material moving occupations</b>	<b>Natural resources, construction, and maintenance occupations</b>
United States	141,864,697	36.2%	24.6%	18.1%	12.0%	9.1%
California	16,635,854	36.9%	24.4%	18.6%	10.9%	9.2%
San Diego County	1,390,197	40.1%	24.5%	19.4%	8.1%	7.9%
SWCCD Service Area	188,893	29.4%	28.0%	22.7%	10.8%	9.2%

**Source:** US Census Bureau, American Fact Finder, 2009-2013

## HIGHER EDUCATION TRANSITIONS: SWEETWATER UNION HIGH SCHOOL DISTRICT

There are four regional high school districts in the areas surrounding the Southwestern Community College District: (1) Sweetwater Union High, (2) Grossmont Union High, (3) Coronado Unified, and (4) San Diego Unified. Among these high school districts, a majority of Southwestern College students originate from the Sweetwater Union High School District (SUHSD). In essence, the SUHSD serves as a “feeder” district for all Southwestern College locations. This would be expected as the SUHSD’s boundaries largely coincide with those for the Southwestern Community College District.

The impact of the SUHSD on Southwestern College enrollments is considerable, as at least fifty percent of all high school graduates will enroll in a community college within the first year of graduating, and approximately seventy percent will within five years of graduating (**Table 14**). When compared to university enrollments, which typically constitute less than five percent of higher education destinations for SUHSD (**Table 15**), community colleges represent an essential educational conduit for those entering higher education.

**TABLE 14.**

SUHSD Transition Rates to Higher Education System					
Cohort Graduation Year	2005-06	2006-07	2007-08	2008-09	2009-10
Within 1 Year	51.3%	54.2%	54.4%	61.8%	57.5%
Within 3 Years	65.4%	66.7%	66.9%	72.1%	66.8%
Within 5 Years	69.6%	70.6%	69.7%	72.7%	n/a
<b>Total</b>	6,171	6,101	4,941	5,519	6,123

Source: Cal-PASS Plus

**TABLE 15.**

SUHSD Transition Rates Within 5 Years by Destination					
Cohort Graduation Year	2005-06	2006-07	2007-08	2008-09	2009-10
Community College	64.4%	65.8%	64.9%	68.4%	62.7%
University	5.1%	4.8%	4.8%	4.4%	4.0%
Neither	30.4%	29.4%	30.3%	27.3%	33.2%
<b>Total</b>	6,171	6,101	4,941	5,519	6,123

Source: Cal-PASS Plus

## GRADUATION AND COLLEGE PREPARATION RATES: SWEETWATER UNION HIGH SCHOOL DISTRICT

According to the latest available figures, graduation rates for the Sweetwater Union High School District were above county and statewide averages for each academic year during 2009–13 (**Table 16**). Dropout rates also compared favorably with county and statewide averages during the same period. However, in terms of academic preparation, the percentage of students completing all courses required for UC and/or CSU entrance was below county and state averages for four consecutive years (**Table 17**).

Similarly, SAT exam scores were below the four-year county and statewide average (**Table 18**). These measures of academic preparedness are consequential to the Southwestern Community College District and other regional community colleges as they may translate into greater enrollments at these institutions. Fewer college-level coursework completions and lower SAT scores are likely to encourage SUHSD students to complete remedial or college-level coursework at a community college before applying to a four-year university.

**TABLE 16.**

SUHSD Graduation Results						
Class Year	Student Cohort Total	Graduation Rate	Dropout Rate	Special Education Completers Rate	Still Enrolled Rate	GED Completer Rate
2012–13	6,907	83.2%	6.4%	0.6%	9.9%	0.0%
2011–12	6,941	82.8%	6.3%	0.5%	10.4%	0.0%
2010–11	7,042	80.4%	7.8%	0.5%	11.2%	0.0%
2009–10	7,106	78.9%	10.0%	0.1%	11.0%	0.1%
County and State Graduation Results, 4-Year Average						
<b>San Diego County</b>	161,806	77.8%	10.9%	0.9%	9.6%	0.8%
<b>Statewide</b>	2,006,772	77.8%	14.0%	0.5%	7.5%	0.3%

Source: California Department of Education

**TABLE 17.**

SUHSD Graduates Completing All Courses Required for UC and/or CSU Entrance						
Graduation Year	District Total	District %	County Total	County %	State Total	State %
2012-13	6,288	39.1%	34,298	45.7%	422,177	39.4%
2011-12	6,403	36.6%	34,214	43.2%	418,598	38.3%
2010-11	6,322	33.0%	34,142	41.9%	410,476	36.9%
2009-10	6,637	32.8%	33,811	41.5%	405,087	36.3%

Source: California Department of Education

TABLE 18.

SUHSD SAT Scores							
Exam Year	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Number with Score $\geq 1,500$	Percent with Score $\geq 1,500$
2012-13	2,731	34.5%	479	492	464	1,051	38.5%
2011-12	2,679	33.3%	469	486	461	960	35.8%
2010-11	2,544	31.2 %	466	481	454	860	33.8%
2009-10	2,264	27.0%	474	486	462	822	36.3%
County and State SAT Scores, Four-Year Average							
<b>San Diego County</b>	79,868	38.1%	508	522	501	8,400	52.6%
<b>Statewide</b>	902,949	37.3%	495	513	494	86,791	48.2%

Source: California Department of Education

## 2. STUDENT ENROLLMENT AND DEMOGRAPHIC DATA

Over the past five academic years (2009–10 to 2013–14), Southwestern College has maintained its commitment of providing access to higher education to students throughout its service area. During this period, the College’s student demographic composition remained essentially unchanged, although enrollments fluctuated noticeably for some periods. These fluctuations are likely linked to the fiscal crisis of the last several years. Some demographic and trend characteristics of this period include:

- In fall 2013, nearly three-quarters of Southwestern College students lived in Chula Vista (43%) or San Diego (30%) (**Figure 2**).
- Overall enrollments at Southwestern College have decreased, on average, since 2009-10 (**Table 19a** and **Table 19b**).
- Female students accounted for slightly over half of the student body (54%).
- The College has continued to attract many students of different age groups, but the median age of students remains in the younger age bracket (between 20–24 years) (**Table 21a**).
- The student body continues to be ethnically diverse, serving many students from different backgrounds (**Table 22a**).
- The proportion of Hispanic students College wide has fallen in the last five academic years since 2009-10, when Hispanics represented nearly 60% of College

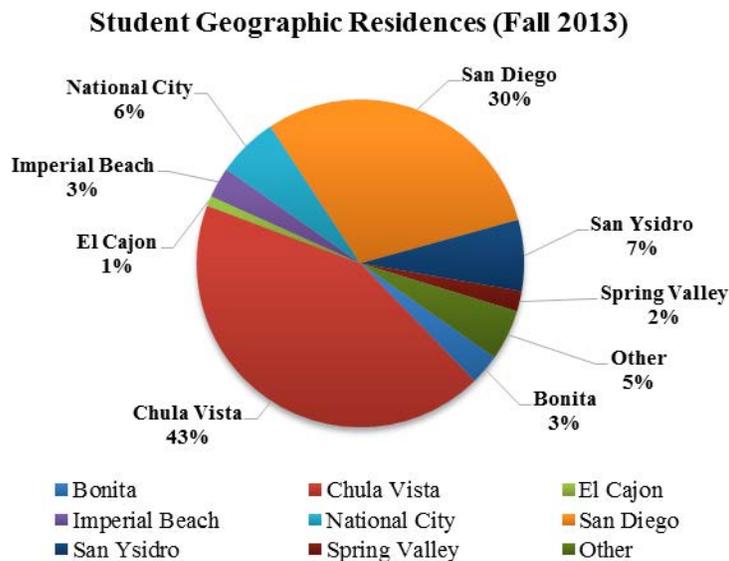
enrollments to fewer than 50% in 2013–14 (**Table 22a** and **Table 22b**).

- American Indian/Alaskan Native student enrollments increased by over 150% in the past five years (**Table 22a**).
- Disability Support Services (DSS) served approximately 1,500 students in 2013-14, which was an increase of nearly one-fifth over 2009–10 figures (**Table 23b**).
- Southwestern College students received \$175 million in funding from 2009–10 to 2013–14. Over half (54%) of these students received one or more sources of funding (**Table 24a** and **Table 25a**).

### STUDENT RESIDENCE DATA

As the sole public institution of higher education in San Diego’s South Bay region, Southwestern College continues to be a vital resource for its local residents, as well as for commuter students from the outlying areas. In fall 2013, over two in five (43%) Southwestern students resided in Chula Vista, while nearly a third (30%) of its students were from San Diego. Chula Vista’s neighbors—San Ysidro (7%), National City (6%), and Imperial Beach (3%)—were regions with the next largest groups of students. Fewer students were from the College’s northern and eastern neighbors of Bonita (3%), Spring Valley (2%), and El Cajon (1%). Five percent of students came from other geographical areas in or outside of San Diego County (**Figure 2**).

**FIGURE 2.**



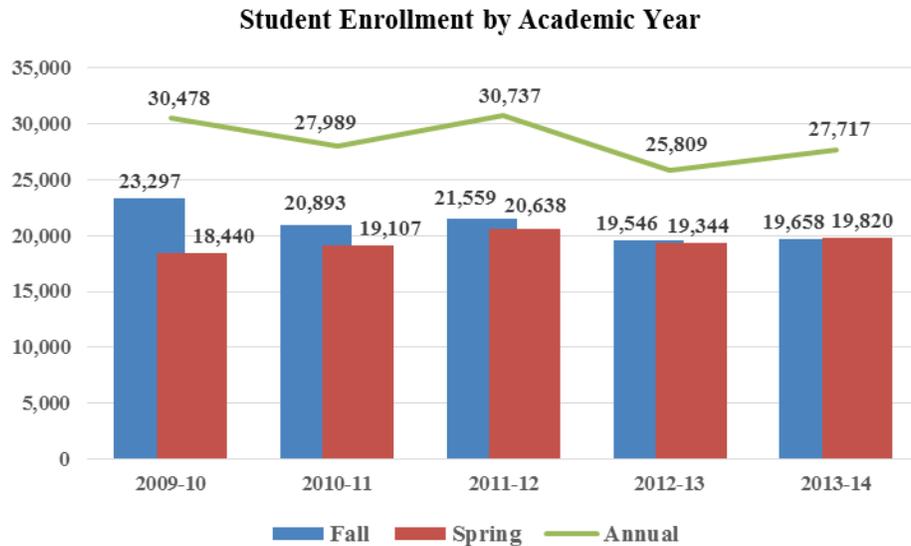
Source: Southwestern CCD Data Warehouse

## TERM AND ANNUAL ENROLLMENTS

Over the past five academic years (2009–10 to 2013–14), enrollment has fluctuated. During this period, Southwestern College saw its greatest enrollment numbers (annual, as well as fall and spring term enrollments) in 2011-12 and its lowest enrollment in 2012–13 (**Table 19a, Figure 3**). Overall, annual enrollment has decreased by nearly 10% from 30,478 students in 2009–10 to 27,717 students in 2013–14 (**Table 19b**).

This trend was especially prominent for fall term enrollments, where enrollments decreased by nearly 16% between fall 2009 and fall 2013. Spring enrollments, however, increased slightly over this period by almost eight percent (**Table 19a**). Higher enrollments are expected for the 2014–15 academic year as the number of class offerings has increased in response to improved community college system funding.

**FIGURE 3.**



**Source:** CCC Chancellor's Office Data Mart

**TABLE 19A.**

<b>SWCCD Student Enrollments by Academic Year (Unduplicated Headcount)</b>			
<b>Academic Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Annual</b>
2009–10	23,297	18,440	30,478
2010–11	20,893	19,107	27,989
2011–12	21,559	20,638	30,737
2012–13	19,546	19,344	25,809
2013–14	19,658	19,820	27,717

Source: CCC Chancellor's Office Data Mart

**TABLE 19B.**

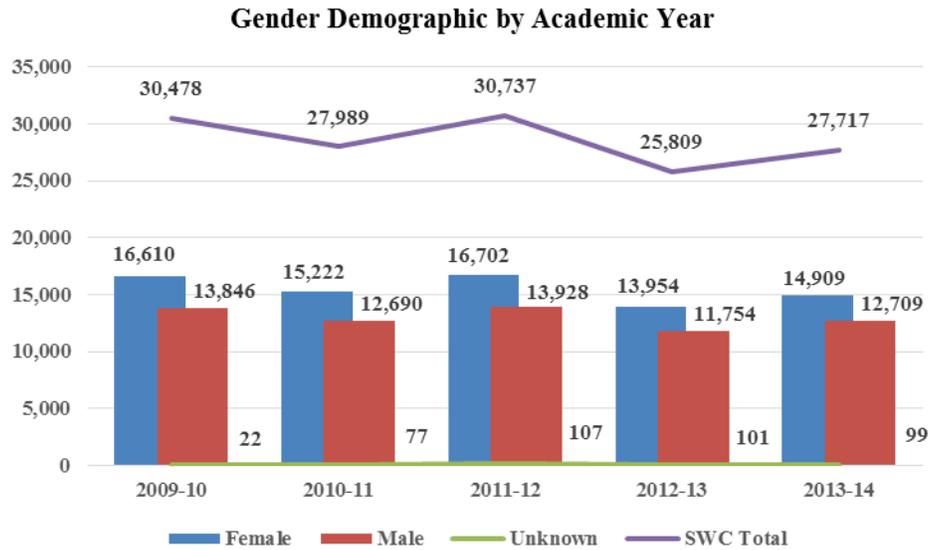
<b>SWCCD Student Enrollments by Academic Year (Unduplicated Headcount)</b>			
<b>Comparisons</b>	<b>Fall</b>	<b>Spring</b>	<b>Annual</b>
<b>Five-Year Average</b>	20,991	19,470	28,546
<b>2009–10 to 2013–14 % Change</b>	-15.6%	7.5%	-9.1%

Source: CCC Chancellor's Office Data Mart

## GENDER DEMOGRAPHICS

Since 2009–10, the average ratio of student gender has generally remained at 54% female to 46% male (**Figure 4, Table 20a**). Across community colleges statewide, gender distribution in fall 2013 was 53% female, 46% male, and 1% unknown.

**FIGURE 4.**



Source: CCC Chancellor's Office Data Mart

**TABLE 20A.**

Gender	2009–10		2010–11		2011–12		2012–13		2013–14	
	Count	%								
<b>Total</b>	30,478	100%	27,989	100%	30,737	100%	25,809	100%	27,717	100%
<b>Female</b>	16,610	54.5	15,222	54.4	16,702	54.3	13,954	54.1	14,909	53.8
<b>Male</b>	13,846	45.4	12,690	45.3	13,928	45.3	11,754	45.5	12,709	45.9
<b>Unknown</b>	22	0.1	77	0.3	107	0.3	101	0.4	99	0.4

Source: CCC Chancellor's Office Data Mart

**TABLE 20B.**

Gender	Five-year Averages		2009–10 to 2013–14
	Count	%	% Change
Total	28,546	100%	-9.1%
Female	15,479	54.2	-10.2
Male	12,985	45.5	-8.2
Unknown	81	0.3	350.0

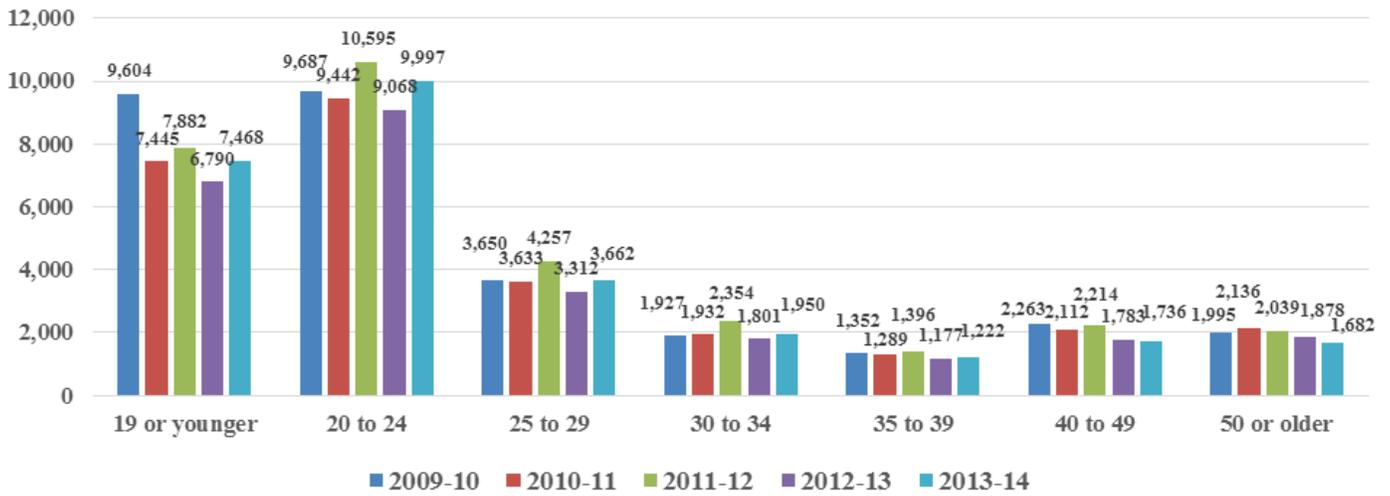
Source: CCC Chancellor's Office Data Mart

## AGE DEMOGRAPHICS

In comparison to other California community colleges, Southwestern College can be viewed as a “young institution,” as 62% of its students are under the age of 25, compared to 58% statewide (Table 21a, Figure 5). The median age of Southwestern College students is approximately 22 years old, with the 20 to 24 year old age group comprising about one-third (34%) of the College’s student population (Table 21a). The age group experiencing the greatest gain from 2009–10 to 2013–14 were the 25 to 34 year olds (+3%); the greatest decrease was among the 40 to 49 year-old (-23%) and 19 or younger age groups (-22%) (Table 21b).

FIGURE 5.

Age Demographic by Academic Year



Source: CCC Chancellor’s Office Data Mart

TABLE 21A.

Age	2009-10		2010-11		2011-12		2012-13		2013-14	
	Count	%								
<b>Total</b>	30,478	100%	27,989	100%	30,737	100%	25,809	100%	27,717	100%
<b>19 or younger</b>	9,604	31.5	7,445	26.6	7,882	25.6	6,790	26.3	7,468	26.9
<b>20 to 24</b>	9,687	31.8	9,442	33.7	10,595	34.5	9,068	35.1	9,997	36.1
<b>25 to 29</b>	3,650	12.0	3,633	13.0	4,257	13.8	3,312	12.8	3,662	13.2
<b>30 to 34</b>	1,927	6.3	1,932	6.9	2,354	7.7	1,801	7.0	1,950	7.0
<b>35 to 39</b>	1,352	4.4	1,289	4.6	1,396	4.5	1,177	4.6	1,222	4.4
<b>40 to 49</b>	2,263	7.4	2,112	7.5	2,214	7.2	1,783	6.9	1,736	6.3
<b>50 or older</b>	1,995	6.5	2,136	7.6	2,039	6.6	1,878	7.3	1,682	6.1

Source: CCC Chancellor's Office Data Mart

TABLE 21B.

Age	Five-year Averages		2009-10 to 2013-14
	Count	%	% Change
<b>Total</b>	28,546	100%	-9.1%
<b>19 or younger</b>	7,838	27.5	-22.2
<b>20 to 24</b>	9,758	34.2	3.2
<b>25 to 29</b>	3,703	13.0	0.3
<b>30 to 34</b>	1,993	7.0	1.2
<b>35 to 39</b>	1,287	4.5	-9.6
<b>40 to 49</b>	2,022	7.1	-23.3
<b>50 or older</b>	1,946	6.8	-15.7

Source: CCC Chancellor's Office Data Mart

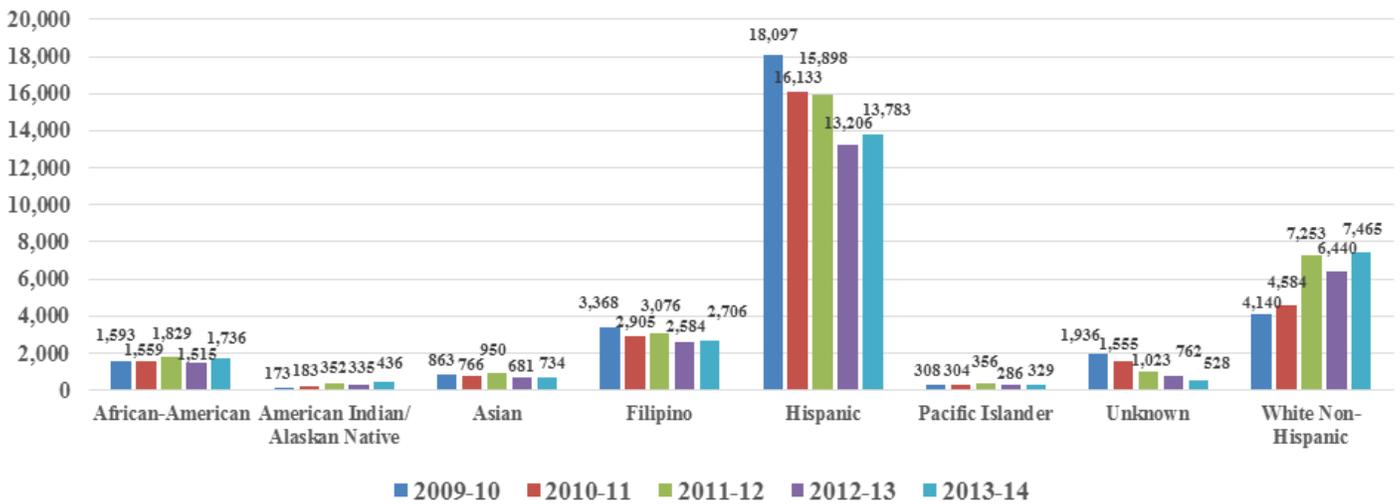
## RACE/ETHNICITY DEMOGRAPHICS

Southwestern College continues to serve a culturally and ethnically diverse student population. Over the last five academic years, the College has remained a majority-minority institution (**Table 22a, Figure 6**). However, the Hispanic representation in the student population has been declining over the last five years, and it underrepresents the outlying service area, which is 62% Hispanic (**Tables 4 and 5**). Approximately one in five (27%) students are White, non-Hispanic, and approximately one in ten (10%) are Filipino. Other ethnic groups are distributed as follows: African-American (6%), Asian (3%), American Indian/Alaskan Native (2%), and Pacific Islander (1%) students (**Table 22a**).

From 2009–10 to 2013–14, enrollments have decreased among four student groups (Hispanics, -24%; Filipinos, -20%; Asians, -15%; and unknown/unreported ethnicities, -73%). Several student groups, however, increased their enrollments over this period, including Pacific Islanders (+7%), African-Americans (+9%), and White, non-Hispanic students (+80%). The group with the greatest surge in enrollments was American Indian/Alaskan Native students, whose enrollment increased by 152% from 2009–10 to 2013–14 (**Table 22b**).

**FIGURE 6.**

**Race/Ethnicity Demographic by Academic Year**



Source: CCC Chancellor's Office Data Mart

TABLE 22A.

Ethnicity	2009-10		2010-11		2011-12		2012-13		2013-14	
	Count	%								
<b>Total</b>	30,478	100%	27,989	100%	30,737	100%	25,809	100%	27,717	100%
<b>African-American</b>	1,593	5.2	1,559	5.6	1,829	6.0	1,515	5.9	1,736	6.3
<b>American Indian/ Alaskan Native</b>	173	0.6	183	0.7	352	1.1	335	1.3	436	1.6
<b>Asian</b>	863	2.8	766	2.7	950	3.1	681	2.6	734	2.6
<b>Filipino</b>	3,368	11.1	2,905	10.4	3,076	10.0	2,584	10.0	2,706	9.8
<b>Hispanic</b>	18,097	59.4	16,133	57.6	15,898	51.7	13,206	51.2	13,783	49.7
<b>Pacific Islander</b>	308	1.0	304	1.1	356	1.2	286	1.1	329	1.2
<b>Unknown</b>	1,936	6.4	1,555	5.6	1,023	3.3	762	3.0	528	1.9
<b>White Non-Hispanic</b>	4,140	13.6	4,584	16.4	7,253	23.6	6,440	25.0	7,465	26.9

Source: CCC Chancellor's Office Data Mart

TABLE 22B.

Ethnicity	Five-year Averages		2009-10 to 2013-14
	Count	%	% Change
<b>Total</b>	28,546	100%	-9.1%
<b>African-American</b>	1,646	5.8	9.0
<b>American Indian/Alaskan Native</b>	296	1.0	152.0
<b>Asian</b>	799	2.8	-14.9
<b>Filipino</b>	2,928	10.3	-19.7
<b>Hispanic</b>	15,423	54.0	-23.8
<b>Pacific Islander</b>	317	1.1	6.8
<b>Unknown</b>	1,161	4.1	-72.7
<b>White Non-Hispanic</b>	5,976	20.9	80.3

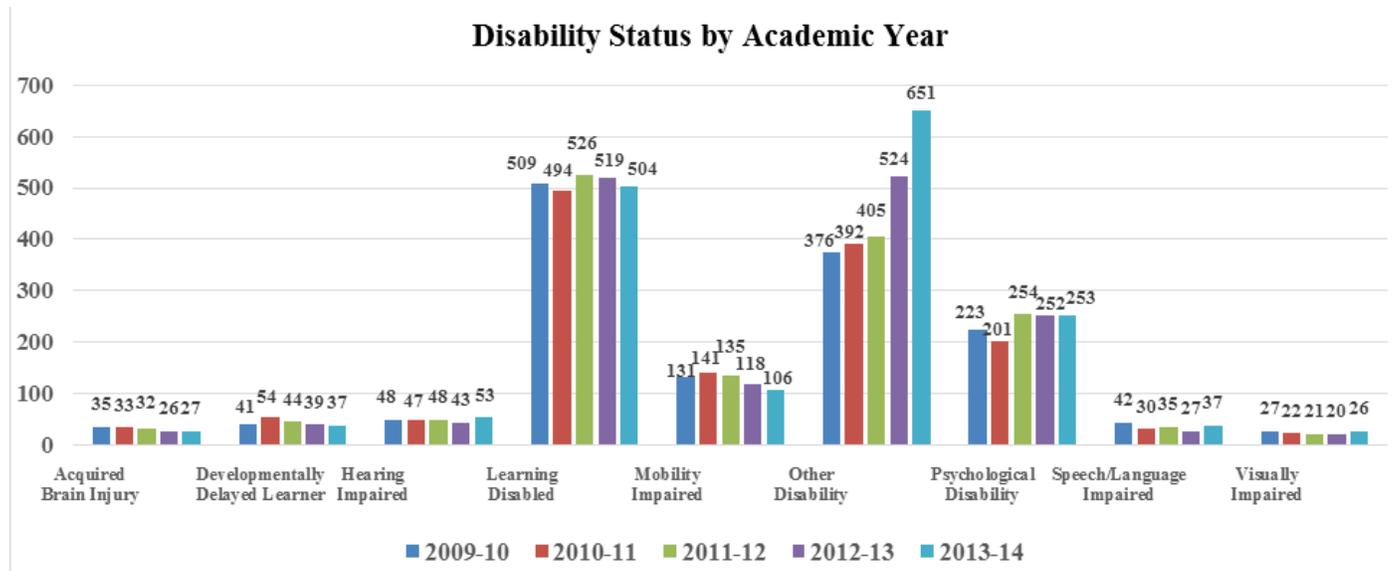
Source: CCC Chancellor's Office Data Mart

## STUDENTS WITH DISABILITIES DEMOGRAPHICS

From 2009–14, Disability Support Services (DSS) at Southwestern College has served between 1,400 and 1,700 students annually (**Table 23a**). Student utilization of DSS has increased, especially over the past three years, by over 18 percent (1,432 students serviced in 2009-10 compared to 1,694 students in 2013-14). Based on the program’s most recent figures, almost one in three students receiving DSS support were enrolled in the program due to a diagnosed learning disability (30%). Approximately thirty-eight percent of students were enrolled in DSS for another uncategorized disability. The other two groups with the largest DSS enrollments were students with psychological disabilities (15%) and students with mobility impairments (6%).

Students in the “other disability” category have increased substantially (by 73%) over the past five years (**Table 23b, Figure 7**). Other categories that experienced increased DSS enrollment over the past five years include the psychological disability (13%) and hearing impaired (10%) categories. Six of the nine DSS categories showed decreased enrollment from 2009-10 to 2013–14. These categories included acquired brain injury (-23%), mobility impaired (-19%), speech/language impaired (-12%), developmentally delayed learner (-10%), visually impaired (-4%), and learning disabled (-1%).

**FIGURE 7.**



Source: CCC Chancellor’s Office Data Mart

TABLE 23A.

Disability Status	2009-10		2010-11		2011-12		2012-13		2013-14	
	Count	%								
<b>Total</b>	1,432	100%	1,414	100%	1,500	100%	1,568	100%	1,694	100%
<b>Acquired Brain Injury</b>	35	2.4	33	2.3	32	2.1	26	1.7	27	1.6
<b>Developmentally Delayed Learner</b>	41	2.9	54	3.8	44	2.9	39	2.5	37	2.2
<b>Hearing Impaired</b>	48	3.4	47	3.3	48	3.2	43	2.7	53	3.1
<b>Learning Disabled</b>	509	35.5	494	34.9	526	35.1	519	33.1	504	29.8
<b>Mobility Impaired</b>	131	9.2	141	10.0	135	9.0	118	7.5	106	6.3
<b>Other Disability</b>	376	26.3	392	27.7	405	27.0	524	33.4	651	38.4
<b>Psychological Disability</b>	223	15.6	201	14.2	254	16.9	252	16.1	253	14.9
<b>Speech/Language Impaired</b>	42	2.9	30	2.1	35	2.3	27	1.7	37	2.2
<b>Visually Impaired</b>	27	1.9	22	1.6	21	1.4	20	1.3	26	1.5

Source: CCC Chancellor's Office Data Mart

TABLE 23B.

Disability Status	5-year Averages		2009-10 to 2013-14
	Count	%	% Change
<b>Total</b>	1,522	100%	18.3%
<b>Acquired Brain Injury</b>	31	2.0	-22.9
<b>Developmentally Delayed Learner</b>	43	2.8	-9.8
<b>Hearing Impaired</b>	48	3.1	10.4
<b>Learning Disabled</b>	510	33.5	-1.0
<b>Mobility Impaired</b>	126	8.3	-19.1
<b>Other Disability</b>	470	30.9	73.1
<b>Psychological Disability</b>	237	15.5	13.5
<b>Speech/Language Impaired</b>	34	2.2	-11.9
<b>Visually Impaired</b>	23	1.5	-3.7

Source: CCC Chancellor's Office Data Mart

## SOCIOECONOMIC STATUS: FINANCIAL AID AWARDS

Financial aid for California's community college students may be placed into two broad funding categories. The first category is "gift aid" in the form of fee waivers, grants, and scholarships that do not have to be repaid. The second is "self-help aid" in the form of loans that must be repaid and college work-study funding that must be earned. These financial aid options are all intended to assist eligible low- and middle-income students in achieving their educational goals. These funding resources are particularly important to lower-income students, as the ability to self-finance higher education aspirations may not be a feasible alternative.

In 2013-14, over 17,000 awards were distributed to Southwestern College students (**Table 24a**). The vast majority of students who received financial aid were granted Board of Governor's (BOG) fee waivers based on personal or household income. Using the income-based BOG waiver eligibility criteria, it can be inferred that about half of Southwestern College's student body are in a low-income bracket. An additional 4% of students (546) received fee waivers, qualifying as disabled veterans or as a dependent of a deceased or disabled veteran. Approximately two in five (39%) financial aid recipients received grant funding from state, federal, or external sources (**Table 24b**).

**TABLE 24A.**

Financial Aid Awards	2009–10		2010–11		2011–12		2012–13		2013–14	
	Count	%								
<b>Unduplicated Student Total</b>	12,570	100%	13,752	100%	16,822	100%	16,345	100%	17,733	100%
<b>Fee Waiver (BOG Waiver)</b>	11,686	93.0	13,118	95.4	16,204	96.3	15,590	95.4	17,023	96.0
<b>Fee Waiver (Veteran Dependent)</b>	704	5.6	490	3.6	447	2.7	561	3.4	529	3.0
<b>Grants (State, Federal, and Other Sources)</b>	5,081	40.4	5,839	42.5	6,041	35.9	6,261	38.3	7,008	39.5
<b>Loans (Federal &amp; Stafford)</b>	365	2.9	468	3.4	441	2.6	388	2.4	362	2.0
<b>Scholarships (Institutional and Other)</b>	343	2.7	299	2.2	346	2.1	346	2.1	308	1.7
<b>Work Study</b>	217	1.7	214	1.6	163	1.0	169	1.0	141	0.8

Source: CCC Chancellor's Office Data Mart

**TABLE 24B.**

Financial Aid Awards	Five-year Averages		2009–10 to 2013–14
	Count	%	% Change
<b>Unduplicated Student Total</b>	15,444	100%	41.1%
<b>Fee Waiver (BOG Waiver)</b>	14,724	95.3	45.7
<b>Fee Waiver (Veteran Dependent)</b>	546	3.5	-24.9
<b>Grants (State, Federal, &amp; Other Sources)</b>	6,046	39.1	37.9
<b>Loans (Federal &amp; Stafford)</b>	405	2.6	-0.8
<b>Scholarships (Institutional &amp; Other)</b>	328	2.1	-10.2
<b>Work Study</b>	181	1.2	-35.0

Source: CCC Chancellor's Office Data Mart

Though enrollment has decreased from 2009–10 levels, grant funding has increased over the past five years (**Table 25b**). The College received over \$27 million from grant sources in the 2013–14 academic year—a 41% increase from 2009–10 figures. Grant funding has also supported more students in recent years; nearly 2,000 more students received grants in the 2013-14 academic year (7,008) when compared to 2009–10 (5,081) (**Table 24a**).

TABLE 25A.

Financial Aid Amounts, Five-Year Summary										
	2009–10		2010–11		2011–12		2012–13		2013–14	
	Amount	%								
<b>Total</b>	<b>\$27,508,848</b>	<b>100%</b>	<b>\$31,702,170</b>	<b>100%</b>	<b>\$34,468,004</b>	<b>100%</b>	<b>\$38,196,394</b>	<b>100%</b>	<b>\$43,432,884</b>	<b>100%</b>
<b>Fee Waiver (BOG Waiver)</b>										
	\$5,681,724	20.7	\$6,021,964	19.0	\$9,834,262	28.5	\$11,837,916	31.0	\$13,438,716	30.9
<b>Fee Waiver (Veteran Dependent)</b>										
	\$377,874	1.4	\$260,858	0.8	\$309,314	0.9	\$509,036	1.3	\$506,782	1.2
<b>Grants (State, Federal, and Other Sources)</b>										
	\$19,355,224	70.4	\$23,089,561	72.8	\$22,163,001	64.3	\$23,516,538	61.6	\$27,321,304	62.9
<b>Loans (Federal and Stafford)</b>										
	\$1,222,386	4.4	\$1,580,058	5.0	\$1,520,787	4.4	\$1,576,038	4.1	\$1,480,598	3.4
<b>Scholarships (Institutional and Other)</b>										
	\$339,944	1.2	\$244,817	0.8	\$287,752	0.8	\$333,812	0.9	\$303,714	0.7
<b>Work Study</b>										
	\$531,696	1.9	\$502,351	1.6	\$352,888	1.0	\$423,054	1.1	\$381,770	0.9

Source: CCC Chancellor's Office Data Mart

TABLE 25B.

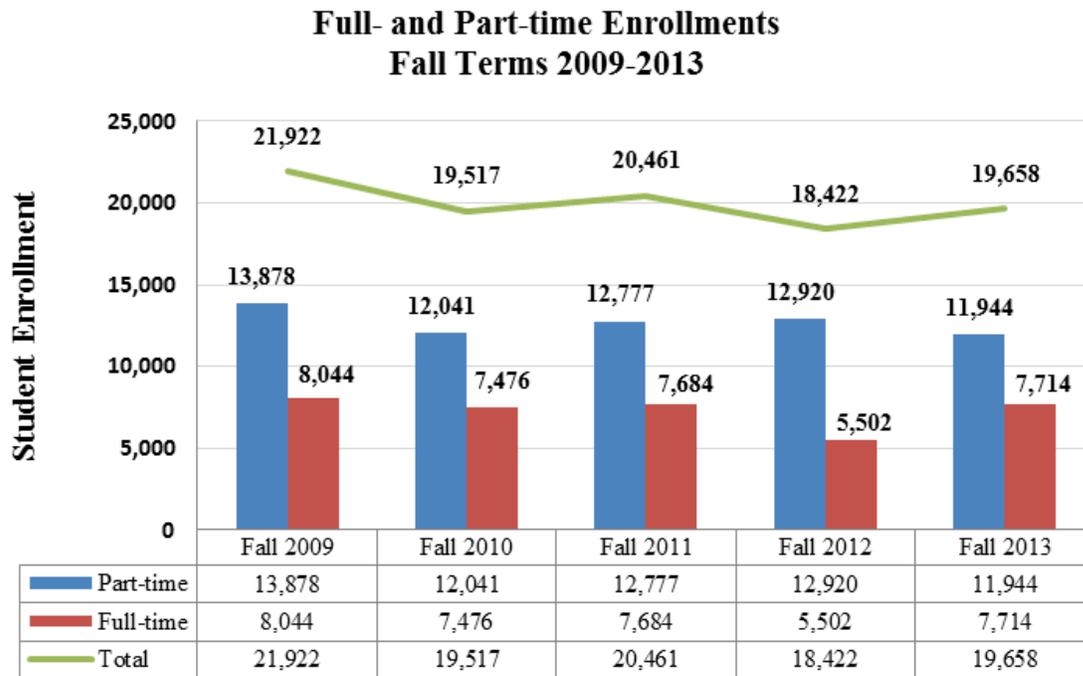
Financial Aid Amount	Five-year Averages		2009-10 to 2013-14
	Amount	%	% Change
<b>Southwestern Total</b>	<b>\$35,061,660</b>	<b>100%</b>	<b>57.9%</b>
<b>Fee Waiver (BOG Waiver)</b>	\$9,362,916	26.7	136.5
<b>Fee Waiver (Veteran Dependent)</b>	\$392,773	1.1	34.1
<b>Grants (State, Federal, and Other Sources)</b>	\$23,089,126	65.9	41.2
<b>Loans (Federal and Stafford)</b>	\$1,475,973	4.2	21.1
<b>Scholarships (Institutional and Other)</b>	\$302,008	0.9	-10.7
<b>Work Study</b>	\$438,352	1.3	-28.2

Source: CCC Chancellor's Office Data Mart

## STUDENT ENROLLMENT STATUS

Reflecting improved enrollment and course offerings, full-time students have recently increased in 2013-14 from the five-year low in 2012-13 (**Figure 8**). On average over the last five years, 36 percent of students have been enrolled full-time in credit courses. Additionally, fall 2013 full-time credit enrollment at the College was nearly ten percentage points above the state average of 30 percent. Approximately three-fourths (75%) of Southwestern College students are daytime students (enrolled in one or more sections with a start time before 4:30 p.m.), a figure which aligns with community colleges system wide (**Figure 9**).

### FULL-TIME AND PART-TIME STUDENT ENROLLMENT IN CREDIT COURSES: FALL TERM SUMMARY FIGURE 8.

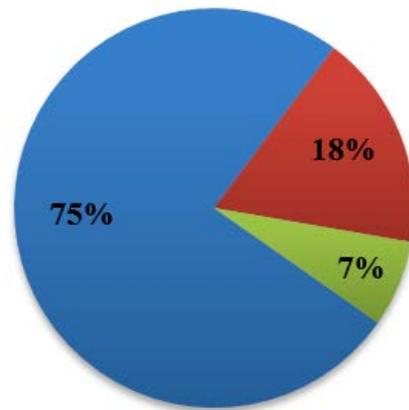


Source: CCC Chancellor's Office Data Mart

**DAY AND EVENING STUDENT ENROLLMENT: FALL TERM SUMMARY**  
**FIGURE 9.**

**Day & Evening Student Enrollment**  
**Fall Terms 2009-2013**

■ Day ■ Evening ■ Unknown



Source: CCC Chancellor's Office

**TABLE 26.**

<b>Full-Time Equivalent Student (FTES) Status, Five-Year Summary</b>					
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Credit FTES	17845.8	17303.4	18925.5	14167.8	16231.4
Non-Credit FTES	76.3	103.3	122.8	138.5	79.2
<b>Total</b>	<b>17922.1</b>	<b>17406.7</b>	<b>19048.3</b>	<b>14306.4</b>	<b>16310.7</b>

Source: CCC Chancellor's Office Data Mart

### 3. COURSE OFFERINGS AND PLACEMENT DATA

The College has a selection of credit and noncredit courses that serve a variety of purposes (from basic skills to transfer), offered in multiple modalities (face-to-face, hybrid, and online). Additionally, Southwestern College conducts assessments for Mathematics, English (including ESL), and Reading placements for first-time students.

Based on a five-year average (**Table 27**), the majority of the College's courses are credit courses (94%), though the institution does offer a selection of noncredit courses (6%). Nearly half (49%) of Southwestern College's courses articulate and are transferrable to both the UC and CSU systems. Over a quarter (26%) of all courses offered in 2013-14 were available

online (21% of all sections), 13 percent of courses were career technical education/Vocational Technical Education Act (CTE/VTEA), and five percent of all course types (10% of all sections) were remedial/basic skills (English, ESL, Reading, and Mathematics).

When disaggregating student enrollment by course type (**Table 28**), it is evident that credit, degree-applicable, and transferable courses are among the more highly enrolled. Vocational enrollments are typically under ten percent with basic skills enrollment accounting for less than five percent of all fall enrollments.

**TABLE 27.**

SECTION OFFERING BY COURSE TYPE: FIVE-YEAR SUMMARY	
Course Type	Percent
Credit	94.1%
Noncredit	5.9
Transfer to both UC/CSU	49.3
Transfer to CSU	35.1
SWC-degree/Non-transfer	4.9
Non-degree/Non-transfer	10.7
Online	25.7
CTE/VTEA	12.9
Basic Skills	4.5

Source: CCC Chancellor's Office Data Mart

**TABLE 28.**

Fall Enrollment by Course Type					
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Basic Skills</b>	7,526	6,528	7,034	5,534	5,980
<b>Credit</b>	62,201	57,407	59,812	49,940	57,816
<b>Degree Applicable</b>	54,142	50,422	52,122	43,880	51,257
<b>Transferable</b>	51,114	47,236	49,008	41,268	48,234
<b>Vocational</b>	14,084	12,970	13,528	11,484	12,904

Source: CCC Chancellor's Office Data Mart

Southwestern College conducts assessments for placement into Mathematics, English (including ESL), and Reading course pathways. Based on their placement results, students are eligible to enroll in college-level Mathematics, English, and/or Reading courses, or are required to complete remedial/basic skills courses. On average, for the period 2009-10 through 2013-14, over four in five (82%) incoming students were placed into basic skills Mathematics (**Table 29a**). Additionally, over one-third of incoming students placed into basic skills English (37%; **Table 29b**) and/or Reading (35%; **Table 29c**) courses.

## ASSESSMENT PLACEMENT SCORES

**TABLE 29A.**

Math Placement Scores, Five-Year Summary					
Academic Year	Basic Skills		College Level		Total
	Count	%	Count	%	Count
2009-10	7,680	83%	1,593	17%	9,273
2010-11	6,382	85	1,161	15	7,543
2011-12	7,147	82	1,558	18	8,705
2012-13	6,507	82	1,451	18	7,958
2013-14	5,914	79	1,534	21	7,448
<b>Total</b>	<b>33,630</b>	<b>82</b>	<b>7,297</b>	<b>18</b>	<b>40,927</b>

\* College Level includes “degree applicable,” “college level,” and “college graduation requirement” courses

Source: SWC Assessment Office

**TABLE 29B.**

English Placement Scores, Five-Year Summary					
Academic Year	Basic Skills*		College Level**		TotalTotal
	Count	%	Count	%	Count
<b>2009-10</b>	3,041	35%	5,752	65%	8,793
<b>2010-11</b>	3,365	42	4,621	58	7,986
<b>2011-12</b>	3,322	38	5,475	62	8,797
<b>2012-13</b>	2,976	36	5,232	64	8,208
<b>2013-14</b>	2,635	35	4,812	65	7,447
<b>Total</b>	<b>15,339</b>	<b>37</b>	<b>25,892</b>	<b>63</b>	<b>41,231</b>

\*Basic Skills English includes ESL placement counts

\*\*College Level includes “degree applicable,” “college level,” and “college graduation requirement”

Source: SWC Assessment Office

**TABLE 29C.**

Reading Placement Scores, Five-Year Summary					
Academic Year	Basic Skills		College Level*		Total
	Count	%	Count	%	Count
2009-10	3,607	36%	6,323	64%	9,930
2010-11	2,930	37	4,989	63	7,919
2011-12	3,001	34	5,807	66	8,808
2012-13	2,761	34	5,455	66	8,216
2013-14	2,494	33	5,048	67	7,542
<b>Total</b>	<b>14,793</b>	<b>35</b>	<b>27,622</b>	<b>65</b>	<b>42,415</b>

\*College Level includes "degree applicable," "college level," and "college graduation requirement"

Source: SWC Assessment Office

#### 4. STAFF DEMOGRAPHICS

Across all job categories, female employees comprise the majority of College employees (**Table 30**). In terms of race/ethnicity distribution, Southwestern College employees are predominantly White, non-Hispanic (51%) with Hispanic employees representing 28 percent of all College employees (**Table 31**). Hispanics do, however, represent a significant plurality (44%) of classified staff, although the ethnic distribution of all College employees does not reflect either student or service area demographics (students: 50% Hispanic / 27% White, non-Hispanic; SWCCD service area: 40% Hispanic / 20% White, non-Hispanic) (**Table 4**, **Table 5**, **Table 22**).

**TABLE 30.**

Employee Gender Distribution, 2013–14						
Employee Classification	Female	%	Male	%	Total	%
<b>Educational Administrator</b>	17	63.0%	10	37.0%	27	2.10%
<b>Academic, Tenured/Tenure-Track</b>	112	56.3	87	43.7	199	15.5
<b>Academic, Part-Time</b>	361	52.5	327	47.5	688	53.6
<b>Classified Employees</b>	211	57.0	159	43.0	370	28.8
<b>Total</b>	<b>701</b>	<b>54.6</b>	<b>583</b>	<b>45.4</b>	<b>1284</b>	<b>100</b>

Source: CCC Chancellor's Office Data Mart

TABLE 31.

Employee Ethnicity Distribution, 2013–14							
Employee Classification	African-American	American Indian/Alaskan Native	Asian	Hispanic	Pacific Islander	Unknown	White, Non-Hispanic
Educational Administrator	14.8%	7.4%	3.7%	3.7%	7.4%	3.7%	59.3%
Academic, Tenured/Tenure-Track	5.0	1.0	8.5	25.6	3.0	6.5	50.3
Academic, Part-Time	4.8	1.6	5.5	20.5	4.7	2.5	60.5
Classified Employees	4.3	0.8	5	44.3	1.4	5.1	33.5
<b>Total</b>	<b>4.9</b>	<b>1.4</b>	<b>7.4</b>	<b>27.8</b>	<b>3.5</b>	<b>3.9</b>	<b>51.1</b>

Source: CCC Chancellor's Office Data Mart

## D. LONGITUDINAL STUDENT ACHIEVEMENT DATA

### 1. INSTITUTION SET STANDARDS

An Institution Set Standard is the level of performance established by an educational institution to meet educational quality and institutional effectiveness expectations. This benchmark value may differ from a performance improvement goal, which an institution creates as an aspirational goal. The rationale for establishing standards is based on several functional needs:

- Standards create an organizational focus on the Southwestern College mission.
- Standards establish measurable benchmarks that facilitate campus wide conversation related to institutional progress.
- Each standard provides evidential data to support evaluation, decision-making, and institutional action.
- Institution Set Standards are required for Accreditation.

According to the ACCJC “Guide to Evaluating Institutions, 2013,” an “institution must demonstrate it gathers data on institution-set standards, analyzes results on student achievement and learning, and makes appropriate changes/

improvements to increase student performance, educational quality, and institutional effectiveness.” To meet this evaluative framework, Southwestern College has identified multiple student outcome metrics as part of its core Institution Set Standard framework.

**Southwestern College’s operational definition of Institution Set Standards:** The Institution Set Standards established by the College are based on a five-period (year or term) average for specified metrics (academic outcome, licensure score, transfer rate, etc.). The resulting percentages, counts, or scores are then multiplied by ninety-five percent to create an “adjusted average.” The section and tables below provide a broad, but not exhaustive, listing of the College’s Institution Set Standards for the most recent reporting period.

**Successful Course Completion:** Successful course completion is defined as the percentage of all enrolled students who receive a passing/satisfactory grade. Southwestern College met its Institution Set Standard for overall course completion rates (65.2%) in the 2013-14 academic year (66.6%) (**Table 32a**).

**TABLE 32A.**

Successful Course Completion Rates and Institution Set Standard							
	SWCCD Actuals					2013–14 Institution Set Standard	2013–14 SWCCD Actual
	2008–09	2009–10	2010–11	2011–12	2012–13		
<b>Standard Actual Completion</b>	64.6%	64.7%	67.2%	66.6%	80.0%*	65.2%	66.6%

Source: CCC Chancellor’s Office Data Mart

\*Chancellor’s Office Data incomplete

**Persistence:** The persistence rate is based on the California Community College Chancellor's Office (CCCCO) Scorecard cohort data and includes first-time students with a minimum of six units earned who attempted any Mathematics or English in the first three years and enrolled in three consecutive terms anywhere within the California Community College (CCC) system. Southwestern College met its Institution Set Standard for persistence (68.6%) in the 2013-14 academic year (70.4%) (**Table 32b**).

**TABLE 32B.**

Persistence & Institution Set Standard							
	SWCCD Actuals					2013-14 Institution- Set Standard	2013-14 SWCCD Actual
	2008-09	2009-10	2010-11	2011-12	2012-13		
Persistence	72.1%	73.0%	71.9%	74.9%	69.2%	68.6%	70.4%

Source: CCC Chancellor's Office Scorecard

**Certificate Completion:** Certificate completion at Southwestern College is defined as the number of certificates awarded in an academic year; this indicator includes certificates requiring a minimum of 12 units to those requiring 60 or more units. Southwestern College did not meet its Institution Set Standard for certificate completion (346 certificates) in the 2013-14 academic year (257 certificates) (**Table 32c**).

**TABLE 32C.**

Certificate Completion & Institution Set Standard							
	SWCCD Actuals					2013-14 Institution-Set Standard	2013-14 SWCCD Actual
	2008-09	2009-10	2010-11	2011-12	2012-13		
Certificate Completion	436	403	354	400	227	346	257

Source: CCC Chancellor's Office Data Mart

**Degree Completion:** Degree completion, as defined by the College, is the number of degrees awarded in an academic year; qualifying degrees include Associate in Science for Transfer (AS-T), Associate in Arts for Transfer (AA-T), Associate of Science (AS), and Associate of Arts (AA) degrees. Southwestern College met and surpassed its Institution Set Standard for degree completion (975 degrees) in the 2013-14 academic year (1,062 degrees) (**Table 32d**).

**TABLE 32D.**

Degree Completion and Institution Set Standard							
	SWCCD Actuals					2013-14 Institution Set Standard	2013-14 SWCCD Actual
	2008-09	2009-10	2010-11	2011-12	2012-13		
Degree Completion	1,152	1,130	995	988	867	975	1,062

Source: CCC Chancellor's Office Data Mart

**Transfer Volume:** Transfer volume data includes student transfers to the UC and CSU system, as well as transfers to in-state private (ISP) and out-of-state (OOS) institutions as reported by the National Student Clearinghouse. Southwestern College did not meet its Institution Set Standard for transfer volume (1,290 transfers) in the 2013-14 academic year (1,214 transfers) (**Table 32e**).

**TABLE 32E.**

Transfer Volume and Institution Set Standard							
	SWCCD Actuals					2013-14 Institution-Set Standard	2013-14 SWCCD Actual
	2008-09	2009-10	2010-11	2011-12	2012-13		
In-State-Private	374	501	358	397	388	N/A	314
Out-of-State	216	233	245	219	196	N/A	205
CSU	449	576	925	446	603	N/A	597
UC	137	133	123	143	125	N/A	98
Transfer Volume	1,176	1,443	1,651	1,205	1,312	1,290	1,214

Source: CCC Chancellor's Office Data Mart

**Transfer Velocity:** Based on CCC Chancellor's Office Scorecard cohort data, transfer velocity is defined as the percentage of first-time students with a minimum of 12 units earned, who attempted a transfer-level Mathematics or English course, and who transferred to a four-year institution within six years of cohort entry. "Transfer velocity" is reported in addition to "transfer volume" in order to provide full disclosures related to 2013-14 transfers. Southwestern College did not meet its Institution Set Standard for transfer velocity (29.8%) in the 2013-14 academic year (29.2%) (**Table 32f**).

**TABLE 32F.**

Transfer Velocity and Institution Set Standard							
	SWCCD Actuals					2013-14 Institution-Set Standard	2013-14 SWCCD Actual
	2008-09	2009-10	2010-11	2011-12	2012-13		
Transfer Velocity	31.5%	31.1%	32.7%	30.3%	31.2%	29.8%	29.2%

Source: CCC Chancellor's Office Scorecard

## 2. CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE (CCCCO) STUDENT SUCCESS SCORECARD

The CCCCCO Student Success Scorecard reports how students at each college are progressing along their educational pathways and whether they have achieved their educational goal. The Scorecard is the successor to the Accountability Reporting for the Community Colleges (ARCC) initiative and arises from eight recommendations of the California Community Colleges Student Success Task Force, which sought to: (1) increase college and career readiness; (2) strengthen support for entering students; (3) incentivize successful student behaviors; (4) align course offerings to meet student needs; (5) improve the education of basic skills students; (6) revitalize and re-envision professional development; (7) enable efficient statewide leadership and increase coordination among colleges; and finally, (8) align resources with student success recommendations.

Student success and educational achievement is defined in a variety of ways; consequently, student progress and educational objective measures must reflect this diversity. The core statistical measures, or metrics, utilized by the Chancellor's Office fall into two general categories: completion outcomes and momentum points. Completion outcomes can be thought of as measures of students' achievement towards the end of their studies and include:

- Percentage of students earning a certificate, degree, transferring, or achieving transfer-readiness
- The number of students who transferred to a four-year institution
- The number of degrees and certificates earned

The completion outcome metric also incorporates two vocational education measures: (1) career technical education (CTE), and (2) career development and college preparation. Each of these metrics utilizes a six-year tracking of students; however, these metrics' cohort criteria differ somewhat from the broader degree/transfer category.

Momentum points, or "tipping points," are another useful student success metric for tracking student success over time. These metrics are important because each is linked to a greater likelihood of program completion. Within the Scorecard framework, the tracked metrics are:

- Persistence (percent of students who enrolled in three consecutive academic terms)
- Successful completion of at least 30 semester units
- Successful completion of first collegiate level English and/or Mathematics course
- Successful completion of more than eight units in the career technical education (CTE) track

The percentage of students who achieved a certificate or associate's degree, who transferred to a four-year university, or who were transfer prepared, was still below the state average for the College Prepared, Unprepared for College (Remedial), and Overall categories. When compared to prior years, however, each category saw levels of improvement:

- Remedial English and Mathematics momentum points at Southwestern College are above the state average.
- In each of the last four years, completion outcomes for the "Unprepared for College" category have improved and now stand at 38.6% (only 0.6% below the state average).
- The "Overall Completion" metric stands at 43.9%, its highest rate in three years.
- At 52.2%, the career technical education (CTE) completion outcome is higher than the statewide average of 49.9% (**Table 33**).

TABLE 33.

2015 Southwestern College Student Success Scorecard: Metric Summary														
2008–09 Cohort Tracked for Six Years Through 2013-14	Momentum Points									Completion Outcomes			Career Development & College Preparation (%)	
	Remedial			Persistence			At Least 30 Units			Completion				
	Math (%)	English (%)	ESL (%)	Prepared (%)	Unprepared (%)	Overall (%)	Prepared (%)	Unprepared (%)	Overall (%)	Prepared (%)	Unprepared (%)	Overall (%)		Career Technical Education (%)
<b>Southwestern College</b>	35.8	52.0	20.7	69.1	70.8	70.4	69.4	64.0	65.3	61.5	38.6	43.9	52.2	10.9
<b>Statewide</b>	31.0	43.4	28.4	72.8	71.3	71.7	71.1	65.0	66.5	69.7	39.2	46.8	49.9	8.4

Source: California Community College Chancellor's Office

The Student Success Scorecard also breaks down the momentum point and completion outcome indicators based on the demographic variables of gender, age, and ethnicity. These data are useful in assessing equity among these indicators. Some important observations include:

- There is a greater percentage of female students progressing through the various momentum points and achieving completion outcomes than male students, with the exception of two areas where males are more successful: percentage of college-prepared students completing 30 units (71%) and percentage of students completing career development and college preparation (13%) (Table 34).
- Students under 20 years old and students in the 25 to 39 year-old age group typically had better success in the various momentum point and completion outcome indicators than the 20 to 24 year-old and 40 or older age groups (Table 34).
- Momentum point and completion outcomes did vary based on racial/ethnic groups.
- Groups with higher momentum point progression and completion outcome success included Asian and Filipino students. Student groups with lower rates of momentum point progression and completions include African-American, American Indian/Alaskan Native, White, and Hispanic students.

TABLE 34.

2015 Southwestern College Student Success Scorecard: Metrics by Demographic Summary														
2008-09 Cohort Tracked for Six Years Through 2013-14	Momentum Points									Completion Outcomes			Career Development & College Preparation & Career Technical Education (%)	Career Development & College Preparation & Career Technical Education (%)
	Remedial			Persistence			Remedial			Completion				
	Math (%)	English (%)	ESL (%)	Prepared (%)	Unprepared (%)	Overall (%)	Prepared (%)	Unprepared (%)	Overall (%)	Prepared (%)	Unprepared (%)	Overall (%)		
Female	37.3	55.2	21.6	69.5	72.5	71.9	68.1	66.7	67.0	63.8	41.4	46.1	53.3	9.6
Male	34.0	48.2	18.1	68.7	68.8	68.8	70.5	61.0	63.4	59.6	35.4	41.7	50.9	13.4
Under 20 years old	38.9	54.4	36.8	71.1	71.9	71.7	73.4	65.0	67.1	63.4	40.7	46.2	64.3	62.5
20 to 24 years old	30.2	45.3	29.3	65.4	62.8	63.3	51.9	56.0	55.2	63.5	35.7	41.3	57.8	50.0
25 to 39 years old	32.7	53.2	14.7	48.1	71.2	67.3	33.3	69.7	63.5	48.1	27.3	30.8	40.2	11.5
40 or more years old	19.4	49.1	12.2	46.2	68.8	64.9	53.8	53.1	53.2	7.7	18.8	16.9	26.8	2.6
African-American	23.1	43.1	0.0	50.0	74.5	70.2	55.0	59.6	58.8	50.0	34.0	36.8	47.7	11.8
American Indian/ Alaska Native	33.3	66.7	0.0	50.0	100.0	88.9	0.0	28.6	22.2	0.0	42.9	33.3	42.9	0.0
Asian	42.4	52.0	19.0	71.4	66.7	68.1	78.6	72.7	74.5	78.6	39.4	51.1	57.6	13.5
Filipino	49.8	71.0	28.6	78.3	72.4	74.4	71.7	67.2	68.8	62.0	47.7	52.6	64.3	N/A
Hispanic	34.4	51.3	20.6	69.8	71.4	71.1	70.1	64.5	65.6	60.9	38.1	42.6	51.8	15.0
Pacific Islander	33.3	40.0	N/A	80.0	73.3	75.0	40.0	66.7	60.0	40.0	40.0	40.0	66.7	N/A
White	37.4	43.9	25.0	65.9	60.8	62.7	67.1	58.8	61.8	69.4	36.5	48.5	49.8	9.5

Source: California Community College Chancellor's Office

**2015 Southwestern College Student Success Scorecard:  
Metrics by Demographic Summary**

2008-09 Cohort Tracked for Six Years Through 2013-14	Momentum Points									Completion Outcomes			Career Development & College Preparation (%)	
	Remedial			Persistence			Remedial			Completion				
	Math (%)	English (%)	ESL (%)	Prepared (%)	Unprepared (%)	Overall (%)	Prepared (%)	Unprepared (%)	Overall (%)	Prepared (%)	Unprepared (%)	Overall (%)		Career/Technical Education (%)
25 to 39 years old	32.7	53.2	14.7	48.1	71.2	67.3	33.3	69.7	63.5	48.1	27.3	30.8	40.2	11.5
40 or more years old	19.4	49.1	12.2	46.2	68.8	64.9	53.8	53.1	53.2	7.7	18.8	16.9	26.8	2.6
African-American	23.1	43.1	0.0	50.0	74.5	70.2	55.0	59.6	58.8	50.0	34.0	36.8	47.7	11.8
American Indian/ Alaska Native	33.3	66.7	0.0	50.0	100.0	88.9	0.0	28.6	22.2	0.0	42.9	33.3	42.9	0.0
Asian	42.4	52.0	19.0	71.4	66.7	68.1	78.6	72.7	74.5	78.6	39.4	51.1	57.6	13.5
Filipino	49.8	71.0	28.6	78.3	72.4	74.4	71.7	67.2	68.8	62.0	47.7	52.6	64.3	N/A
Hispanic	34.4	51.3	20.6	69.8	71.4	71.1	70.1	64.5	65.6	60.9	38.1	42.6	51.8	15.0
Pacific Islander	33.3	40.0	N/A	80.0	73.3	75.0	40.0	66.7	60.0	40.0	40.0	40.0	66.7	N/A
White	37.4	43.9	25.0	65.9	60.8	62.7	67.1	58.8	61.8	69.4	36.5	48.5	49.8	9.5

Source: California Community College Chancellor's Office

**PEER COLLEGES**

Tracking student cohort (groups based on specific curricular criteria) completion outcomes and momentum points are an important means for assessing a college's progression over the course of time. In some instances, comparisons of similarly situated colleges are warranted, especially when community demographics in service areas indicate that specific colleges are substantially similar. In the context of the Scorecard, the Chancellor's Office provides a listing of "peer groups" related to each institution's completion rate to assist colleges in evaluative comparisons. In earlier years, the Chancellor's Office provided multiple peer grouping across a number of indicators as part of its Accountability Reporting for the Community Colleges (ARCC), the predecessor to the Scorecard. At present, the Scorecard uses only the Completion Rate and three "environmental" factors to generate college peer groups, which are based on:

- The Academic Performance Index (API) calculated by the California Department of Education for each high school based on multi-subject standardized test scores.
- A Bachelor of Arts/Sciences index representing bachelor degree attainment for those 25 years or older in a college's service area.
- The percentage of students within the community college who are age 25 years or older in fall 2008.

Southwestern College is one of 24 California Community Colleges in its Student Success Scorecard peer group. The following table (Table 35) lists all of the colleges within this peer grouping:

**TABLE 35.****Peer Colleges for Comparing the Completion Rate in the 2015 Scorecard**

- Butte College
- Chabot College
- Chaffey College
- Citrus College
- Cosumnes River College
- Crafton Hills College
- Cypress College
- El Camino College
- Evergreen Valley College
- Fresno City College
- Grossmont College
- Los Medanos College
- Modesto College
- Mt. San Antonio College
- Mt. San Jacinto College
- Reedley College
- Sacramento City College
- San Diego City College
- Shasta College
- Solano College
- Southwestern College
- Ventura College
- Woodland College

**Source:** California Community College Chancellor's Office

In regard to completion outcomes, Southwestern College's completion rates are similar to its peer group's averages. While the College's prepared student (62%) and overall student (44%) completion rates are slightly under the peer group average (65% and 47%, respectively), the College matches the unprepared (remedial) student completion rate of the peer group (39%) (Table 36).

**TABLE 36**

**2015 Southwestern College Student Scorecard:  
Completion Outcomes Peer College Comparison**

<b>2008-09 Cohort Tracked for Six Years Through 2013-14</b>	<b>Completion Outcomes</b>		
	<b>Prepared (%)</b>	<b>Unprepared (%)</b>	<b>Overall (%)</b>
Southwestern College	61.5%	38.6%	43.9%
Peer College Average	65.4	38.5	44.6
Peer College Low	50.0	30.4	35.10
Peer College High	73.0	54.2	55.8

**Source:** California Community College Chancellor's Office

### 3. ADDITIONAL ACHIEVEMENT DATA

Incoming student plans are an important aspect of institutional assessment, as such information offers a foundational tool for evaluating later student outcomes. The following section provides data related to the prospective goals of student applicants and information on tangible outcomes (e.g., course completions, award completers, and university transfers). Additionally, academic outcome information for the Preparation, Achievement, Interdependence, and Responsibility (PAIR) program, an academic support intervention, is reported and permits an appraisal of student services programs with respect to their impact on academic development and student success.

#### EDUCATIONAL GOALS

Over one-third (36%) of first-time student applicants reported that their educational goal was to obtain a bachelor's degree after earning an associate's degree. Three out of ten (30%) students were undecided on their educational goal at the time of their application to the College. Nearly eight percent identified their goal as transferring and earning a bachelor's without an associate's degree, and six percent of applicants stated that they were enrolling to start a new career or to earn an associate's degree as their terminal degree (**Table 37**).

**EDUCATIONAL GOAL OF FIRST-TIME STUDENT APPLICANTS, 2013–14**  
**TABLE 37.**

Educational Goal of First-time Student Applicants, 2013–14	
Educational Goal, Ranked	Percent
Bachelor after Associate	35.51%
Undecided	30.11
Bachelor without Associate	7.54
New Career	5.83
Associate	5.75
Career Interests	3.40
HS/GED	2.17
Basic Skills	2.00
Job Advancement	1.90
Vocational Certificate	1.65
Certification/Licensure	1.63
Educational Development	1.49
Vocational Degree	1.03

**Source:** Southwestern College Student Application

## POST-COLLEGE PLANS

Nearly one half (49%) of Southwestern College first-time student applicants, from 2009-10 through 2013-14, identified transferring to a four-year institution as their immediate plan following their studies at the College. Approximately one in five (19%) students stated that they would seek full-time employment after their time at Southwestern College. Markedly fewer students stated continuing their present status (4%), military service (2%), or some other plan (3%). Almost a quarter (24%) of students were undecided about their future plans (**Table 38**).

### AFTER SOUTHWESTERN COLLEGE PLANS, 5-YEAR SUMMARY TABLE 38.

First-time Student Applicant After SWCCD Plans, 2013-14*		
	Count	Percent
Transfer	16,636	48.7%
Full-time Employment	6,402	18.7
Present status	1,374	4.0
Military	562	1.6
Undecided	8,068	23.6
Other	1,156	3.4
<b>Total</b>	<b>34,198</b>	<b>100</b>

\*Student applicants 2013–14

**Source:** Southwestern College Student Application

First-time student applicants are asked to identify their transfer institution of choice during the application process to Southwestern College. Over the past five academic years (2009-10 to 2013-14), the largest group of students were undecided (37%) on which transfer institution they wanted to attend. A quarter (25%) of Southwestern College students stated that they would like to transfer to San Diego State University—the region’s California State University institution. Another ten percent identified University of California, San Diego as their first-choice institution. Several students also mentioned the following local institutions as transfer objectives: University of San Diego (4%), Point Loma Nazarene University (1%), and Alliant University (<1%). Fourteen percent of students said they had no plans to transfer, while another 12% stated that their transfer institution of choice was somewhere other than the previously mentioned local institutions (**Table 39**).

### TRANSFER INSTITUTION PLANS, FIVE-YEAR SUMMARY TABLE 39.

First-time Student Applicant Transfer Plans, 2009-10 to 2013-14*		
Institution	Count	Percent
Undecided	18,251	36.6%
San Diego State University	12,310	24.7
University of California, San Diego	4,785	9.6
University of San Diego	1,729	3.5
Point Loma Nazarene University	279	0.6
Alliant University	73	0.2
Do not plan to transfer	6,834	13.7
Other	5,547	11.1
<b>Total</b>	<b>49,808</b>	<b>100</b>

\*Student applicants 2009-10 through 2013-14

**Source:** Southwestern College Student Application

## COURSE COMPLETION RATES

A course retention rate is the percentage of enrolled students who do not withdraw from their class during the academic term. Course success rate is the percentage of students who receive a passing/satisfactory grade for their course. These indicator measures are useful tools for assessing student success in different types of courses offered at Southwestern College (basic skills, credit, degree applicable, transferable, and vocational). Five-year averages from fall 2009 to fall 2014 reveal that retention rates range between 87% and 90% for the different course types. Success rate five-year averages for these course categories spanned a greater range, from 63% to 75%. Basic skills courses generally had lower retention and success rates compared to other course types, and vocational courses had the highest rates (**Table 40**).

### COURSE COMPLETION RATES BY COURSE TYPE TABLE 40.

Course Retention and Success Rates by Course Type						
Course Type	Retention/Success Rate	Fall 2009	Fall 2010	Fall 2011	Fall 2012*	Fall 2013
Basic Skills	Retention Rate	82.3%	82.55%	83.74%	99.98%	86.02%
	Success Rate	58.1	59.8	61.0	73.6	62.5
Credit	Retention Rate	83.9	84.5	84.1	99.9	85.7
	Success Rate	64.7	67.2	66.6	80.0	67.7
Degree Applicable	Retention Rate	84.1	84.7	84.0	99.9	85.6
	Success Rate	65.5	67.9	67.13	80.7	68.2
Transferable	Retention Rate	83.9	84.5	83.96	99.9	85.4
	Success Rate	65.5	67.9	67.30	80.9	68.3
Vocational	Retention Rate	87.7	87.5	86.22	100	88.3
	Success Rate	71.3	72.7	72.33	83.8	72.1

\*CCC Chancellor's Office data incomplete

Source: CCC Chancellor's Office Data Mart

## CERTIFICATES AND DEGREE COMPLETIONS

Over the past five academic years (2009-10 to 2013-14), the number of certificate and degree completions for the College has fluctuated. Overall completions peaked in 2009-10 (1,533 degrees and certificates) and then later bottomed out in 2012-13 (1,094). The 2013-14 academic year saw a rebound in certificate and degree completion (1,319), but this was still a decrease from the high number of completions in 2009-10 (**Table 41**). The introduction of Associate Degrees for Transfer [in Science (AS-T) and in Arts (AA-T)] during the 2012-13 academic year made an impact on award totals. In 2013-14, thirteen percent of conferred awards were among Associate Degrees for Transfer.

Another important trend was the decrease in awarded certificates from 2009-10 to 2013-14 (**Table 41**). As certificate program enrollments and awards are often closely tied to workforce trends, it is important to note that awards peaked from 2009-10 through 2011-12, a timeframe coinciding with the post-recessionary period. It is reasonable to presume that many workers seeking workforce reentry sought to complete programs in order to update their skills or pursue new career pathways; thus, certificate program awards experienced a modest increase.

### CERTIFICATE AND DEGREE COMPLETIONS TABLE 41.

Certificate and Degree Completions by Award Type, Five-Year Summary					
	2009-10	2010-11	2011-12	2012-13	2013-14
Associate in Science for Transfer (AS-T)	N/A	N/A	N/A	7	19
Associate in Arts for Transfer (AA-T)	N/A	N/A	N/A	10	152
Associate of Science (AS)	276	281	290	277	247
Associate of Arts (AA)	854	714	698	573	644
Certificate	403	354	400	227	257
<b>Total</b>	<b>1,533</b>	<b>1,349</b>	<b>1,388</b>	<b>1,094</b>	<b>1,319</b>

Source: CCC Chancellor's Office Data Mart

## TRANSFER SUMMARY

Transfer to four-year colleges and universities constitute one of the most important goals for students entering Southwestern College. Community college transfers also represent a significant population for the California State University (CSU) and University of California (UC) systems in terms of undergraduate enrollments. Southwestern College also serves as a pivotal transfer pathway for students seeking entry to in-state private and out-of-state (both public and private) four-year colleges and universities. For the five-year period spanning the 2009-10 through 2013-14 academic years, at least 1,200 Southwestern College students transferred each year to CSU, UC, in-state private (ISP), and out-of-state (OOS) four-year institutions (**Table 42**). It is notable that the combined total of ISP and OOS colleges and university transfers often approaches or even exceeds CSU transfers, as occurred in the 2011–2012 academic year.

### COLLEGE AND UNIVERSITY TRANSFERS TABLE 42.

Transfers, Five-Year Summary					
College/University Category	2009-10	2010-11	2011-12	2012-13	2013-14
In-State-Private (ISP)	501	358	397	388	314
Out-of-State (OOS)	233	245	219	196	205
CSU	576	925	446	603	597
UC	133	123	143	125	98
<b>Total</b>	<b>1,443</b>	<b>1,651</b>	<b>1,205</b>	<b>1,312</b>	<b>1,214</b>

Source: CCC Chancellor's Office Data Mart

## BASIC SKILLS INTERVENTION: PREPARATION, ACHIEVEMENT, INTERDEPENDENCE, AND RESPONSIBILITY (PAIR) PROGRAM

The Power Study Program (PSP) is a Supplemental Instruction (SI) program that supports collaborative learning in and out of the classroom. The program uses a group study session model developed by the University of Missouri at Kansas City. The model is adapted to the needs of Southwestern College and its basic skills. The program uses three distinct in-class and out-of-class support methodologies designed to meet the level of the course and the preference of instructors. Many supported courses are also part of a basic skills learning community that includes non-content learning skills coursework and dedicated counseling resources. The program has been active within the District since fall 2008 and is funded by various state sources. The table below (**Table 43**) provides retention and successful course completion rates in a comparison of PAIR and non-PAIR basic skills disciplines. Basic skills Mathematics and Reading courses supported by PAIR have tended to experience better academic outcomes as program participants; whereas, basic skills English coursework has not shown an apparent benefit.

**TABLE 43.**

Course	Academic Year	Retention %	PAIR Retention %	Successful Course Completion %	PAIR Successful Course Completion %
<b>ENGL 71</b>	2009–2010	82.2%	77.5%	60.2%	43.9%
	2010–2011	76.4	75.2	57.6	43.6
	2011–2012	81.3	79.3	59.9	42.7
	2012–2013	84.0	65.0	62.4	47.8
	2013–2014	82.6	75.3	58.4	60.2
	<b>Five-Year</b>	81.2	74.2	59.7	47.9
<b>RDG56</b>	2009-2010	85.8	91.0	74.6	85.9
	2010-2011	82.7	85.8	70.2	79.6
	2011-2012	80.7	87.1	68.1	84.4
	2012-2013	86.0	84.2	67.4	83.3
	2013-2014	86.0	86.4	72.0	86.4
	<b>Five-year</b>	84.0	87.1	70.3	83.8
<b>MATH35</b>	2009-2010	N/A	N/A	N/A	N/A
	2010-2011	76.5	80.6	51.4	64.5
	2011-2012	81.6	82.8	52.3	77.8
	2012-2013	84.5	89.7	57.2	66.9
	2013-2014	83.3	82.5	57.4	50.9
	<b>Five-Year</b>	80.6	85.0	54.3	62.0
<b>MATH45</b>	2009-2010	N/A	N/A	N/A	N/A
	2010-2011	78.8	76.3	54.0	62.4
	2011-2012	78.2	72.6	53.7	48.1
	2012-2013	81.2	88.5	53.3	50.9
	2013-2014	82.2	87.1	56.8	54.7
	<b>Five-Year</b>	80.0	80.6	54.4	54.9

Source: Southwestern CCD Data Warehouse

## E. DEVELOPING AND ASSESSING STUDENT LEARNING OUTCOMES

A student learning outcome (SLO) is a succinct statement of an educational goal that students are expected to demonstrate during their time in college. SLOs are measured using student assessments that provide evidence of the student's transferable skills, knowledge, and attitudes. SLOs provide far more visibility of student achievement than conventional course grades, and, if used in combination with grades, explain that grade more completely. This section summarizes assessment scores at all mastery levels for each student learning outcome (**Tables 44a–44e**).

### 1. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

#### **Communication Skills (Listening, Speaking, Reading, Writing)**

1. Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.
2. Present ideas in a clear and organized way to others.
3. Analyze text in writing.

#### **Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)**

4. Formulate and share ideas, analyze the ideas of others, and integrate them into their thinking.
5. Assess and analyze data and information as they investigate issues and solve problems.
6. Use quantitative reasoning to identify, analyze, and solve quantitative problems.

#### **Information Competency (Research and Technology)**

7. Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.
8. Students will use print material and technology to identify research needs, develop, and evaluate information effectively and responsibly.

#### **Global Awareness and Ethics (Social, Cultural, and Civic Responsibility)**

9. Collegially work with diverse groups of people.
10. Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.
11. Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, or history have on society.
12. Analyze and critique the ethical implications of decision-making on personal behavior, and on social, political, or economic institutions.
13. Evaluate and determine if a given set of economic, social, and environmental systems and practices are sustainable in the long term.

#### **Aesthetic Sensitivity and Historical Literacy (History, Creativity, and Artistic and Perceptual Experiences)**

14. Identify, examine, and critique the aesthetic, political, scientific, philosophical, and historical elements of human culture.
15. Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.
16. Analyze and critique the philosophical, technical, historical, cultural, and aesthetic qualities of works of art.

## COMMUNICATION SKILLS

TABLE 44A.

<b>SLO: 1 Communication Skills: Listen and speak actively and critically</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	29	7.6%	21	5.5%	42	11.0%	56	14.7%	233	61.2%
Spring 2013	29	11.7%	6	2.4%	10	4.1%	35	14.2%	167	67.6%
Fall 2013	7	2.2%	11	3.4%	47	14.4%	85	26.1%	176	54.0%
Spring 2014	23	5.9%	29	7.5%	62	16.0%	96	24.7%	178	45.9%
Fall 2014	17	1.2%	45	3.3%	183	13.3%	360	26.1%	774	56.1%
Overall	105	3.9%	112	4.1%	344	12.6%	632	23.2%	1528	56.2%

<b>SLO: 2 Communication Skills: Present ideas clearly and in an organized way</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	538	7.9%	493	7.2%	1260	18.4%	1920	28.1%	2624	38.4%
Spring 2013	667	8.2%	607	7.5%	1573	19.3%	2177	26.7%	3116	38.3%
Fall 2013	517	6.8%	511	6.8%	1552	20.6%	2146	28.4%	2827	37.4%
Spring 2014	618	6.6%	760	8.1%	1975	21.1%	2474	26.4%	3555	37.9%
Fall 2014	632	6.3%	749	7.4%	2200	21.9%	2984	29.7%	3500	34.8%
Overall	2972	7.1%	3120	7.4%	8560	20.4%	11701	27.9%	15622	37.2%

<b>SLO: 3 Communication Skills: Analyze and evaluate text in writing</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	189	9.1%	158	7.6%	482	23.2%	591	28.4%	658	31.7%
Spring 2013	286	7.8%	353	9.6%	858	23.4%	1037	28.3%	1135	30.9%
Fall 2013	205	7.7%	231	8.7%	560	21.0%	649	24.3%	1024	38.4%
Spring 2014	289	9.1%	280	8.8%	696	21.8%	924	29.0%	999	31.3%
Fall 2014	292	6.6%	365	8.3%	1012	23.0%	1322	30.1%	1405	32.0%
Overall	1261	7.9%	1387	8.7%	3608	22.6%	4523	28.3%	5221	32.6%

## THINKING &amp; REASONING

TABLE 44B.

<b>SLO: 4 Thinking &amp; Reasoning: Formulate, share, and analyze ideas</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	726	10.3%	566	8.0%	1220	17.3%	1714	24.3%	2825	40.1%
Spring 2013	883	10.9%	571	7.1%	1483	18.3%	2170	26.8%	2979	36.8%
Fall 2013	505	7.4%	445	6.6%	1306	19.2%	1724	25.4%	2808	41.4%
Spring 2014	540	6.7%	593	7.4%	1428	17.8%	1915	23.8%	3569	44.4%
Fall 2014	697	8.5%	678	8.2%	1750	21.2%	2201	26.7%	2921	35.4%
Overall	3351	8.8%	2853	7.5%	7187	18.8%	9724	25.4%	15102	39.5%

<b>SLO: 5 Thinking &amp; Reasoning: Assess and analyze data and information</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	1080	6.8%	948	5.9%	2347	14.7%	3725	23.3%	7902	49.4%
Spring 2013	883	7.3%	696	5.8%	1973	16.3%	3187	26.4%	5356	44.3%
Fall 2013	787	5.6%	822	5.8%	2257	16.0%	3809	27.0%	6431	45.6%
Spring 2014	872	5.9%	933	6.3%	2488	16.8%	3799	25.7%	6687	45.3%
Fall 2014	887	6.2%	933	6.5%	2420	16.8%	3807	26.5%	6321	44.0%
Overall	4509	6.3%	4332	6.1%	11485	16.1%	18327	25.7%	32697	45.8%

<b>SLO: 6 Thinking and Reasoning: Use quantitative reasoning to solve problems</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	290	5.3%	1765	32.2%	1179	21.5%	1216	22.2%	1035	18.9%
Spring 2013	1015	9.6%	3136	29.6%	1982	18.7%	2599	24.5%	1863	17.6%
Fall 2013	92	6.7%	116	8.5%	246	18.0%	455	33.3%	457	33.5%
Spring 2014	446	7.1%	1773	28.1%	1449	23.0%	1266	20.1%	1373	21.8%
Fall 2014	54	5.1%	58	5.5%	150	14.2%	301	28.5%	494	46.7%
Overall	1897	7.7%	6848	27.6%	5006	20.2%	5837	23.5%	5222	21.1%

## INFORMATION COMPETENCY

TABLE 44C.

<b>SLO: 7 Information Competency: Research topics by identifying and analyzing information</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	251	8.3%	268	8.8%	622	20.5%	811	26.7%	1088	35.8%
Spring 2013	320	11.5%	215	7.7%	568	20.5%	783	28.2%	890	32.1%
Fall 2013	268	8.5%	204	6.5%	618	19.6%	940	29.9%	1116	35.5%
Spring 2014	216	7.0%	290	9.3%	569	18.3%	835	26.9%	1196	38.5%
Fall 2014	253	7.7%	221	6.7%	651	19.8%	882	26.8%	1290	39.1%
Overall	1308	8.5%	1198	7.8%	3028	19.7%	4251	27.7%	5580	36.3%

<b>SLO: 8 Information Competency: Use print and technology to identify and evaluate information</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	102	5.9%	185	10.7%	347	20.1%	559	32.4%	531	30.8%
Spring 2013	154	7.4%	202	9.7%	409	19.6%	613	29.4%	707	33.9%
Fall 2013	134	6.4%	154	7.3%	359	17.1%	635	30.2%	823	39.1%
Spring 2014	110	7.8%	142	10.0%	230	16.2%	395	27.9%	540	38.1%
Fall 2014	179	8.3%	138	6.4%	359	16.6%	621	28.8%	863	40.0%
Overall	679	7.2%	821	8.7%	1704	18.0%	2823	29.7%	3464	36.5%

**GLOBAL AWARENESS AND ETHICS**  
**TABLE 44D.**

**SLO: 9 Global Awareness and Ethics:  
 Collegially work with diverse groups of people**

Term	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2012	26	2.8%	35	3.8%	135	14.7%	239	26.0%	485	52.7%
Spring 2013	68	7.0%	47	4.8%	204	20.8%	294	30.0%	366	37.4%
Fall 2013	43	4.8%	20	2.2%	114	12.7%	259	28.8%	465	51.6%
Spring 2014	15	1.5%	45	4.4%	147	14.5%	305	30.0%	505	49.7%
Fall 2014	32	4.0%	40	5.0%	115	14.3%	267	33.3%	349	43.5%
Overall	184	4.0%	187	4.1%	715	15.5%	1364	29.5%	2170	47.0%

**SLO: 10 Global Awareness and Ethics:  
 Identify and examine cultural values**

Term	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2012	73	8.5%	68	7.9%	154	17.9%	253	29.4%	312	36.3%
Spring 2013	77	8.3%	61	6.6%	170	18.4%	286	31.0%	330	35.7%
Fall 2013	61	6.3%	62	6.4%	163	16.8%	292	30.0%	394	40.5%
Spring 2014	60	6.4%	99	10.6%	145	15.6%	209	22.5%	418	44.9%
Fall 2014	96	8.6%	100	8.9%	170	15.2%	311	27.8%	441	39.5%
Overall	367	7.6%	390	8.1%	802	16.7%	1351	28.1%	1895	39.4%

**SLO: 11 Global Awareness and Ethics:  
 Analyze historic and social issues**

Term	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2012	22	4.1%	51	9.6%	113	21.2%	184	34.6%	162	30.5%
Spring 2013	75	8.9%	85	10.1%	185	22.1%	232	27.7%	262	31.2%
Fall 2013	52	7.7%	71	10.6%	149	22.1%	195	29.0%	206	30.6%
Spring 2014	32	4.6%	55	7.9%	181	26.1%	184	26.6%	241	34.8%
Fall 2014	42	4.5%	89	9.5%	188	20.0%	279	29.6%	344	36.5%
Overall	223	6.1%	351	9.5%	816	22.2%	1074	29.2%	1215	33.0%

**SLO: 12 Global Awareness and Ethics:  
 Ethical implications of decision-making**

Term	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2012	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spring 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%
Spring 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Overall	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%

**SLO: 13 Global Awareness and Ethics:  
Sustainability**

<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spring 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2013	0	0.0%	0	0.0%	1	12.5%	3	37.5%	4	50.0%
Spring 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	100.0%
Overall	0	0.0%	0	0.0%	1	5.3%	3	15.8%	15	79.0%

**AESTHETIC SENSITIVITY AND HISTORICAL LITERACY**  
**TABLE 44E.**

<b>SLO: 14 Aesthetic Sensitivity and Historical Literacy: Critique culture</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	1	3.6%	8	28.6%	2	7.1%	8	28.6%	9	32.1%
Spring 2013	0	0.0%	5	33.3%	5	33.3%	1	6.7%	4	26.7%
Fall 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spring 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Fall 2014	0	0.0%	1	3.6%	4	14.3%	16	57.1%	7	25.0%
Overall	1	1.4%	14	19.4%	11	15.3%	25	34.7%	21	29.2%

<b>SLO: 15 Aesthetic Sensitivity and Historical Literacy: Create works of art</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spring 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spring 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Overall	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

<b>SLO: 16 Aesthetic Sensitivity and Historical Literacy: Critique works of art</b>										
<b>Term</b>	<b>No Proficiency</b>		<b>Low Proficiency</b>		<b>Proficiency</b>		<b>High Proficiency</b>		<b>Mastery</b>	
Fall 2012	0	0.0%	2	22.2%	2	22.2%	2	22.2%	3	33.3%
Spring 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2013	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spring 2014	0	0.0%	0	0.0%	2	22.2%	4	44.4%	3	33.3%
Fall 2014	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Overall	0	0.0%	2	11.1%	4	22.2%	6	33.3%	6	33.3%

Source: eLumen Outcome Assessment

The Student Outcomes and Achievement Review (SOAR) Committee reviewed the available ISLO data and noticed several areas for discussion:

### 1. SLO Mapping

Currently, the College relies on curriculum mapping to populate data the College ISLOs. The College does not directly measure ISLOs, and direct measurement of program-level student learning outcomes (PSLOs) is not yet a common practice among academic departments. Because of this reliance on indirect assessment and curriculum mapping, the SOAR Committee determined that the number of assessment scores recorded were inaccurate due to the loss of some data during an upgrade to 4.0 of eLumen, the software used to house the data. In addition to the issue with the software conversion, the committee agreed that more training on curriculum mapping should be undertaken in the coming year to improve the collection of indirect assessment data for ISLOs and PSLOs.

### 2. Disaggregation of Data to Show Section Attributes

The committee reviewed ISLO data, and it requested that the data be sorted to allow ISLO data captured for Distance Education (online and hybrid) sections of courses to be compared with the ISLO data for face-to-face courses. The committee recommended this option be investigated.

### 3. Lack of Data for Aesthetic Sensitivity and Historical Literacy

The committee noted the lack of data for the ISLO "Aesthetic Sensitivity and Historical Literacy." The lack of data is likely because this ISLO was added late in the year in the 2013-14 academic year, and few faculty have had opportunity to map course-level student learning outcomes (CSLOs) to this ISLO.



# ORGANIZATION OF THE INSTITUTIONAL SELF EVALUATION PROCESS

- A. Introduction
- B. Structure of the Institutional Self Evaluation Process
- C. Major Milestones of the Institutional Self Evaluation Process

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## A. INTRODUCTION

The Accreditation Oversight Committee (AOC) has steered the institutional self evaluation process at Southwestern College since 2010. As a standing committee of the Shared Consultation Council (SCC), the main collaborative shared planning and decision-making body of the institution, the AOC provides guidance to SCC standing committees in Accreditation review, analysis, and reporting. The AOC makes SCC standing committees aware of Commission Standards and changes in the self evaluation process.

SCC standing committee co-chairs acted as team leaders for specific Standards when writing the Self Evaluation Report (SER). All standing committee co-chairs are comprised of one administrative member and one faculty member. Each standing committee's membership is made up of individuals representing each constituency group on campus.

Each standing committee's co-chairs were asked to work with committee members on Standards relevant to each committee's purpose. In turn, committee members were asked to work with constituency group members, and to bring that information to their standing committee co-chairs. Co-chairs collected information, data, and evidence from committee members and drafted narrative responses to the sections assigned. Narrative responses were based on the ACCJC "Guide to Evaluating Institutions, 2013." Additionally, the co-chairs of the AOC worked closely with the Superintendent/President, Academic Senate members, and Board of Trustees (Board) members to gather information.

SCC standing committee co-chairs with Accreditation responsibilities submitted their first rough drafts of the institutional Self Evaluation Report on May 30, 2014. After three months of research and organization to identify gaps, the standing committees were provided with detailed outlines of their drafts and asked to address missing information by December 1, 2014. During December and January, the SER writing team prepared the first draft of the SER for distribution to all constituents.

Throughout the process, regular updates and special presentations on the progress of the SER were provided at meetings of the SCC, SCC standing committees, the Academic Senate, and the Board. Open invitations for additional comments from all employees were announced as each new draft of the SER was released. During the months of April and May 2015, the College facilitated 31 SER-related meetings and workshops to solicit final comments. Constituency group leaders and SCC standing committee co-chairs collected comments and sent them to the Accreditation Liaison Officer for inclusion in the final draft of the report.

A full working rough draft of the SER was distributed to campus leadership and SCC standing committee co-chairs to share with constituency groups on February 9, 2015. A full working final draft was distributed to all groups on April 9, 2015. After several months of College wide vetting by campus groups, the Board voted to accept the Self Evaluation Report at its regularly scheduled meeting on July 8, 2015.

After the completion of a thorough institutional self evaluation, the College deemed that it meets all Standards but has several areas which need additional attention. Those Standards found to be in need of additional attention are supported with Actionable Improvement Plans.

Detailed Actionable Improvement Plans are located at the end of the Introduction section of this report and are referenced in the Institutional Analysis section as appropriate.

## B. STRUCTURE OF THE INSTITUTIONAL SELF EVALUATION PROCESS

The infrastructure for the College's self evaluation process was created in response to Commission recommendations after the 2009 Evaluation Team visit. The SCC's standing committees were assigned responsibility for addressing the Standards and supporting the institutional self evaluation process. By design, the membership represents each of the eight standing committees and lays the foundation for the oversight for all institutional plans, strategic priorities, and Standards.

The chart below details the responsibility for each SCC standing committee in regards to the Standards.

Planning Committee	Standard
Budget Committee	Standard III.D.
Educational Planning and Enrollment Management Committee	Standards II.A., II.B., and II.C.
Human Resources Committee	Standard III.A.
Institutional Facilities Committee	Standard III.B.
Institutional Technology Committee	Standard III.C.
Strategic Planning Committee	Standards I.A. and I.B.
Accreditation Oversight Committee	Standards IV.A. and IV.B.

The established process provides the College with an opportunity to systematically assess its cycle of planning, implementation, and evaluation for continuous improvement. It ensures that the College remains focused on using its mission and the Accreditation process as the basis for informed and directed planning.

## MEMBERSHIP OF THE SHARED CONSULTATION COUNCIL

---

Shared Consultation Council Co-Chairs (2):

Melinda Nish, Ed.D., Superintendent/President

Patricia Flores-Charter, Academic Senate President (2014-Present), Counseling Faculty

Randy Beach, Academic Senate President (2012-2014), Professor of English

### COMMITTEE MEMBERSHIP

Faculty (4); Appointed by the Academic Senate

Students (4); Appointed by the Associated Student Organization

Classified Professionals (4); Appointed by the California State Employees Association (CSEA)

Administration (4); Appointed by Southwestern Community College District Administrators Association (SCCDAA)

Faculty (1); Southwestern College Education Association (SCEA) President

Confidential (1); Appointed by the Confidential Employees Group

## MEMBERSHIP OF THE ACCREDITATION OVERSIGHT COMMITTEE

---

Accreditation Oversight Committee Co-Chairs (2):

Mink Stavenga, DBA, Accreditation Liaison Officer, Dean of Instructional Support Services

Rebecca Wolniewicz, Ph.D., Accreditation Oversight Committee Faculty Co-Chair, Professor of Communication Studies

### VOTING AND RESOURCE MEMBERS

Randy Beach, Institutional Program Review and Outcomes Coordinator, Professor of English

Daniel Borges, Chief Information Systems Officer

John Clark, Vice President of Employee Services

Steven Crow, Ed.D., Vice President of Business and Financial Affairs

Michele Fenlon, Accreditation Assistant

Patricia Flores-Charter, Academic Senate President, Counseling Faculty

Linda Gilstrap, Dean of the Office of Institutional Effectiveness

Graig Harris, Web and Marketing Content Strategist

Linda Hensley, Director of Institutional Research, Planning, and Grants

Myesha Jackson, Interim Administrative Secretary II

Brenda Mora, Publications Associate

Caitlin Phillips, Research Analyst

Angelica Suarez, Ph.D., Vice President of Student Affairs

Naomi Trapp Davis, Library Faculty

Kathy Tyner, Vice President of Academic Affairs

David Wales, Senior Research and Planning Analyst

## STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

---

Guided by the Strategic Planning Committee Co-Chairs:

Linda Gilstrap, Dean of the Office of Institutional Effectiveness

Patricia Flores-Charter, Academic Senate President (2014-Present), Counseling Faculty

Randy Beach, Academic Senate President (2012-2014), Professor of English

### COMMITTEE MEMBERSHIP

Alfredo Farah, Human Resources Technician

Linda Hensley, Director of Institutional Research, Planning, and Grants

Jessie Reyes, Instructional Services Specialist

Angela Rock, Professor of Health and Exercise Science

Beatrice Zamora-Aguilar, Dean of the School of Counseling and Personal Development

## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

---

Guided by the Educational Planning and Enrollment Management Committee Co-Chairs:

Mink Stavenga, DBA, Accreditation Liaison Officer, Dean of Instructional Support Services

Christopher Hayashi, Ph.D., Chair of Chairs (2014-Present), Professor of Psychology

### COMMITTEE MEMBERSHIP

Elizabeth Anderson, Continuing Education Program Technician

Randy Beach, Institutional Program Review and Outcomes Coordinator, Professor of English

Maya Bloch, Counseling Faculty

Brian Eballo, Instructional Support Services Supervisor

Diane Edwards, Counseling Faculty

Patricia Flores-Charter, Academic Senate President, Counseling Faculty

Patricia Gil, Instructional Services Specialist

Bertha Govea, Administrative Secretary II

Allison Green, Assistant Professor of Biology

Mia McClellan, Dean of Student Services

Aida Mora, Admissions Center Evening Lead

Frank Post, Southwestern College Education Association (SCEA) President, Counseling Faculty

Angelica Suarez, Ph.D., Vice President of Student Services

Kathy Tyner, Vice President of Academic Affairs

Bertha Rose Williams, Administrative Secretary II

Todd Williamson, Instructional Assistant II

## STANDARD II.A. INSTRUCTIONAL PROGRAMS

---

Guided by the Standard II.A. Workgroup

Kathy Tyner, Vice President of Academic Affairs

### STANDARD II.A. WORKGROUP

Donna Arnold, Dean of the School of Arts and Communication

Randy Beach, Institutional Program Review and Outcomes Coordinator, Professor of English

Veronica Burton, Articulation Officer

Norma Cazares, Counseling Faculty

Valerie Goodwin-Colbert, Professor of Health and Exercise Science

Silvia Cornejo, Dean of the Higher Education Centers at Otay Mesa and San Ysidro

Terry Davis, Dean of the School of Health, Exercise Science, Athletics, and Applied Technology

Surian Figueroa, Professor of English as a Second Language and Italian

Rachel Fischer, Deputy Director of the San Diego Contracting Opportunities Center

Patricia Flores-Charter, Academic Senate President, Counseling Faculty

Kesa Hopkins, Professor of Dental Hygiene

Walter Justice, Professor of Health and Exercise Science

Vickie Kimbrough, Ph.D., Director of the Dental Hygiene Program

Joel Levine, Ed.D., Dean of the School of Language and Literature

Janet Mazzarella, Dean of the School of Mathematics, Science, and Engineering

Cathy McJannet, Director of the Nursing Program

Mark Meadows, Ph.D., Dean of the School of Social Sciences, Business, and Humanities

Sylvia Nadalet, Professor of Mathematics

Christine Perri, Dean of the Higher Education Center at National City and the Crown Cove Aquatic Center

Kevin Roof, Professor of Fire Science

Mark Samuels, Assessment Specialist

Rebecca Wolniewicz, Ph.D., Accreditation Oversight Committee Faculty Co-Chair, Professor of Communication Studies

Leslie Yoder, Professor of English

## STANDARD II.B. STUDENT SUPPORT SERVICES

---

Guided by the Standard II.B. Workgroup

Angelica Suarez, Ph.D., Vice President of Student Services

### STANDARD II.B. WORKGROUP

Maya Bloch, Counseling Faculty

Malia Flood, Ph.D., Director of Disability Support Services

Nicole Goedhart, Counseling Faculty

Aida Mora, Admissions Center Evening Lead

Omar Orihuela, Director of EOPS/CARE, CalWORKS, WRC

## STANDARD II.C. LIBRARY AND LEARNING SUPPORT SERVICES

---

Guided by the Standard II.C. Workgroup

Mink Stavenga, DBA, Accreditation Liaison Officer, Dean of Instructional Support Services

### STANDARD II.C. WORKGROUP

Elizabeth Kozel, Tutorial Center Coordinator

Anthony McGee, Library Faculty

Andrew Rempt, Learning Assistance Services Coordinator

Patricia Torres, Library Support Services Supervisor

Naomi Trapp Davis, Library Faculty

## STANDARD III.A. HUMAN RESOURCES

---

Guided by the Human Resources Committee Co-Chairs:

Marvin Castillo, Director of Human Resources

Patricia Flores-Charter, Academic Senate President (2014-Present), Counseling Faculty

Randy Beach, Academic Senate President (2012-2014), Professor of English

### COMMITTEE MEMBERSHIP AND NON-MEMBERSHIP PARTICIPATION

Shelly Askren, Position Control Technician

John Clark, Vice President of Employee Services

Maggie Croft, Administrative Assistant, Employee Services

Alfredo Farah, Human Resources Technician

Malia Flood, Ph.D., Director of Disability Support Services

Linda Gilstrap, Dean of the Office of Institutional Effectiveness

Patricia Hinck, Staff Development Program Coordinator

Desiree Klaar, Director of Payroll Services

Joel Levine, Ed.D., Dean of the School of Language and Literature

Erick Parga, Data Software Specialist, Admissions and Records, Student Services

Deborah Peckenpough, Library Technical Services Technician

S. Rob Shaffer, Professor of Reading

Susan Yonker, Professor of English

## STANDARD III.B. PHYSICAL RESOURCES

---

Guided by the Facilities Committee Co-Chairs:

Steven Crow, Ed.D., Vice President of Business and Financial Affairs

John Lewis, (2014-present), Professor of Art

Randy Beach, Academic Senate President (2012-2014), Professor of English

### COMMITTEE MEMBERSHIP AND NON-MEMBERSHIP PARTICIPATION

Carla Camacho, Administrative Secretary I, Facilities, Operations, and Planning

Torrance Carrington, Campus Police Officer

Malia Flood, Ph.D., Director of Disability Support Services

Vickie Kimbrough-Walls, Ph.D., Director of the Dental Hygiene Program

Cathy McJannet, Director of the Nursing Program

Ursula Morris Williams, Facilities, Leasing, and Events Coordinator

Rosana Pedroza, Instructional Lab Coordinator for Chemistry

Angela Rock, Professor of Health and Exercise Science

Janell Ruiz, Administrative Assistant for Business and Financial Affairs

Laura Ryan, Professor of History

## STANDARD III.C. TECHNOLOGY RESOURCES

---

Guided by the Institutional Technology Committee Co-Chairs:

Daniel Borges, Chief Information Systems Officer

Carl Scarbnick, (2014–Present), Professor of Computer Science

Randy Beach, Academic Senate President (2012–2014), Professor of English

### STANDARD III.C. WORKGROUP

Maria Abuan, Counseling Faculty

Efren Barrera, Human Resources Technician

Kathleen Canney-Lopez, Professor of Computer Information Systems

Steven Crow, Ed.D., Vice President of Business and Financial Affairs

Scott Finn, Counseling Faculty

Al Garrett, Network Systems Analyst

Linda Gilstrap, Dean of the Office of Institutional Effectiveness

Maria E. Martinez-Sanabria, Professor of Accounting

Melinda Nish, Ed.D., Superintendent/President

Andre Ortiz, Training Services Coordinator

Goldie Orvick, Administrative Secretary I

Hector Reyes, Lead Instructional Lab Technician

Nelson Riley, Supervisor of Student Employment Services

Elisabeth Shapiro, J.D., Professor of Business

Mink Stavenga, DBA, Accreditation Liaison Officer, Dean of Instructional Support Services

Kathy Tyner, Vice President of Academic Affairs

Wayne Yanda, Director of Finance

## STANDARD III.D. FINANCIAL RESOURCES

---

Guided by the Budget Committee Co-Chairs:

Steven Crow, Ed.D., Vice President of Business and Financial Affairs

Patricia Flores-Charter, Academic Senate President (2014-Present), Counseling Faculty

Randy Beach, Academic Senate President (2012-2014), Professor of English

### COMMITTEE MEMBERSHIP AND NON-MEMBERSHIP PARTICIPATION

Hilda Carey, Senior Account Clerk

John Clark, Vice President of Employee Services

Andre Harris, Education Center Coordinator

Linda Hensley, Director of Institutional Research, Planning, and Grants

Tihn-Alfredo Khuong, Professor of Earth Sciences

Maria E. Martinez, Professor of Accounting

Janet Mazzaella, Dean of the School of Math, Science, and Engineering

Melinda Nish, Ed.D., Superintendent/President

Angelica Suarez, Ph.D., Vice President of Student Services

Kathy Tyner, Vice President of Academic Affairs

Wayne Yanda, Director of Finance

Ken Yanow, Professor of Geology

## STANDARD IV.A. DECISION-MAKING ROLES AND PROCESSES

---

Guided by Melinda Nish, Ed.D., Superintendent/President and the Accreditation Oversight Committee (AOC) Co-Chairs:

Mink Stavenga, DBA, AOC Administrative Co-Chair, Dean of Instructional Support Services

Rebecca Wolniewicz, Ph.D., AOC Faculty Co-Chair, Professor of Communication Studies

### AOC COMMITTEE MEMBERSHIP AND NON-MEMBERSHIP PARTICIPATION

Randy Beach, Institutional Program Review and Outcomes Coordinator, Professor of English

Daniel Borges, Chief Information Systems Officer

John Clark, Vice President of Employee Services

Steven Crow, Ed.D., Vice President of Business and Financial Affairs

Michele Fenlon, Accreditation Assistant

Patricia Flores-Charter, Academic Senate President, Counseling Faculty

Linda Gilstrap, Dean of the Office of Institutional Effectiveness

Linda Hensley, Director of Institutional Research, Planning, and Grants

Myesha Jackson, Interim Administrative Secretary II

Brett Robertson, Interim Director, Associate Student Organization (ASO), Student Activities

Melissa Rodriguez, Associated Student Organization President

Angelica Suarez, Ph.D., Vice President of Student Services

Naomi Trapp Davis, Library Faculty

Debbie Trujillo, Evening Administrator

Kathy Tyner, Vice President of Academic Affairs

## STANDARD IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

---

Guided by Melinda Nish, Ed.D., Superintendent/President and the Accreditation Oversight Committee (AOC) Co-Chairs:

Mink Stavenga, DBA, AOC Administrative Co-Chair, Dean of Instructional Support Services

Rebecca Wolniewicz, Ph.D., AOC Faculty Co-Chair, Professor of Communication Studies

### AOC COMMITTEE MEMBERSHIP AND NON-MEMBERSHIP PARTICIPATION

Randy Beach, Institutional Program Review and Outcomes Coordinator, Professor of English

Daniel Borges, Chief Information Systems Officer

John Clark, Vice President of Employee Services

Steven Crow, Ed.D., Vice President of Business and Financial Affairs

Patricia Flores-Charter, Academic Senate President, Counseling Faculty

Linda Gilstrap, Dean of the Office of Institutional Effectiveness

Linda Hensley, Director of Institutional Research, Planning, and Grants

Norma L. Hernandez, President of the Board of Trustees

Lillian Leopold, Chief Public Information and Government Relations Officer

Tim Nader, Member of the Board of Trustees

Caitlan Phillips, Research Analyst

Angelica Suarez, Ph.D., Vice President of Student Services

Naomi Trapp Davis, Library Faculty

Stacy Teeters, Research Analyst

Debbie Trujillo, Evening Administrator

Kathy Tyner, Vice President of Academic Affairs

David Wales, Senior Research and Planning Analyst

## C. MAJOR MILESTONES OF THE INSTITUTIONAL SELF EVALUATION PROCESS

<b>June 2014</b>	<b>Due Date</b>
Office of Accreditation Reviews 1 <sup>st</sup> Draft of Self Evaluation Report, SCC Standing Committee Submissions	June 30, 2014
Office of Accreditation Begins Gap Analysis for SCC Standing Committee 1 <sup>st</sup> Drafts	June 30, 2014
Office of Accreditation Submits Standard IV Chart to Superintendent/President	June 30, 2014
SharePoint Site for Internal Document Repository Is Established	June 30, 2014
Additional Accreditation Research Requests Are Identified	June 30, 2014
<b>July 2014</b>	<b>Due Date</b>
Office of Accreditation Designs and Develops Webpage	July 31, 2014
Draft Sections for: Eligibility Requirements, Response to Recommendations, and ACCJC Policies Are Begun to be Developed	July 31, 2014
Additional Data Requests to Research Office Are Submitted	July 31, 2014
<b>August 2014</b>	<b>Due Date</b>
Office of Accreditation Distributes Gap Analysis to SCC Standing Committees	August 18, 2014
Accreditation Oversight Committee Meeting	August 28, 2014
1 <sup>st</sup> Draft of Eligibility Requirements, Response to Recommendations, ACCJC Policies Completed	August 31, 2014
Accreditation Oversight Committee Co-Chairs Review and Approve Webpage	August 31, 2014
<b>September 2014</b>	<b>Due Date</b>
Shared Consultation Council Standing Committees Prepare 2 <sup>nd</sup> Draft Response to Gap Analysis	Defined by Teams
Accreditation Oversight Committee Meeting	September 11, 2014
<b>October 2014</b>	<b>Due Date</b>
Shared Consultation Council Standing Committees Prepare 2 <sup>nd</sup> Draft Response to Gap Analysis	Defined by Teams
Accreditation Oversight Committee Meeting	October 9, 2014
<b>November 2014</b>	<b>Due Date</b>
Accreditation Oversight Committee Meeting	November 13, 2014
Shared Consultation Council Standing Committees Completes and Submits 2 <sup>nd</sup> Draft to Office of Accreditation	November 30, 2014
<b>December 2014</b>	<b>Due Date</b>
Office of Accreditation Reviews and Formats 2 <sup>nd</sup> Draft of Self Evaluation Report	December 1–19, 2014
Office of Accreditation Compiles and Reviews Actionable Improvement Plans	December 1–19, 2014
Accreditation Oversight Committee Meeting	December 11, 2014
<b>January 2015</b>	<b>Due Date</b>
Rough 1 <sup>st</sup> Draft of Self Evaluation Report is prepared	January 31, 2015

<b>February 2015</b>	<b>Due Date</b>
Full Self Evaluation Report Working Draft Sent Out for Constituency Review	February 9, 2015
Accreditation Oversight Committee Reviews Working Draft of Self Evaluation Report	February 11, 2015
Shared Consultation Council Reviews Working Draft of Self Evaluation Report	February 18, 2015
Academic Senate Reviews Working Draft of Self Evaluation Report	February 24, 2015
<b>March 2015</b>	<b>Due Date</b>
Constituency Input Due	March 16, 2015
Office of Accreditation Begins Making Final Changes Based Upon Constituency Input	March 17, 2015
Editor Conducts First Round of Editing	March 28–April 6, 2015
<b>April 2015</b>	<b>Due Date</b>
Full Self Evaluation Report 1 <sup>st</sup> Reading Draft Sent Out for Constituency Review	April 23, 2015
Accreditation Oversight Committee Completes 1 <sup>st</sup> Reading of Self Evaluation Report	April 27, 2015
Academic Senate Completes 1 <sup>st</sup> Reading of Self Evaluation Report	April 28, 2015
Shared Consultation Council Completes 1 <sup>st</sup> Reading of Self Evaluation Report	April 29, 2015
<b>May 2015</b>	<b>Due Date</b>
Full Self Evaluation Report 2 <sup>nd</sup> Reading Draft Sent Out for Constituency Review	May 6, 2015
Board of Trustees (Board) Receives Workshop Update on Self Evaluation Report	May 6, 2015
Accreditation Oversight Committee Completes 2 <sup>nd</sup> Reading of Self Evaluation Report	May 11, 2015
Academic Senate Completes 2 <sup>nd</sup> Reading of Self Evaluation Report	May 12, 2015
Shared Consultation Council Completes 2 <sup>nd</sup> Reading of Self Evaluation Report	May 20, 2015
Final Deadline for Self Evaluation Report Input	May 22, 2015
Office of Accreditation Assembles and Formats Final Self Evaluation Report with Evidence	May 25, 2015
Supporting Evidence and Master List of Evidence DUE to Office of Accreditation	May 29, 2015
<b>June 2015</b>	<b>Due Date</b>
Self Evaluation Report Submitted to Publications Associate for Final Formatting	June 22, 2015
Board Acceptance of Self Evaluation Report: Certification Signatures Are Collected	July 8, 2015
Self Evaluation Report Sent to Print Shop	July 20, 2015
Self Evaluation Report Mailed to ACCJC and Site Visit Team	July 27, 2015

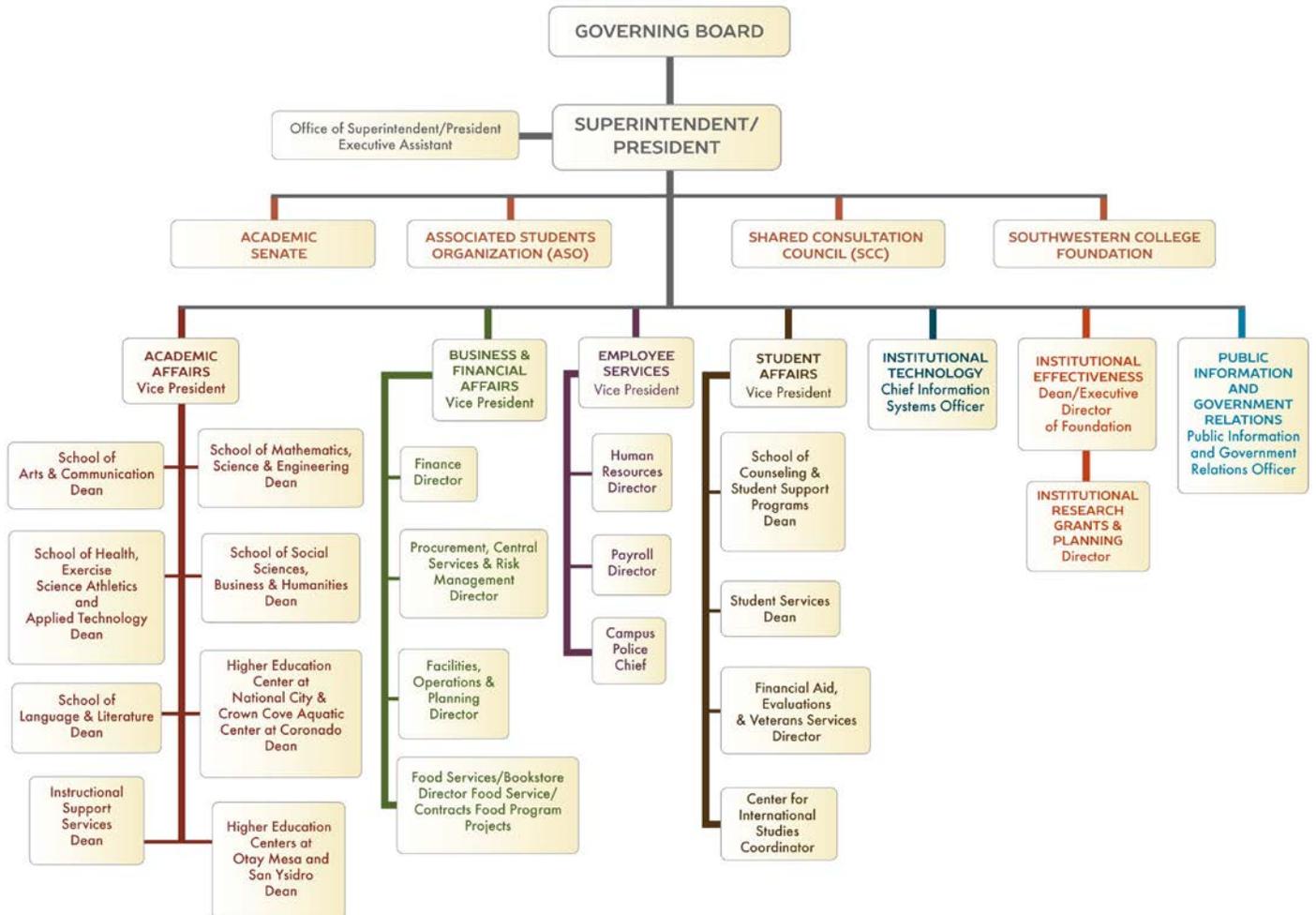
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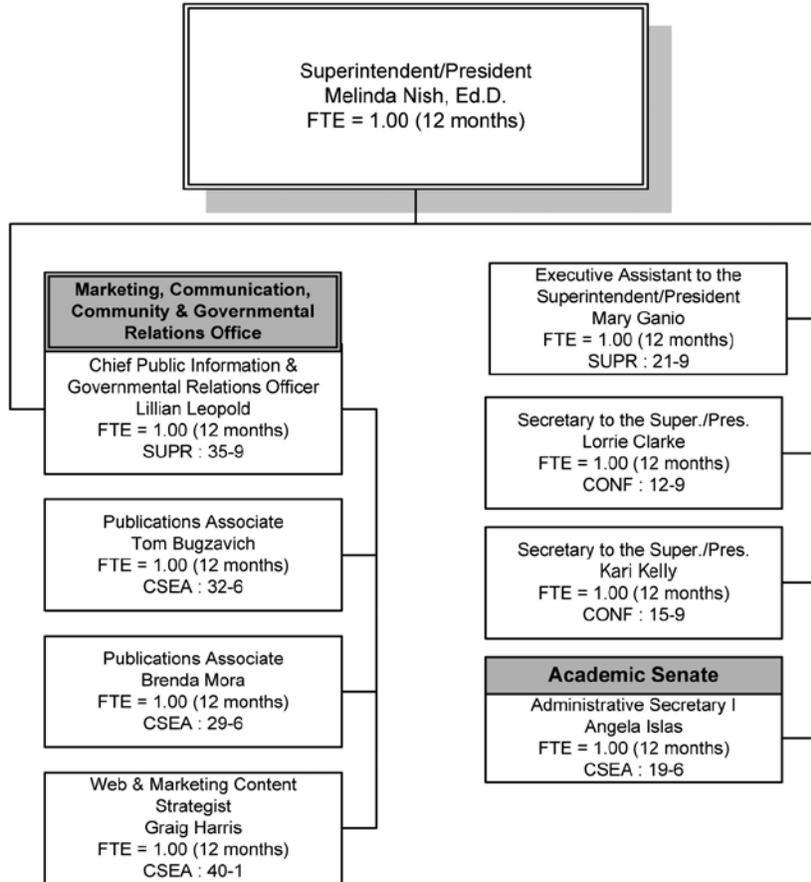
# ORGANIZATIONAL INFORMATION

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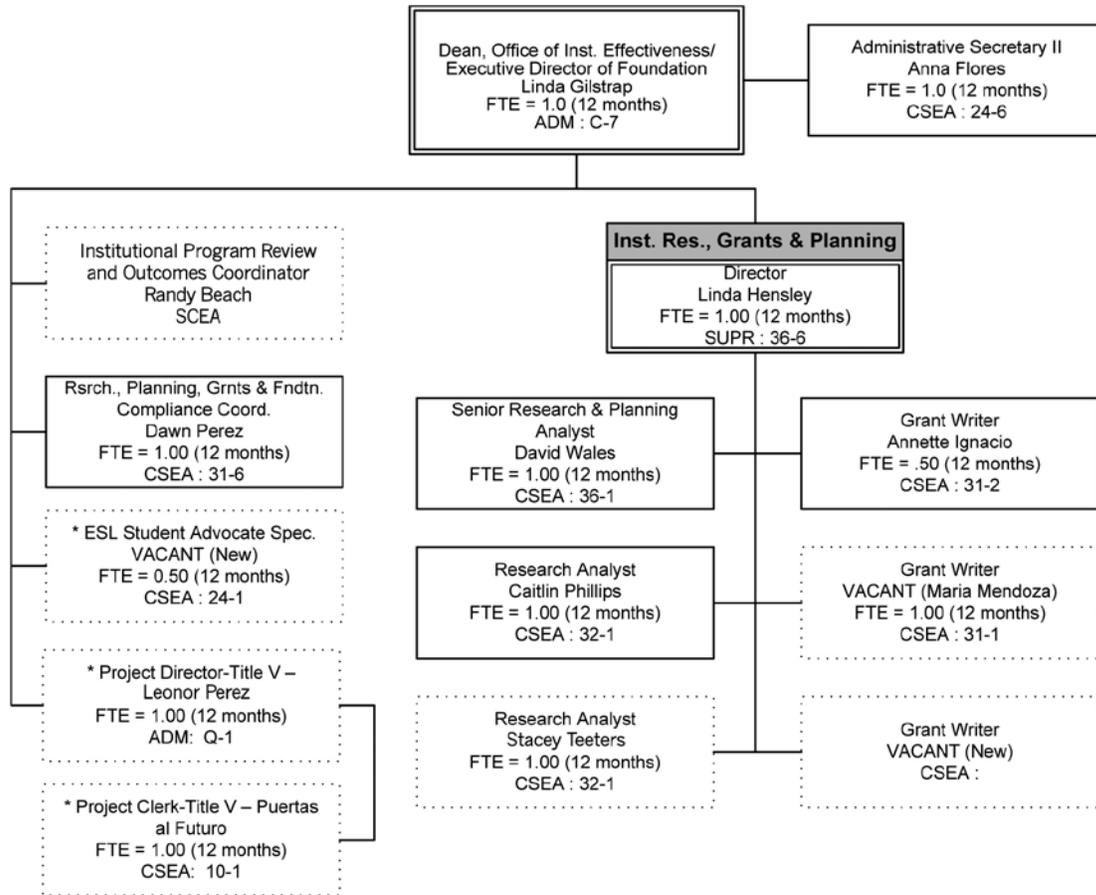
# SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART



## SUPERINTENDENT/PRESIDENT'S OFFICE ORGANIZATIONAL CHART

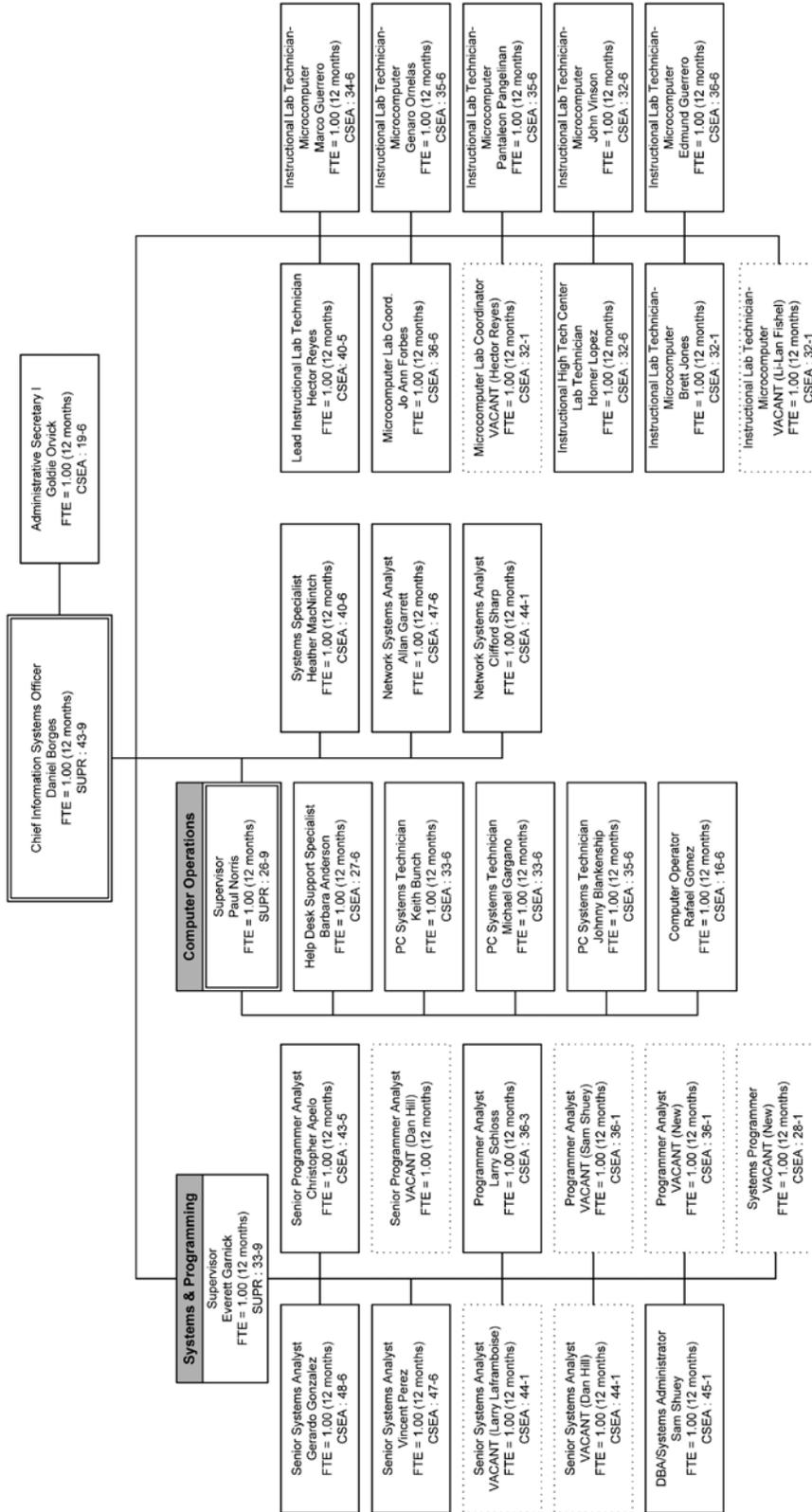


# OFFICE OF INSTITUTIONAL EFFECTIVENESS AND INSTITUTIONAL RESEARCH, GRANTS & PLANNING ORGANIZATIONAL CHART

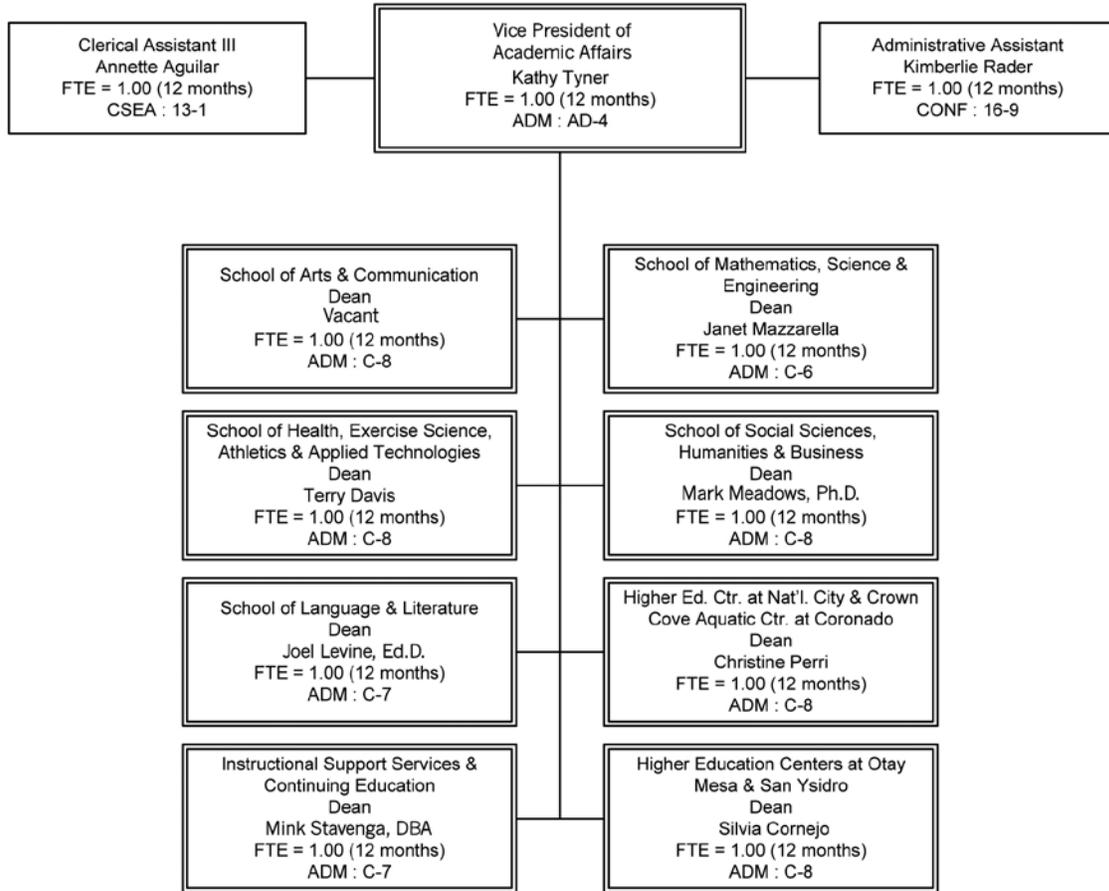


# INSTITUTIONAL TECHNOLOGY ORGANIZATIONAL CHART

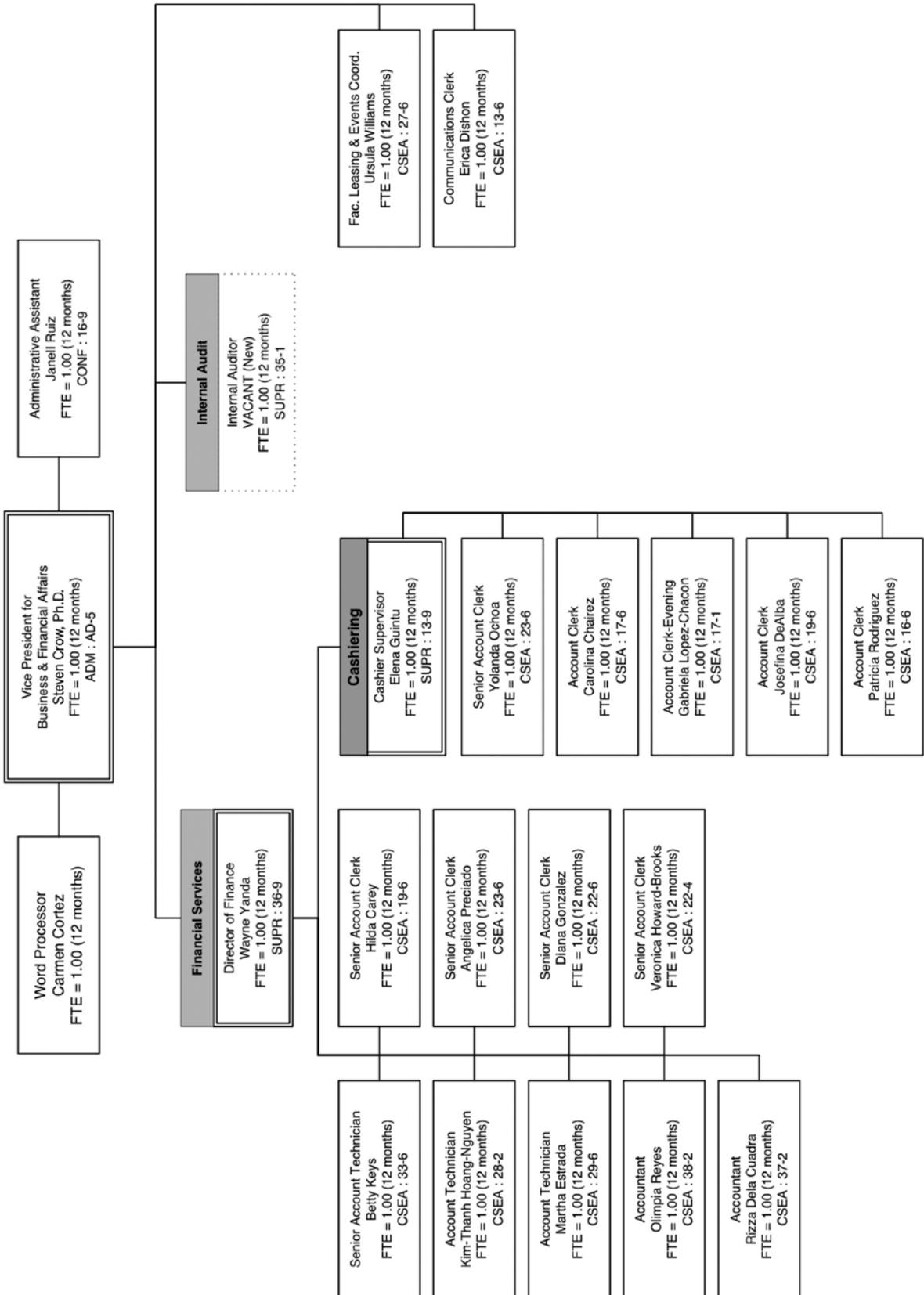
## Institutional Technology November 2014



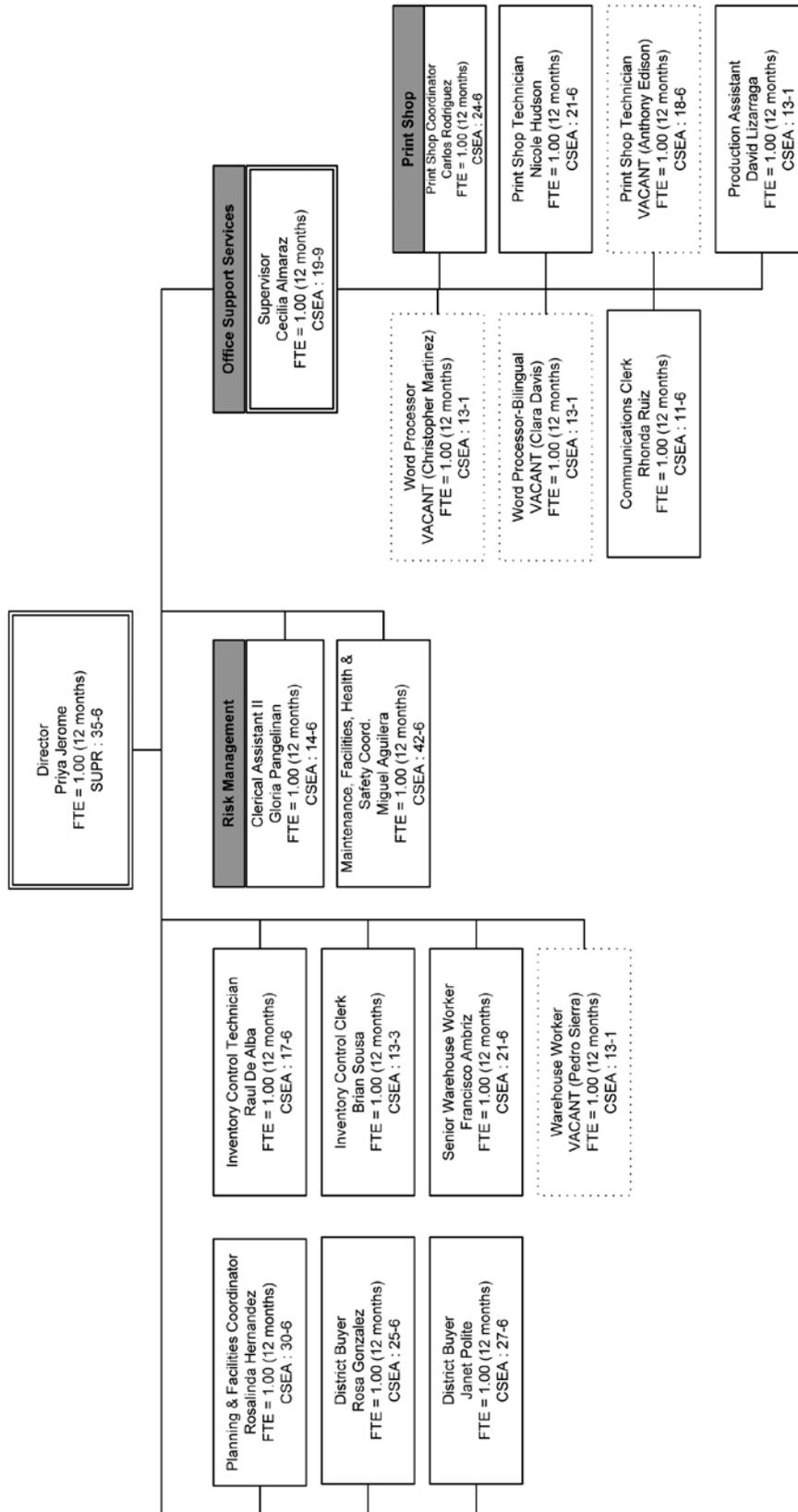
## ACADEMIC AFFAIRS ORGANIZATIONAL CHART



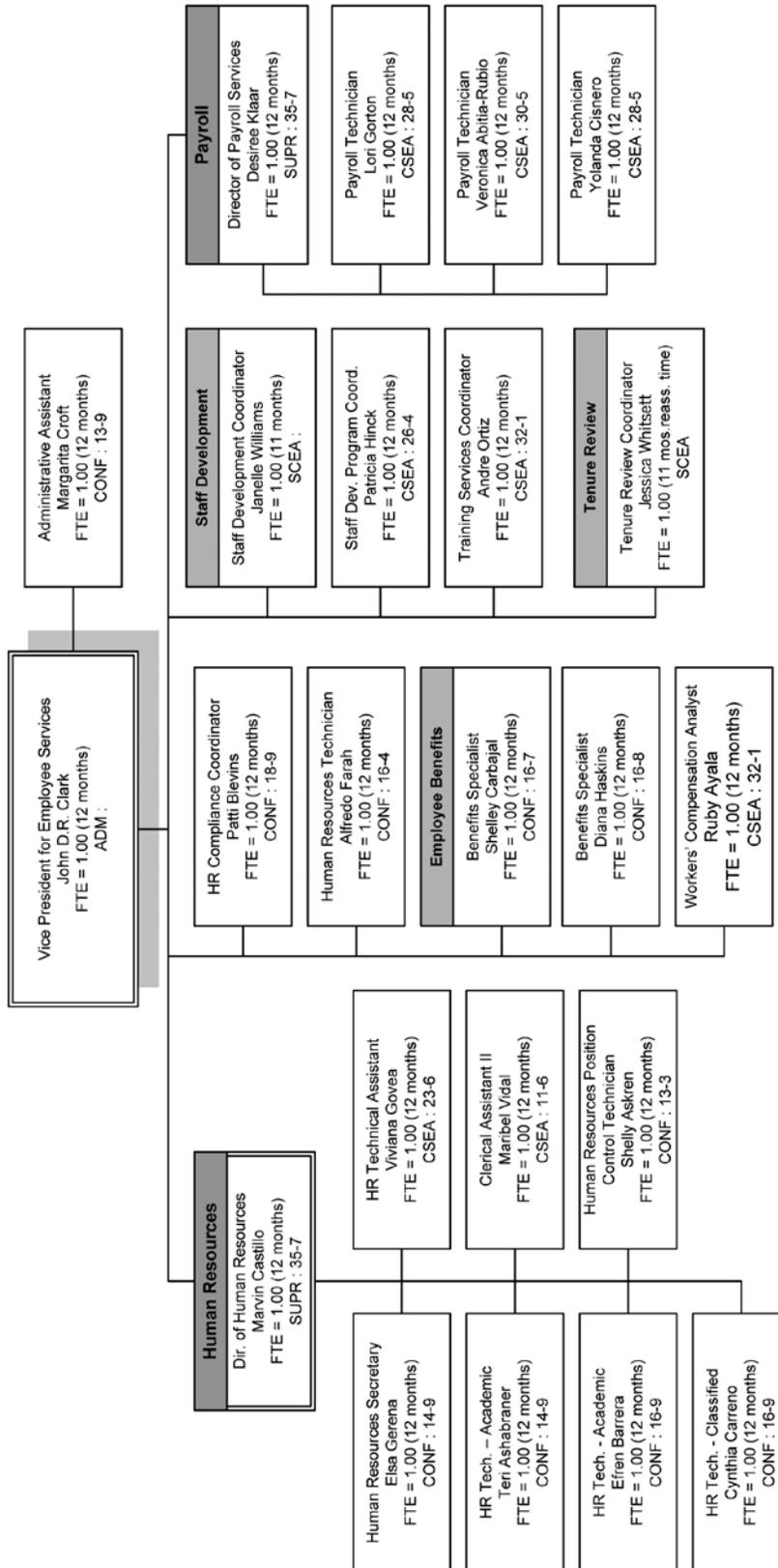
## BUSINESS & FINANCIAL AFFAIRS ORGANIZATIONAL CHART



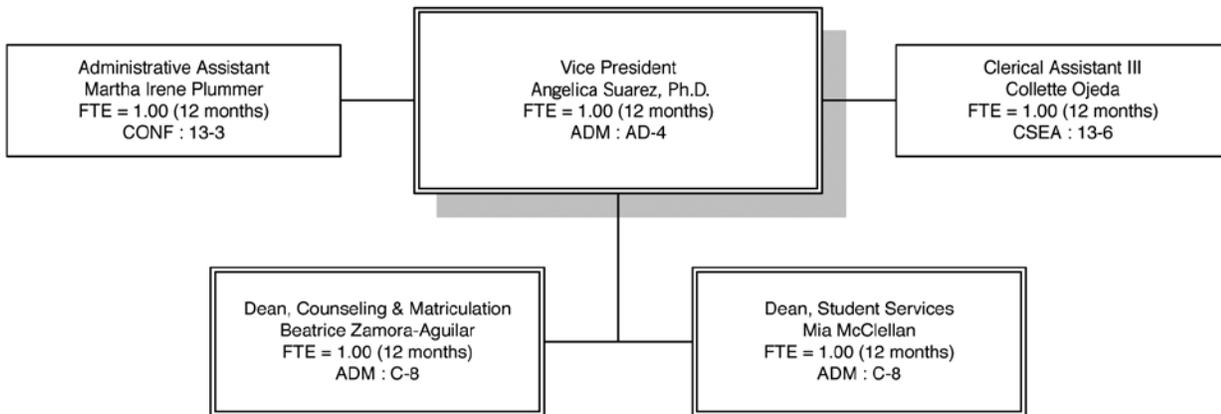
# PROCUREMENT, CENTRAL SERVICES & RISK MANAGEMENT ORGANIZATIONAL CHART



## EMPLOYEE SERVICES ORGANIZATIONAL CHART



## STUDENT AFFAIRS ORGANIZATIONAL CHART







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# CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

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## CERTIFICATION OF COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Southwestern College affirms full compliance with the eligibility requirements for reaffirmation of Accreditation as follows:

### 1. AUTHORITY

Southwestern College is a single college district authorized by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges through its ongoing re-affirmation of Accreditation to grant degrees.

In addition, several career technical education (CTE) programs are accredited by the following agencies:

- Associate Degree Nursing Program: Accreditation: Commission for Education in Nursing (ACEN)
- The Associated Degree in Dental Hygiene Program: The Commission on Dental Accreditation
- Emergency Medical Technician / Paramedic Program: The Commission on Accreditation of Allied Health Education Programs

### 2. MISSION

The College mission statement is reflective of the purpose of the institution and serves as a foundation for planning. The College mission is regularly reviewed and updated through the College's shared planning process. It is published appropriately and prominently on the College website and publications.

### 3. GOVERNING BOARD

The College is governed by a Board of Trustees consisting of five elected members of the community and a current student. The membership of the Board is sufficient to carry out the responsibilities of financial oversight and creating policies to reflect the interests of the community and the constituents served. None of the Board members have any financial interest in, employment with, or family members employed by the College.

### 4. CHIEF EXECUTIVE OFFICER

Dr. Melinda Nish was appointed by the Board in 2011 to serve as Southwestern Community College District's Superintendent/President. Policy 2430: Delegation of Authority to the Superintendent/President assures full authority, responsibility, and accountability for the College's business, operations, and educational programs.

### 5. ADMINISTRATIVE CAPACITY

The number of administrators and managers at the College supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process.

### 6. OPERATIONAL STATUS

Southwestern Community College District serves approximately 30,000 students each academic year. The College's comprehensive offerings provide students with the opportunity to obtain a degree, to transfer to a four-year university, or to obtain job skills for career placement or advancement.

### 7. DEGREES

Eighty-nine percent of all programs and educational offerings lead to associate degrees or certificates of achievement, or prepare students for transfer to a baccalaureate university or college.

### 8. EDUCATIONAL PROGRAMS

The College is a degree-granting institution providing students with a well-balanced curriculum. Degree programs are in line with the College's mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline of record contains clear course objectives that are achieved as a result of classroom instruction.

### 9. ACADEMIC CREDIT

The College designs programs and awards academic credit in accordance with the California Community College Chancellor's Office and Title 5 regulations. Southwestern College bases credit hours following Carnegie Unit standards.

### 10. STUDENT LEARNING AND ACHIEVEMENT

The College catalog details each program and its expected student learning and achievement outcomes. Student learning and achievement outcomes are regularly and systematically assessed to determine if students are achieving those outcomes. Student learning and achievement outcomes are measured and assessed across the curriculum, no matter where or how the courses are offered.

### 11. GENERAL EDUCATION

Per Title 5, Southwestern College's general education requirements are designed to promote breadth of knowledge and intellectual inquiry. The general education requirements ensure that students are exposed to major areas of knowledge, including demonstrated competence in both writing and computational skills. Each of the College's three general education patterns has comprehensive learning outcomes and meets the levels of quality and rigor appropriate to higher education.

## 12. ACADEMIC FREEDOM

Southwestern College is committed to free examination and testing of all knowledge appropriate to the discipline or major area of study as determined by educational community standards. The College is committed to creating an atmosphere where intellectual freedom and independence exist. College Policies 3900: Freedom of Expression, 4000: Academic Integrity, and 7027: Academic Freedom support this atmosphere.

## 13. FACULTY

Southwestern College maintains a core of qualified full-time faculty with full-time responsibility to the institution. In addition, the institution maintains a sizable contingent of part-time (associate) faculty. The institution's programs are supported by both full-time and part-time faculty, and job descriptions for full-time faculty positions include development and review of curriculum and learning assessment as primary responsibilities.

## 14. STUDENT SERVICES

The College provides comprehensive student services, in both Distance Education and face-to-face formats, to support student learning and development in alignment with the institutional mission.

## 15. ADMISSIONS

The College has adopted and implements policies of admission that are consistent with the mission. Admission policies specify qualifications students must meet to enroll in its programs.

## 16. INFORMATION AND LEARNING RESOURCES

In support of the mission, the College provides students with access to learning and Library resources to support their academic goals and personal development. The Library provides state-of-the-art learning facilities District wide with sufficient holdings and services to enhance the learning experience. In addition, learning assistance resources and services are provided online and face-to-face to help students reach their academic goals.

## 17. FINANCIAL RESOURCES

The College documents its funding base and financial resources. Planning for financial development is adequate to support student learning programs and services, improve institutional effectiveness, and assure financial stability.

## 18. FINANCIAL ACCOUNTABILITY

The College conducts an annual external financial audit by a certified public accountant, which is presented to the Board and made available on the College's "Budget Central" webpage. The College provides annual Fiscal Reports to the Commission and maintains sufficient levels of fiscal reserves. The College maintains adequate funding to support student learning and development.

## 19. INSTITUTIONAL PLANNING AND EVALUATION

The College systematically evaluates its planning and institutional effectiveness through a comprehensive process called institutional program review. This process of evaluation and re-evaluation is based on the College's Planning, Implementation, and Evaluation (P.I.E.) Model. Program review calls on programs to consider institutional planning documents, such as the Strategic Plan, student learning outcomes assessment data, student achievement data, and program goals for effective resource allocation in support of the mission. Additionally, results for student learning and achievement are posted on the College website. This process is ongoing and systematic.

## 20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC

The College catalog provides precise, accurate, and current information in both print and electronic formats. Information in print and online covers all of the Commission's required categories.

## 21. INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION

The College adheres to all Eligibility Requirements, Accreditation Standards, and Commission Policies and makes all Accreditation documents available to the public online. It communicates any changes in its Accredited status and discloses information required by the Commission to carry out its Accrediting responsibilities. In all communication with the Commission, the College offers complete, accurate, and honest disclosure. To all of its accrediting agencies, the College represents itself in identical terms.



# CERTIFICATION OF CONTINUED COMPLIANCE WITH COMMISSION POLICIES

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The Self Evaluation Report (SER) contains analysis and evidentiary documentation that substantiate the College's continued compliance with Commission Policies, particularly those specified in the "List of Policies Referenced in the Standards" section of the ACCJC Accreditation Reference Handbook (July 2014). The following is a summary of conclusions regarding compliance with each of these specific Policies and citations of key parts of the Self Evaluation Report containing analysis and evidence of that compliance.

### 1. POLICY ON DISTANCE EDUCATION AND ON CORRESPONDENCE EDUCATION

The analyses and evidence in the Self Evaluation Report presented under Standards II.A. and II.B. demonstrate compliance with this Policy. All courses, including those offered through Distance Education (DE) delivery, are approved through the College's faculty-driven Curriculum Committee, and must follow the official course outline of record (COR) as approved by the College. All CORs establish stated student learning outcomes (SLOs), which must be followed regardless of location or delivery method, and faculty are involved in ongoing assessment of SLOs. In June 2010, the ACCJC approved the College's Substantive Change Proposal for the offering of programs in which 50 percent or more of the courses could be completed via DE. The College has a process to establish that the student who registers in a Distance Education course is the same student who participates in and completes the course and receives the academic credit. Specifically, the College meets this requirement through a process of secure log-in and passcode.

The College meets the Policy on Distance Education and on Correspondence Education.

### 2. POLICY ON PRINCIPLES OF GOOD PRACTICE IN OVERSEAS INTERNATIONAL EDUCATION PROGRAMS FOR NON-U.S. NATIONALS

This Policy is not applicable to Southwestern College, as the College does not have any overseas international education programs for non-U.S. nationals.

### 3. POLICY ON TRANSFER OF CREDIT; POLICY ON AWARD OF CREDIT

The analyses and evidence in the Self Evaluation Report presented under Standard II.A. and II.B. demonstrate the College engages in accepted practices when transferring and awarding credit, including ensuring academic study of sufficient content, breadth, and length; levels of rigor appropriate to the degrees or certificates offered; statements of SLOs to the disciplines; and assessment results which provide sufficient evidence that students are achieving key institutional and program learning outcomes.

Standard II.A. of the Self Evaluation Report also demonstrates the College conforms to the commonly accepted minimum program length of 60 credit hours for the associate degree and has in place written policies and procedures for determining a credit hour. The College does not convert clock hours to credit hours in any of its courses or programs. Also, the College does not offer direct assessment programs.

The College meets the Policies on Transfer of Credit and Award of Credit.

### 4. POLICY ON CLOSING AN INSTITUTION

This Policy is not applicable to Southwestern College as it is a member of the California Community College system and does not intend to close.

### 5. POLICY ON INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT, AND REPRESENTATION OF ACCREDITED STATUS

The analyses and evidence in the Self Evaluation Report presented under Standard II.B. demonstrate compliance with each of the Policy elements. The College catalog and other official publications and promotional literature are readily available and are clear, factually accurate, and current, and accurately depict all of the information detailed in the Policy. Student recruitment for admissions activities is in full compliance with the Policy. The ACCJC Accredited status is accurately represented in the College catalog and College website.

The College meets the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

### 6. POLICY ON CONTRACTUAL RELATIONSHIPS WITH NON-REGIONALLY ACCREDITED ORGANIZATIONS

The College has contracts with non-regionally accredited organizations in the School of Continuing Education, Economic and Workforce Development. These organizations do not award units or financial aid. The College does not contract responsibilities for credit-bearing programs and services to non-regionally accredited organizations.

### 7. POLICY AND PROCEDURES FOR THE EVALUATION OF INSTITUTIONS IN MULTI-COLLEGE/MULTI-UNIT DISTRICTS OR SYSTEMS

This Policy is not applicable to Southwestern College as it is not a multi-college/multi-unit district or system.

**8. POLICIES ON RIGHTS AND RESPONSIBILITIES OF THE COMMISSION AND MEMBER INSTITUTIONS (ESPECIALLY WITH REGARD TO THIRD PARTY COMMENT)**

The analyses and evidence in the Self Evaluation Report demonstrate the College operates in compliance with the ACCJC Policies on Rights and Responsibilities of the Commission and Member Institutions (especially with regard to third party comment). The 2015 Self Evaluation Report will be posted on the College website, and third party comment will be solicited. Any third party comments will be responded to in a timely manner.

**9. POLICY ON STUDENT AND PUBLIC COMPLAINTS AGAINST INSTITUTIONS**

The analyses and evidence in the Self Evaluation Report presented under Standard II.B. demonstrate the College's Office of Student Services operates in compliance with the ACCJC Policy on Student and Public Complaints against the institution. In the past five years the College received one student complaint that was filed with the ACCJC, and the matter was resolved to the satisfaction of the Commission.

**10. POLICY ON INSTITUTIONAL COMPLIANCE WITH TITLE IV**

The analyses and evidence in the Self Evaluation Report presented under Standard II.B. demonstrate the College's Financial Aid Office operates in compliance with Title IV and is diligent in keeping loan default rates at an acceptably low level. The narrative in Standard II.B. also details efforts by the Financial Aid Office to remain current with Gainful Employment regulations.



# CERTIFICATION OF CONTINUED COMPLIANCE WITH SELECTED UNITED STATES DEPARTMENT OF EDUCATION (U.S.D.E.) REGULATIONS

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Effective fall 2012, the Accrediting Commission for Community and Junior Colleges (ACCJC) issued specific procedures for External Evaluation Teams to demonstrate compliance with United States Department of Education (U.S.D.E.) regulations, particularly several new regulations that became effective on July 1, 2010, and in 2011 and 2012 (Higher Education Opportunity Act 2008 including 2010 and 2011 regulations interpreted through August 2012; U.S.D.E. Regulations and U.S.D.E. Guidelines for Paragraph 34 C.F.R Sub-Section 602, January 2012).

The Self Evaluation Report contains analysis and evidentiary documentation that substantiate the College's continued compliance with U.S.D.E. regulations, in particular these new regulations. The following is a summary of conclusions regarding compliance with each of these specific regulations and citations of key parts of the Self Evaluation Report containing analysis and evidence of that compliance.

#### **Institution Set Standards** (Sub-Sections 602.16(a)(1)(i))

The analyses and evidence in the Self Evaluation Report, particularly as presented in the Introduction and in Standards I.A., I.B., II.A., and II.B., demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the mission.

The College has established set standards for course and program completion, retention, student persistence from term to term, degree and certificate completion, and transfer rates while reporting acquired data for each metric as evidenced by the Balanced Scorecard. In addition, state licensing examination pass rates (for Associate Degree Nursing, Certified Nursing Assistant, Dental Hygiene, Emergency Medical Technician (EMT), Licensed Vocational Nursing, Medical Laboratory Technician, and EMT-Paramedic) and job placement pass rates (for Dental Hygiene, EMT-Paramedic, Nursing and Surgical Technology) are also highlighted. Institution Set Standards are in place, incorporating an established cycle of planning, implementation, and evaluation for adjustment if deemed necessary. The College also collects student progression data from pre-collegiate course to collegiate-level course and is working to establish an appropriate standard to ensure student success.

The College meets this new requirement for establishing Institution Set Standards for student performance.

#### **Proper Credit Hour Standards** (Sub-Sections 602.16(a)(l)(viii), 602.24 (e); 602.24(f); *As pertains to:* 600.2 (Credit Hour); 668.8(k),(l))

Analyses and evidence presented in the Self Evaluation Report under Standard II.A. demonstrate that the College ensures that any awarded academic credits and degrees conform to commonly accepted practice, including time invested and content mastered. Course outlines of record (CORs) and corresponding syllabi, along with the schedule of classes, demonstrate that the appropriate amount of work is assigned

to conform to the Carnegie Unit. This is true of traditional face-to-face classes, as well as Distance Education courses, classroom-based courses with a laboratory, and courses that provide for clinical practice. The College's transfer of credit policies are publicly disclosed and include a statement of the criteria regarding the transfer of credit earned to another institution of higher education. The College does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the U.S.D.E. 2011 conversion formula is not applicable.

#### **Student Complaints** (Sub-Sections 602.16(a)(l)(ix); and Related 668.43)

The analyses and evidence presented in the Self Evaluation Report under Standard II.B. demonstrate the College has procedures which define student grievances and complaints and the manner in which they are received. An examination of the College's files containing student complaints and grievances for the five years did not reveal any patterns constituting evidence of failure to comply with the Standards, Eligibility Requirements, or Commission Policies.

The College catalog provides information about the College's Accrediting body, copies of documents describing an institution's Accreditation or governmental approval, as well as contact information for filing complaints with such bodies.

#### **Performance on Student Achievement** (Sub-Section 602.17(f))

The analyses and evidence in the Self Evaluation Report, particularly as presented in the Introduction and in Standards I.A., I.B., II.A., and II.B., demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the mission. In addition, analyses and evidence presented in Standard II.A. demonstrate that student learning outcomes (SLOs) are set and assessed at the programmatic levels with the intent of continuous improvement. The evidence presented in the Self Evaluation Report shows the effective achievement by students on institution-level and programmatic-level measures.

#### **Distance Education – Security of Student Identity and Effective Student Contact** (Sub-Section 602.17(g))

The analyses and evidence in the Self Evaluation Report presented under Standard II.A. demonstrate that the College has a process to establish that the student who registers in a Distance Education (DE) course is the same student who participates in and completes the course and receives the academic credit. Specifically, the College meets this requirement through a process of secure login and passcode.

The College's DE courses involve regular and substantive interaction between students and the instructor, initiated by the instructor, and DE activities are included as part of a student's grade. In April 2015, the Academic Senate approved a Regular Effective Contact Policy and Procedure. The Policy and Procedure define regular and substantive interaction ini-

tiated by the instructor and describe strategies to be used. The strategies include not only the extensive use of the Blackboard Course Management System, but also directions for course syllabi and grading policy.

**Collections and Analysis of Key Data and Indicators, Including Fiscal Information and Measures of Student Achievement** (Sub-Sections 602.19(a-e))

In Standard III.D., the Self Evaluation Report presents longitudinal data on the College's fiscal condition, including increases or decreases in revenues and enrollments, and demonstrates current and past fiscal stability, despite significant decreases and uncertainties in state funding over the past few years.

As stated several times above, the Self Evaluation Report shows that the College's student achievement data demonstrates stability and achievement of the mission.

# RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS REVIEW

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## MISSION STATEMENT

### RECOMMENDATION 1:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the College systematically and regularly evaluate and update the mission statement; assure that it defines the College educational purposes, its intended student population, and its commitment to student learning; and use it to guide institutional decisions and improvement goals. (Standards I.A.3. and I.B.2., II.A.1.)

### DESCRIPTION OF ACTIONS TAKEN:

Since 2011, the College mission is reviewed annually and updated as necessary at the Shared Consultation Council retreat in August with a full consultation cycle in the fall semester. The criteria for the evaluation of the College mission includes established institutional performance indicators, trend data, institutional student learning outcomes, Eligibility Requirements, Standards, and Policies. The College community is committed, is cognizant, and comprehends that institutional decisions are firmly based on the College mission.

Program review forms include criteria for the mission statement, strategic priorities, student learning outcomes, and data. This effort ensures linkage enhancing institutional effectiveness and compliance with ACCJC Standards. Further explanation of the process for assessing and updating the College mission statement is provided in Standard I.A.3. of this Self Evaluation Report.

### ANALYSIS OF RESULTS

The College has successfully sustained resolution of this recommendation and is in full compliance with Standards I.A.3., I.B.2., and II.A.1.

## INTEGRATED PLANNING

### RECOMMENDATION 2:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the College establish and implement a collegial and comprehensive planning process that assures improvement in student learning. Such a process integrates the various College plans; is informed by quantitative and qualitative data and analysis; systematically assesses outcomes within both instruction and noninstructional services; and provides for an ongoing and systematic cycle of goal-setting, resource allocation, implementation, and evaluation. (Eligibility Requirement 19, Standards I.B.2., I.B.3., I.B.4., I.B.7. III.A.6., III.B.2.a., and III.B.2.b.)

### DESCRIPTION OF ACTIONS TAKEN:

The College continues to make significant progress in comprehensive planning. As a result, the College has completed four full cycles of planning that ensure integration has occurred.

All institutional planning is based on the Institutional Mission, Vision, and Values Policy of the College, which is reaffirmed annually and updated if deemed necessary.

Institutional program review is based on annual assessment of quantitative and qualitative data and learning outcomes. The program review process includes an ongoing and systematic cycle of planning from goal-setting to resource allocation.

Prioritization needs are derived from program review and vetted by representatives of all constituencies. Program review is on a regular cycle and undergoes a systematic examination that is linked to the College mission, goals, and strategic priorities. In addition, budget development is based on the needs identified in program review. Needs that require additional funding beyond current budgets are prioritized in five major areas (human resources, technology, facilities, major equipment, and overarching institutional needs) as part of the next fiscal year's budget development process. The process includes participation by representatives of affected constituent groups.

Through the analysis and application of data and outcomes, program review supports and promotes improvement of student learning as well as provides the rationale for funding of institutional needs to maintain the integrity of academic programs, services, and units.

The institutional planning cycle is assessed annually by the Shared Consultation Council and, as needed, revised to assure institutional planning is effective.

With each cycle of planning the College reviews the efficacy of the process and adjusts when/if deemed necessary. The integrated planning process is now firmly established and assures program review outcomes are incorporated into institutional plans driving the resource allocation process. Further explanation of the process for integrated planning is provided in Standard I.B. of this Self Evaluation Report.

### ANALYSIS OF RESULTS:

The College has successfully sustained resolution of this recommendation and is in full compliance with Eligibility Requirement 19, as well as Standards I.B.2., I.B.3., I.B.4., I.B.7. III.A.6., III.B.2.a., and III.B.2.b.

## PROGRAM REVIEW AND PROGRAM DISCONTINUANCE

### RECOMMENDATION 3:

The team recommends that the College improve program review across all areas, integrate it with student learning outcomes, and ensure that it is evidence based and is occurring at regular intervals sufficient to provide a foundation for College planning and allocation of human, physical, technological, and fiscal resources. At issue since 1996, the team recommends that the College implement its policy on program discontinuance. (Standards I.A.4., I.B.1., I.B.5., I.B.6., II.A., II.A.1.a., II.A.1.c., II.A.2.e., II.A.2.f., II.B.4., II.C., II.C.1.a., and III.B.2.)

### DESCRIPTION OF ACTIONS TAKEN:

Program review is embedded into the College culture. The program review process is formally outlined in the Program Review Handbook. The utilization of data in program review and in College wide dialogue serves as the foundation to enhance institutional planning. The implementation, analysis, and revision to the process has resulted in a paradigm shift towards sustained integrated planning, solidified commitment to student learning, and integrity of programs and services in support of the College mission, vision, and values.

Along with these changes in program review, the Institutional Program Review Committee (IPRC) is working towards improving the program review process by developing an online interface for the College community to submit program review data. This improvement was suggested after a review of the program review process by the IPRC, and it is intended to improve institutional planning and effectiveness.

A Program Discontinuance Policy has been implemented and, as a result, thirty-three programs were discontinued in 2014. Further explanation of the process for program review and program discontinuance is provided in Standard I.B. and II.A. of this Self Evaluation Report.

### ANALYSIS OF RESULTS

The College has successfully sustained resolution of this recommendation and is in full compliance with Standards I.A.4., I.B.1., I.B.5., I.B.6., II.A., II.A.1.a., II.A.1.c., II.A.2.e., II.A.2.f., II.B.4., II.C., II.C.1.a., and III.B.2.

## STUDENT LEARNING OUTCOMES

### RECOMMENDATION 4:

The team recommends that the College identify SLOs for all of its courses, academic programs, learning and support services, and identify administrative unit outcomes for non-instructional areas. It is further recommended that the College use data and analysis to assess student achievement of those outcomes and use assessment results to make improvements. (Standards II.A., IIA.2.e., and IIA.2.f.)

### DESCRIPTION OF ACTIONS TAKEN:

Through the use of program review, the College has established and implemented a collegial and comprehensive planning process that includes SLO assessment results to ensure improvement in student learning. SLO assessment and its results are a part of College wide dialogue. The College has solidified all the elements necessary to sustain continuous quality improvement using SLO assessment results to inform decision-making.

At the beginning of each academic year the SLO assessment process is reviewed. Based on this review improvements are made, facilitated by the Institutional Student Learning Outcomes committee. This yearly review ensures that structures are solid to assure that student learning and student success remain at the forefront of decision-making. Further explanation of the process for assessing student learning outcomes is provided in Standard II.A. of this Self Evaluation Report.

### ANALYSIS OF RESULTS

The College has successfully sustained resolution of this recommendation and is in full compliance with Standards II.A., II.A.2.e., and II.A.2.f. However, as indicated in Standard II.A., the College believes that it can still improve further so an Actionable Improvement Plan was developed and is included at the end of this introduction section of the Self Evaluation Report.

## DISTANCE EDUCATION AND SUBSTANTIVE CHANGE

### RECOMMENDATION 5:

The team recommends that, in order to comply with the Commission's Policies on distance learning and substantive change, the College submit a Substantive Change Report to offer more than 50 percent of a program through Distance Education. (Eligibility Requirement 21)

### DESCRIPTION OF ACTIONS TAKEN:

Southwestern College submitted a Substantive Change Report to the ACCJC's Substantive Change Committee. The College received confirmation that the report had been accepted in 2011. Since that time, no new Distance Education courses have been approved by the College Curriculum Committee.

### ANALYSIS OF RESULTS

The College has successfully sustained resolution of this recommendation and is currently in full compliance with Eligibility Requirement 21 (Integrity in Relations with the Accrediting Commission).

## TECHNOLOGY PLAN

### RECOMMENDATION 6:

As previously identified in the 1996 and 2003 ACCJC/WASC Accreditation Reports, the team recommends that the College implement a Technology Plan that is integrated with the Strategic Plan and College goals, relies on program review, and provides a reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training College wide. (Standards II.C.1.a., III.C.1.a. and III.C.1c.)

### DESCRIPTION OF ACTIONS TAKEN:

Program review provides an opportunity for programs to identify new technology and replacement technology needs. The Institutional Technology Committee (ITC), represented by all constituencies and working in collaboration with the Academic Senate's Academic Technology Committee (ATC), has oversight of the Technology Plan and all program review technology requests. The Technology Plan is fully integrated with the Strategic Plan and institutional goals.

While conducting an assessment of the 2011–2015 Technology Plan in 2012, it was recommended that the Chief Information Systems Officer design a Technology Plan Implementation Grid. This online database catalogs and tracks technology requests and other technology infrastructure items that have been approved, funded, and implemented in order to support the internal functions of the College. This database is available College wide and allows all users to easily track their requests. The IT database became such an essential tool that it was expanded to include computer labs. Database users are able to identify software and hardware installed in computer labs. This has further enhanced the effectiveness of scheduling and teaching classes. In addition, since 2011 the College has funded, and the ITC and ATC have collaborated on, an Institutional Computer Annual Replacement process.

With oversight from the ITC, processes and structures have been firmly entrenched, providing the foundation to ensure this recommendation is sustained. The ATC and ITC will work together beginning in fall 2015 to draft a new Technology Plan for 2016–19. Further explanation of the process for technology planning is provided in Standard III.C. of this Self Evaluation Report.

### ANALYSIS OF RESULTS

The College has successfully sustained resolution of this recommendation and is in full compliance with Standards II.C.1.a., III.C.1.a., and III.C.1c.

## PROFESSIONAL DEVELOPMENT

### RECOMMENDATION 7:

The team recommends that the College plan and conduct professional development activities to meet the needs of its personnel and implement a formal evaluation process of the activities. (III.A.5., III.A.5.a., and III.A.5.b.)

### DESCRIPTION OF ACTIONS TAKEN:

A comprehensive Five-Year Staff Development Plan was developed by the Staff Development Committee, under the leadership of the Staff Development Coordinator. This plan was reviewed and approved by the Shared Consultation Council (SCC) in May 2011. The Staff Development Committee will begin in fall 2015 to review that plan in preparation to create a plan for 2016–20.

In addition to the Staff Development Plan, a formal evaluation process used for professional development activities was created and includes an evaluation of each activity. In addition, an annual evaluation of the Staff Development Program is part of the annual Needs Assessment Survey each spring. Based on the results of that Needs Assessment, the College hired a Training Services Coordinator to provide software training and support for all employees.

Institutional effectiveness has been enhanced as a result of this recommendation's resolution. The Staff Development Committee is responsible for ensuring that the resolution of this recommendation remains sustained. Further explanation of the process for professional development for all employees is provided in Standard III.A.5. of this Self Evaluation Report.

### ANALYSIS OF RESULTS

The College has successfully sustained resolution of this recommendation and is in full compliance with Standards III.A.5., III.A.5.a., and III.A.5.b.

## FOSTERING AN ENVIRONMENT OF TRUST AND RESPECT

### RECOMMENDATION 8:

The team recommends that the College set as a priority fostering an environment of trust and respect for all employees and students that allows the College community to promote administrative stability and to work together for the good of the College.

### DESCRIPTION OF ACTIONS TAKEN:

Changes to the composition of the Board of Trustees (Board) after the elections in November 2010, along with the resignation of the Superintendent/President shortly thereafter, facilitated the beginning of meaningful change. The resignation was followed by a rapid and transparent process that yielded an experienced Interim Superintendent/President with sig-

nificant Accreditation experience. She came to the College in January 2011 with a can-do attitude, and she mobilized faculty, staff, and students in a way no one would have believed possible. By June of the same year, the College provided enough evidence to the Accrediting Commission that all recommendations were resolved and sustainability plans were in place to ensure that the College would maintain full compliance. In 2012, after successfully overcoming the ACCJC sanction, the College hired a permanent Superintendent/President who has further enhanced the stability of the institution.

Since 2010, the College has continuously measured employee morale through its annual Campus Climate Survey. As a result of the survey, the Shared Consultation Council (SCC) has established goals to support further dialogue and actions regarding employee morale. Along with the SCC, the Superintendent/President and the Board have created goals focusing on employee satisfaction, and the College's Strategic Plan includes a commitment to, "Create and sustain a culture of inclusion at SWC that supports the charge of the Diversity and Equity Committee as well as promotes trust, respect and collaboration." In response to this need, the Diversity and Equity Committee has been established as a standing committee of the SCC, and Staff Development has bolstered its offerings of workshops designed to foster inclusivity and diversity to improve morale.

In conclusion, the College has sustained its efforts in upholding the Standards and in maintaining the College's environment of trust and respect since the reaffirmation of Accreditation in June 2011. Institutional processes continue to be transparent and inclusive, with constituencies providing input for decision-making.

## ANALYSIS OF RESULTS

The actions associated with resolving the recommendation have led to improved organizational effectiveness. While much has been done to foster an environment of trust and respect, the College also realizes that this is a long-term process.

The College values every employee and strives to sustain an environment of trust where faculty, classified professionals, administrators, and students feel valued and free to participate. To support that principle, the College continues to focus on ways to foster continuous sustainable improvement in this area. In order to maintain a quality focus on the health and welfare of employees, the College has taken steps to improve institutional communication methods through the establishment of a shared planning and decision-making process. This process has evolved over the years since the last Self Evaluation, and more employee voices and perspectives have been included in decision-making. Because trust and mutual respect are core human values, subject to the complexities of human experience, and take many years to develop, the College wishes to make every effort to continue its efforts before, during, and after the Accreditation cycle. To support this

goal, an Actionable Improvement Plan was developed and is included at the end of this Introduction section of the Self Evaluation Report.

## RECOMMENDATION 8 (CONTINUED):

The team further recommends that the College establish and follow a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes. (Standards IV.A., IV.B.2.b., and III.A.4.c.)

## DESCRIPTIONS OF ACTIONS TAKEN

Southwestern College has established and is following a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

The Shared Consultation Council is the College's shared planning committee, holding bi-monthly meetings with membership that includes all constituencies. Policy 2510: Shared Planning and Decision Making was updated and approved. A Shared Planning and Decision Making (SPDM) Handbook was developed and is updated on a three-year cycle. The Shared Consultation Council and its members are responsible for ensuring the College continues to sustain resolution of this recommendation.

Policies have been put in place to assure that all constituencies have a substantial voice in shared planning and decision-making. Processes for that substantial voice are codified in the SPDM Handbook and have become the foundation for and are deeply ingrained in daily operations and planning. This has resulted in an improved level of organizational effectiveness. Further explanation of the process for providing employees and students with a substantial voice in decision-making processes is provided in Standard IV.A. of this Self Evaluation Report.

## ANALYSIS OF RESULTS

Resolution of this recommendation has been sustained and Standards IV.A., IV.B.2.b., and III.A.4.c. have been met, resulting in an improved level of organizational effectiveness.

## GOVERNING BOARD

### RECOMMENDATION 9:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends the Board of Trustees (Board) adhere to its role as a policy-making body and not interfere with the authority and responsibility of the Superintendent/President for College operations. The team further recommends that the Board act as a whole once it reaches a decision and as an advocate for the College. (Standards IV.B.1.a. and IV.B.1.j.)

**DESCRIPTION OF ACTIONS TAKEN:**

The Board is adhering to its role as a policy-making body and not interfering with the authority and responsibility of the Superintendent/President for College operations. Since the change in Board members in December 2010, there is demonstrated respect for each other's opinions, even when not in agreement, and the trustees are committed to acting as a whole once decisions are reached. They also continue to advocate for the College. The Board has also formally established Board development opportunities. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

The Board has developed an annual training calendar, and ongoing and systematic Board training sessions are taking place. The Governing Board acts as a whole after a decision has been reached, conducts self evaluations on an annual basis, and continually shows a high level of respect towards one another. Extensive training has been provided for new trustees and will continue to be provided for new trustees in the future. The Board selected a new permanent Superintendent/President in an open, collegial, and transparent manner. Subsequently, the Superintendent/President recommended three new permanent vice presidents to fill existing vacancies without any Board interference. Further explanation of the Board's role as a policy-making body is provided in Standard IV.B.1. of this Self Evaluation Report.

**ANALYSIS OF RESULTS**

Resolution of this recommendation has been sustained and Standards IV.B.1.a. and IV.B.1.j. have been met, resulting in an improved level of organizational effectiveness.

**CONFLICT OF INTEREST AND ETHICS****RECOMMENDATION 10:**

The team recommends that the Board of Trustees (Board) establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations and document adherence to the protocol. (Standard IV.B.1.h. and IV.B.1.i.)

**DESCRIPTION OF ACTIONS TAKEN:**

The Board's Policy and Procedure 2715: Code of Ethics are in place, and the Board is confident it will address any future ethics issues effectively. A revised Code of Ethics Policy, and a new accompanying Procedure, was approved by the Board in 2010 and modified in 2011. The new Procedure 2710: Conflict of Interest was approved by the Board on June 9, 2010. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

The Board's updated Code of Ethics Policy and Procedure has been fully implemented and has been operational for more than four years. All Board members sign the Ethics Policy Declaration every year and adhere to the Declaration. Similarly, the Board updated Policy 2710: Conflict of Interest and developed an accompanying Procedure in 2010, both of which have been fully operational for more than four years. Board members are consistently asked to recuse themselves from agenda items during the start of each Board meeting. Further explanation of the Board's Code of Ethics is provided in Standard IV.B.1. of this Self Evaluation Report.

**ANALYSIS OF RESULTS**

Resolution of this recommendation has been sustained and Standards IV.B.1.h. and IV.B.1.i. have been met, resulting in an improved level of organizational effectiveness.

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# RESOLUTION OF THE 76 SELF-IDENTIFIED ISSUES FROM 2009 SELF STUDY

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#	SELF-IDENTIFIED ISSUE (SII) (original action plan from 2009 Self Study)	ACTION TAKEN	STATUS OF ISSUE
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## STANDARD ONE

43	Establish guidelines for systematic incorporation of the mission statement in the development and execution of committee work and programs [SI.A2].	Strategic planning has been featured on the SCC agenda to present data and actions, which focus the SCC membership on the mission statement. It has also been established that any change in the mission statement that is agreed upon at the SCC retreat will be implemented the following academic year. The mission is incorporated into program review.	Issue Resolved
76	Develop and approve policies/ procedures specifying when and how the mission statement will be reviewed and published [S1.A4].	College Policy and Procedure 1200: Institutional Mission, Vision, and Values were developed and approved by the Board of Trustees (Board) in February 2012. The Policy and Procedure specify when and how the mission statement is reviewed, revised if needed, and published.	Issue Resolved
12	Integrate the needs identified through program review with the Educational Master Plan, the Facilities Master Plan, and the Technology Plan [SI.B.3, SII.A.1.a & SII.A.2.f].	Program review is a comprehensive process that provides for review, input, and integration for the identified needs from the various institutional plans. The Educational Master Plan and the Facilities Master Plan were completed in 2012–2013 and have been tied to the needs identified in program reviews and the Technology Plan.	Issue Resolved
10	Establish a functioning Research Office and implement institutional processes for data collection, analysis, and planning as a means to evaluate and consistently improve stated student learning and administrative unit outcomes aligned to the mission; communicate outcomes to the public [SI.B1 & SIV.A2].	As described in Standard I.B., a fully functioning Office of Institutional Effectiveness is in place to satisfy the needs of the College. Procedures and processes have been established that address data and survey requests for staff and faculty needs.	Issue Resolved
11	Establish a comprehensive and fully integrated institutional budget and planning process that includes a mechanism to determine the degree to which goals are met and communicate these outcomes [SI.B2].	The program review process has been established to fully integrate planning with budgeting. The integrated planning and budget process is in a continuous improvement mode. This process was implemented for the first time in fall 2011, and the cycle was reviewed for its effectiveness in spring 2012 and every year thereafter.	Issue Resolved

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**STANDARD TWO**

1	Formalize a method of evaluating teaching modes and methodologies to assess their effectiveness [S.II.A].	As described in Standard II.A., extensive research has been conducted to evaluate teaching modes and methodologies to assess their effectiveness. An ad hoc committee of the Curriculum Committee has developed a plan to improve Distance Education (DE) courses, and a new DE Faculty Coordinator has been appointed to train faculty on teaching in the online environment. Staff Development workshops have focused on several valid methodologies that improve the efficacy of teaching and learning and which support student success in their academic careers. The workshops include: focusing on the needs of adult learners, technology and classroom instruction, classroom assessment techniques, and ways to engage students in active learning.	Issue Resolved
49	Assess the value of the Teaching Academy for newly hired full-time faculty and reinstate if needed [SII.A.2.d].	The Teaching Academy was discontinued. New full-time faculty now participate in orientations which include teaching and learning strategies and pertinent information about the College to help them get off to a good start in their first year.	Issue Resolved
9	Form a Curriculum Committee task force to review the associate degree requirements in physical education, health, and computer literacy and make recommendations for any modifications to the current policy [SII.A.3].	As described in Standard II.A., the Curriculum Committee reviewed the associate degree requirements in physical education, health, and computer literacy and recommended they be eliminated. In fall 2014 the Academic Senate voted to remove these requirements from the College's degree programs.	Issue Resolved
13	Complete research utilizing existing external sources to systematically and consistently assess the needs of the community-based business and industry throughout the District service area and region in order to revise the existing programs accordingly and respond to new workforce training needs [SII.A.5].	As part of the development of the 2013 Educational Master Plan an external environmental scan was conducted that included an analysis of business and industry needs within the College's service region, as well as an analysis of industry growth trends. Through career technical education (CTE) programs' Advisory Boards, input is solicited from business and industry regarding their current and future needs. CTE programs use external and internal data to prepare comprehensive academic program reviews every three years and Board reports every two years.	Issue Resolved
72	Publicize the College Source database available for remote access that lists catalogs and course descriptions from all over the country [SII.A.6.a].	"Steps to Transfer" Workshops provide students with information about the database. The link was added to the website in fall 2011. In addition, the Library links to the College Source database on its "Articles and Databases" webpage, and it is presented in library research orientations for Personal Development classes and other courses as appropriate.	Issue Resolved

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3	Submit as procedure for Governing Policy 4021 the steps already being taken with regard to program discontinuance [SII.A.6.b, SIV.2.b].	Policy 4021: Program Discontinuance and its corresponding Procedure 4021: Program Discontinuance were both approved in 2011. A revision of the procedure is underway to support continuous quality improvement.	Issue Resolved
38	Review procedures for production of the class schedule to enhance efficiency, accuracy, and timeliness [SII.A.6.c].	Procedures for production of the schedule of classes to enhance efficiency, accuracy, and timeliness have been reviewed by deans, department chairs, and school office staff. A new scheduling system is being evaluated as part of the transition to the new 16-week semester schedule starting in fall 2015.	Issue Resolved
14	Tie program review, enrollment management, faculty hiring prioritization and the strategic plan to the budget development process through CLC [SII.A.7.b].	The College Leadership Council (CLC) was restructured and then renamed the Shared Consultation Council (SCC). The SCC has created and implemented a prioritization process which, through program review, identifies human, physical, fiscal and technological needs. This process results in a prioritized list of items that are considered for funding during the budget development cycle. The SCC's standing committees play a role in integrating program review, hiring prioritization, and budget planning.	Issue Resolved
22	Add terms "plagiarism" and "cheating" to the index of the College catalog [SII.A.7.b].	These terms were added starting with the 2012–13 Catalog.	Issue Resolved
63	Assess the interest among faculty for a tutorial on plagiarism that can be used across the curriculum [SII.A.7.b].	Discussions were held to determine if additional plagiarism software or tutorials were necessary, and it was determined that existing processes adequately address plagiarism issues.	Issue Resolved
73	Add the entire text of District Policy 7029 to the Student Policy Manual [SII.A.6.a].	Policy 7029 is the Academic Integrity Policy. The full policy was added to the Student Policy Manual starting with the 2009–10 edition. The policy has since been revised and renumbered to Policy 4000: Academic Integrity.	Issue Resolved
35	Assess the staffing shortage in the Online Learning Center and respond to the recommendations of the Academic Technology Committee and the Academic Senate [SII.A1.b].	An additional staff member was added to the Online Learning Center in 2012, and a new full-time DE Faculty Coordinator was appointed in 2015.	Issue Resolved
39	Explore offering a SWC-sponsored study abroad program, as 50% of the students from consortium schools who attend are from SWC [SII.A2.a].	The College is the regional host for the Study Abroad Program. Additionally, the institution has sponsored study abroad programs to South Africa; Florence, Italy; Barcelona, Spain; and Paris, France.	Issue Resolved

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36	Evaluate course offerings in Distance Education and expand as needed, with more support given to faculty, especially adjuncts, who wish to learn Blackboard and/or enhance teaching methodologies for online student success [SII. A2.d].	As described in Standard II.A., an ad hoc committee of the Curriculum Committee has developed a plan to improve Distance Education (DE) courses and a new DE Faculty Coordinator has been appointed to train faculty on teaching in the online environment.	Issue Resolved
6	Utilizing various media including the SWC website, enhance student awareness and access to College programs and services [SII.B.1].	A number of steps have been taken beyond College advertising and publications:  The College website has undergone a restructuring that gives programs and services more authority to update their information and promote their units. The new design also features a top-level Student Services category.  The College has adopted social media platforms, notably Facebook and Twitter, to keep students informed about deadlines and opportunities. The Office of Communication, Community and Governmental Relations maintains master accounts, and various departments, programs, and clubs have established their own.	Issue Resolved
19	Promote the values of diversity and inclusiveness for all current and prospective students [SII.B.1].	A diversity statement was added to all promotional materials, including the College schedule of classes and catalog.	Issue Resolved
75	Implement a systematic and ongoing cycle of program planning, evaluation, and assessment for all Student Services and Support programs. Continue to integrate SLOs throughout the departments' plans along with effective assessment practices and instruments to measure their success. Correlate department goals with Board Goals and the Strategic Plan [SII.B.1].	Starting in 2011, the Student Affairs Division established a cycle of planning, implementation, and evaluation for SLOs and AUOs. SLOs and AUOs have been assessed, results have been discussed at departmental meetings, and program enhancement plans have been implemented (as necessary). Student Affairs has also correlated Division goals with Board Goals and the Strategic Plan.	Issue Resolved
74	Assess the need for full-time counselors to improve services to students and enhance student outcomes [SII.B.4].	As part of the program review process, this assessment has taken place. As a result, requests for Counseling faculty are submitted through the Faculty Hiring Prioritization process, and counselor positions have been added on the Chula Vista campus and at the Higher Education Centers.	Issue Resolved

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23	Address the adequacy of the library budget for books, electronic resources, media and closed captioning, adjunct librarians, and ADA software [SII.C.1.a].	Due to one-time funding increases to the Library budget in 2013-14 and 2014-15, the Library budget for books, electronic resources, media and closed captioning, adjunct librarians, and ADA software has improved.	Issue Resolved
24	Identify the system with which to replace Horizon and secure funds for it [SII.C.1.a].	Library staff initiated vendor presentations and determined that an upgrade to the existing system was the best option. As a result, Library staff worked with the Institutional Technology (IT) Department and Sirsi/Dynix to upgrade to the most current Horizon software release.	Issue Resolved
25	Provide additional College wide software for the key server to meet increased student demand for course specific software in the open tutorial labs [SII.C.1.a].	During 2011–12, the Learning Assistance Services (LAS) program review determined that the number of software licenses was sufficient for student usage in the Academic Success Center and Library Interdisciplinary Tutoring Center (ITC) locations. Additional seats were purchased for the key server for software in the open labs in the 500 building.	Issue Resolved
26	Assess student needs to determine if increased tutorial services, hours, and locations are needed and, if so, submit a plan for increased staffing [SII.C.1.a].	It was determined during a comprehensive program review of LAS that additional tutors and tutorial hours would benefit students. This finding was supported by student feedback received in LAS evaluation forms. LAS tutoring budgets were increased in 2014-15 on an ongoing basis. In addition, AS received Student Equity funds in 2014-15 and in 2015-16 to significantly expand the Power Study Program for tutoring.	Issue Resolved
27	Explore variants of online library orientations, such as podcasts or tailored online subject guides for classes, in addition to the present video tutorials, in- person orientations, and hand-outs [SII.C.1.b].	Measures have been taken to evaluate current trends in instruction and information competency. The Library expanded its use of subject and course-specific online subject guides. It has been determined that the incorporation of new technologies in current orientations adequately address the needs of students.	Issue Resolved
28	Explore additional methods for publicizing library orientations to reach more faculty members and students [SII.C.1.b].	Library faculty have been proactive in contacting faculty by email, with flyers, and via word of mouth. These contacts highlight services, benefits, and outcomes of the library orientations for faculty and students. Library faculty have also participated in campus activities that highlight library services. Finally, Library faculty have developed and implemented student/faculty contact through social networking sites.	Issue Resolved
29	Explore and obtain potential funding opportunities for ongoing specialized tutor training [SII.C.1.b].	As described in Standard II.C., LAS has been successful in obtaining additional funding through Student Equity funds and a Title V grant to enhance tutoring services.	Issue Resolved

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31	Continue to explore alternative delivery modes for academic support services both on the main campus and at the HEC locations [SII.C.1.b].	LAS staff toured all three Higher Education Center (HEC) sites to evaluate their respective tutoring needs and to explore the possible expansion of services. In fall 2014, a new online tutoring program was launched in collaboration with the Western eTutoring Consortium.	Issue Resolved
30	Initiate research to assess if student needs are being met by current ASC services and, if not, respond to unmet needs [SII.C.1.c].	LAS conducted research in 2011 to assess if student needs were being met by the Academic Success Center. Results of the research were reported in its 2011 Comprehensive Program Review and plans to respond to unmet needs have been implemented.	Issue Resolved
32	Conduct research to evaluate the services/collections of the College libraries in all locations [SII.C.2].	Research has been conducted by Library faculty and staff into usage of the College's library and its services available to patrons online and at the Higher Education Centers (HECs). A survey of students was conducted in fall 2014 at the Chula Vista campus, the HECs, and online to assess how well the Library is meeting student needs.	Issue Resolved
33	Initiate a marketing plan utilizing various media to promote LAS programs [SII.C.2].	A marketing plan has been implemented and is ongoing. LAS is developing the following modes of public relations in an effort to market program offerings: <ul style="list-style-type: none"> <li>• Updated College web page</li> <li>• Facebook page</li> <li>• Board of Trustees (Board) presentations</li> <li>• College department and school meeting presentations</li> <li>• Academic Senate presentations</li> <li>• Opening Day workshops</li> </ul>	Issue Resolved

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## STANDARD THREE

40	Continue to develop SLOs at the course and program level [SIII.A.1.c].	As described in Standard II.A. and Standard III.A., the College fully meets ACCJC's Standards regarding SLOs.	Issue Resolved
70	Revise the Classified Staff Handbook to include the Institutional Code of Ethics policy (No. 3050) for all District employees [SIII.A.1.d].	<p>The provisions in the Collective Bargaining Agreement (CBA) and in College policy and procedure sufficiently address employee issues and College processes.</p> <p>Policy 3050: Institutional Code of Professional Ethics is applicable and accessible to all College employees.</p> <p>The Classified Staff Handbook is comprised of College policies and procedures. College policies and procedures which apply to all staff are reviewed and revised with input by employee constituencies. As policies and procedures are updated, the Handbook will be updated as needed.</p>	Issue Resolved
50	Explore different avenues that would increase adjunct faculty participation in staff development activities [SIII.A.5.b].	As of fall 2015, adjunct faculty will be compensated for participation in Opening Day activities as well as for conducting optional office hours. The Staff Development Coordinator will continue to evaluate opportunities to increase adjunct faculty participation in Staff Development activities.	Issue Resolved
51	Complete a formal evaluation of the Staff Development Program on an annual basis [SIII.A.5.b].	A Staff Development Program Needs Assessment Survey has been administered each spring and has been used to develop an implementation plan for the coming year. These Needs Assessment Surveys include questions designed to evaluate the effectiveness of the Staff Development Program and to highlight unmet needs for each constituent group.	Issue Resolved
20	Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews [SIII.A.6, SIII.D.1.a & SIV.A.1].	The Institutional Program Review Committee (IPRC) was formed in 2010. The IPRC has implemented an institutional program review cycle for all instructional and non-instructional units at the College. The program review process has been used for institutional prioritizations since 2012.	Issue Resolved
64	Assess need for additional training on emergency response and safety issues [SIII.B.1.b].	An Emergency Operations Plan has been implemented, and College staff are being trained and are participating in College wide preparedness exercises.	Issue Resolved
65	Establish web access for emergency response training including use of internal media [SIII.B.1.b].	A Mass Communication Plan has been completed and implemented.	Issue Resolved

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21	Based on the approved Five-Year Technology Plan, implement policies and procedures that institutionalize ongoing replacement of desktop hardware, technology infrastructure, and academic software, as well as update its technology plan on a regular basis [SIII.C.1].	In 2012 a new five-year Technology Plan was developed, implemented, and fully integrated with the College's integrated planning process. New policies and procedures were developed to formalize the development and implementation of future Technology Plans. The Institutional Technology Committee (ITC) has developed a process for ongoing replacement of aging computers based on criteria including age, use, and program need.	Issue Resolved
4	A written policy and procedures for preliminary budget parameter development should be created, adopted, and implemented [SIII.D.1.b].	Written Policies and accompanying Procedures for Budget Preparation (6200) and Budget Management (6250) have been created, adopted, and implemented.	Issue Resolved
5	The District should establish a transparent and clear shared-governance method of developing parameters for budget planning to alleviate the perceptions that resources are distributed unfairly and without long and short range planning for fiscal stability [SIII.D.1.b].	An integrated planning process tied to program review and aligned with budget allocation was established in fall 2011. Since that time, a few changes were made as the cycle was reviewed for its effectiveness and modified as needed until the College was able to establish a smooth and seamless process. The integrated budget planning process involves all departments, schools, offices, units, and programs. This planning process helps the Budget Committee develop budget parameters, per Policy 6200: Budget Preparation, and these budgetary considerations are brought forward to the Shared Consultation Council, the College's leadership committee. This integrated planning process is codified in the SPDM (Shared Planning and Decision Making) Handbook.	Issue Resolved

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## STANDARD FOUR

46	Reconfirm the shared governance process for consultation and decision-making [SIV.A.1].	It has been reconfirmed at numerous SCC meetings that the constituency groups vote on the basis of consensus and with full consultation of their groups for those items that are mutually agreed upon as noted in Policy/Procedure 2515. In addition, Policy/Procedure 2510: Shared Planning and Decision Making have been approved and have become embedded in the College culture. With respect to AB 1725 items, only those that are mutually agreed upon come before the SCC as voting items; other 10 + 1 items have been provided to the SCC as information only, thus respecting Policy and Procedure 2515: The Role & Scope of the Academic Senate 10 + 1 Agreement.	Issue Resolved
47	Clarify the shared governance process for consultation and decision-making with a flow chart and/or diagram showing the relationship of all standing committees, constituent groups, CLC, ELT, etc. to each other [SIV.A.1].	The latest SCC chart, newly approved in fall 2014, depicts all the constituencies and provides further clarification on those subcommittees responsible for strategic planning, prioritization and the Standards.	Issue Resolved
44	Institute annual standing committee summary reports [SIV.A.2.a].	At every SCC meeting the standing committees provide a brief report. In addition, once every semester each standing committee offers an extended presentation highlighting its accomplishments and documenting its progress on institutional goals.	Issue Resolved
48	Expand the District standing committees to include Equivalency, Program Review, and Accreditation [SIV.A.2.a].	Since 2010 the standing committees of the SCC include the Accreditation Oversight Committee (AOC) and the Institutional Program Review Committee (IPRC). The College also formed the Human Resources Committee, which incorporates the Equivalency Committee. This has been mutually agreed upon by the Academic Senate and the College.	Issue Resolved
66	Include the original policy number on all new replacement policies [SIV.A.2.a].	Each revised policy refers to the policy that is being replaced.	Issue Resolved
67	Repeal policies that are replaced by another via Board action to alleviate confusion as to whether these policies are still in force or not [SIV.A.2.a].	Outdated policies are not posted.	Issue Resolved
7	Include state discipline as an element in the course origination form [SIV.A.2.b].	All course origination forms for curriculum housed in CurricUNET indicate the state discipline and minimum qualifications for faculty who would be considered to teach the course.	Issue Resolved

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8	Investigate how to become more selective in the curricula and programs offered at SWC [SIV.A.2.b].	As described in Standard II.A., the College has been proactive in eliminating programs which are no longer viable and has been highly selective in adding any new programs.	Issue Resolved
37	Implement yearly staff development training workshops on CurricUNET and curriculum development [SIV.A.2.b].	Curriculum Workshops have been held during Opening Day and Staff Development days.	Issue Resolved
15	Enhance data collection, analysis, and research capacity to allow for benchmarking and monitoring of Strategic Plan accomplishments [SIV.A.3].	As described in Standard I.B., data resources for determining institutional strategic goals and program review reports have included: Data Dashboard; Campus Climate Surveys; Student Satisfaction Surveys; and internal and external environmental scans.	Issue Resolved
16	Promote the Strategic Plan and accomplishments within the institution and with the community at large [SIV.A.3].	The accomplishments of the Strategic Plan for 2012–2015 have been listed on the College website and have been presented to the SCC for the representatives to share with their constituency groups.	Issue Resolved
17	Engage the College community and the community-at-large in the regular review of the Strategic Plan [SIV.A.3].	The cycle for the College community and the external community’s participation in developing the Strategic Plan has been established and implemented. Regular review of the Strategic Plan has been established and implemented by the SCC.	Issue Resolved
18	Analyze the responses found in the 2008 staff survey to ascertain the reasons for a generally lower level of satisfaction among the classified staff regarding the means of communication [SIV.A.3].	Numerous Campus Climate Surveys have been conducted since 2010, and the results have indicated increased satisfaction among the classified staff regarding the means of communication.	Issue Resolved
42	Communicate the results of evaluations of governance and decision-making structures and processes to the College community [SIV.A.3].	Emails from the Superintendent/President’s Office, as well as announcement of SCC items in the Academic Senate President’s Reports, are communicated to the College community on a regular basis.	Issue Resolved
41	Develop a methodology and timeline to regularly evaluate the institution’s governance and decision-making structures and process [SIV.A.5].	The SCC has agreed to regularly review the institution’s governance and decision-making structures and processes at its annual August retreat. This is stated in the Shared Planning and Decision Making (SPDM) Handbook and is decided by consensus of membership at the retreat.	Issue Resolved
34	Provide access, e.g. through the Library, to enclosures for Special Meetings of the Board, with the exception of those enclosures related to closed session items [SIV.B.1.a].	Enclosures for special meetings of the Board are posted on the College website 72 hours before the meeting.	Issue Resolved

#	<b>SELF-IDENTIFIED ISSUE (SII)</b> (original action plan from 2009 Self Study)  NOTE: Original action plan # is shown in column to the left and associated ACCJC Standard numbers are shown in parenthesis. SIIs are ordered by Standard number and section.	ACTION TAKEN	STATUS OF ISSUE
52	Recommend annual Board training pursuant to Policy 2710: Conflict of Interest and Policy 2715: Code of Ethics to reduce the likelihood of public perceptions of conflicts of interests or violations of the College's Code of Ethics [SIV.B.1.a].	Review of Policies 2710 and 2715 began in 2011 and has been placed on Board agendas on a regular basis since that time. Brown Act training was held in 2011 and has been added annually since then to the Board Workshop calendar.	Issue Resolved
69	Develop an easily-accessible, searchable, online site for all College policies in Web Advisor [SIV.B.1.d].	After a policy is approved by the Board, it is posted on the main College website which is accessible to anyone.	Issue Resolved
71	Assure hiring processes are conducted according to established policies and procedures in order to avoid any future instance of Chancellor's Office oversight [SIV.B.1.d].	Hiring processes follow all established policies and procedures.	Issue Resolved
68	Develop and implement a process for a systematic, three-year cycle of policy and procedure review [SIV.B.1.e].	A process for a systematic cycle of policy and procedure review has been developed and has been implemented. This process is explained in the Shared Planning and Decision Making Handbook.	Issue Resolved
53	Train newly-elected trustees prior to assuming office, in compliance with Policy 2740 [SIV.B.1.f].	Newly-elected Board members meet with the Superintendent/President soon after their election to review their role as a new Board member. All recently-elected Board members have attended the Community College League of California (CCLC) New Board Member Training. In addition, regular Board workshops and other training sessions are held for all Board members.	Issue Resolved
54	Document all Board of Trustees (Board) training [SIV.B.1.f].	Regular Board workshops and other training sessions are held, and the Superintendent/President's staff documents this information.	Issue Resolved
55	Revise Policy 2740 to include an annual session in which specific ongoing development needs of the Board are identified [SIV.B.1.f].	Policy 2740: Board Education was revised to include this information and was approved at the September 12, 2012, Board meeting.	Issue Resolved
56	Codify into a formal procedure the common practice for identifying the training and education needs of the Board [SIV.B.1.f].	Procedure 2740: Board Education was approved by the Board in 2012. The new procedure identifies the training and education needs of the Board.	Issue Resolved
57	Revise Policies 2740 and 2015 to include provisions for training the student trustee and team building with the voting Board members [SIV.B.1.f].	The Board Education Policy and Procedure documents were revised to include provisions for training the student trustee and team building with the voting Board members	Issue Resolved

#	<b>SELF-IDENTIFIED ISSUE (SII)</b> (original action plan from 2009 Self Study)  NOTE: Original action plan # is shown in column to the left and associated ACCJC Standard numbers are shown in parenthesis. SII's are ordered by Standard number and section.	ACTION TAKEN	STATUS OF ISSUE
58	Revise Policy 2745 to include solicitation of input from the College community at least one month prior to the self-evaluation in order that these findings are utilized in the self-evaluation [SIV.B.1.g].	A new Board Self-Evaluation Procedure (2745) was approved by the Board in 2012. Since that time, Board self-evaluations have been conducted every year in June at the Board retreats. Input to the Board from the College community is provided through the Campus Climate Survey, which is conducted every year in the spring semester.	Issue Resolved
59	Document in the Board minutes the discussion of the self-evaluation results [SIV.B.1.g].	A discussion of the annual self-evaluation results are recorded in the Board minutes. .	Issue Resolved
60	Disseminate the results of the annual Board self evaluation to the College community via the College website and public folders in a timely manner [SIV.B.1.g].	The Board self-evaluation is made available to the College community through the College's Board Docs website.	Issue Resolved
61	Recommend the Board develop a procedure for evaluating and dealing with Board behavior that violates Policy 2715: Code of Ethics [SIV.B.1.h].	A new Policy 2715: Code of Ethics was revised, and new procedures were developed in 2011.	Issue Resolved
62	Recommend the Board protect and strengthen SWC's image in the public's eye through vigilant compliance with Policy 2715 [SIV.B.1.h].	Through annual Board education and training embedded in Policy and Procedure 2740: Board Education, the Superintendent/President has and will continue to address compliance with Policy 2715: Code of Ethics.	Issue Resolved
2	Ensure a timely response to recommendations made in Accreditation documents [SIV.B.1.i].	The Superintendent/President, the Accreditation Liaison Officer (ALO), and the Accreditation Oversight Committee (AOC) provide oversight for all Accrediting Commission recommendations and ensure that a timely and accurate response is made.	Issue Resolved
45	Investigate ways to bring greater administrative stability to the College community [SIV.B.1.i].	In 2012 the Board approved the realignment of the Vice Presidents' salary schedule with the California statewide average. This has resulted in a greater administrative stability at the vice president level.	Issue Resolved



# A FOCUS ON QUALITY: ACTIONABLE IMPROVEMENT PLANS

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After the completion of a thorough institutional Self Evaluation, the College deemed that it meets all Standards but has several areas which need additional attention. Those Standards found to be in need of additional attention are supported with Actionable Improvement Plans. Topics of the plans are campus morale, student learning outcomes, and Distance Education. The College is choosing to place particular attention on these areas to ensure continued improvement in the quality of student learning, achievement, and success.

## **ACTIONABLE IMPROVEMENT PLAN FOR CAMPUS MORALE (BUILDING AN INCLUSIVE COLLEGE AND WORKING ENVIRONMENT)**

Southwestern College is committed to creating an environment that models respectful communication, multicultural competency, civility, and collegiality for students' success and the community served by the College. While the College resolved Recommendation Eight from the 2010 ACCJC Action Letter, its goal is to engage in continuous improvement of campus morale through an institutional cultural change. The College has remained in a process of evaluation and planning in the area of campus morale since 2009. Previously the campus experienced rapid turnover in leadership positions and insufficient transparency in budget, planning, and communication. This culminated with the election of two new Board of Trustees (Board) members during the 2010 General Election. As a result a new Board majority was formed and a change in College senior leadership took place shortly thereafter.

After the 2009 Accreditation site visit, the College focused on and made great improvements in the area of administrative stability, shared governance, and transparency. The Shared Consultation Council (SCC) was created, and it developed written processes for consultation and collaboration of all College constituent groups in shared planning and decision-making. The SCC created the "Ground Rules for Civility" to guide the improvement of respectful discourse in all modes of communication. SCC standing committee structures are working well, and they are in a state of continuous improvement. A Diversity and Equity Committee, housed under the auspices of the Employee Services (formerly Human Resources) Division, was formed with the purpose of fostering cultural competence among employees as the College works to support the needs of a diverse student population and community. This committee focused on College hiring practices and the employee demographic composition as represented in the student population served by the College. Through efforts of the Diversity and Equity Committee and the Staff Development Coordinator, a clear emphasis on cultural competency was included in the Staff Development Plan. Efforts to improve campus morale, cultural competency, and the creation of an inclusive work environment are part of a continuous and collaborative College wide effort.

While the College has made great strides in improving transparency and administrative stability, it recognizes the need for the development of a formal short-term and long-term plan that outlines the specific goals and objectives necessary to institutionalize the values of respect, trust, and multi-

cultural competency within the College community. Over the years, the College has periodically engaged in short-term initiatives designed to improve campus morale; however, these efforts were often individually, or small group, driven and as such they did not lead to sustainable improvements. In the past five years, results of several campus climate surveys indicate areas of improvement with regard to employee morale.

Therefore, it is imperative that College employees work collaboratively to address the needs identified in the campus climate surveys with sustainable solutions. In 2011 morale rose after the change in leadership; however, in the surveys conducted in 2012, 2013, and 2014, morale declined and remained flat. In 2014 and 2015 the College used a new survey instrument, and results remained low. Given the understanding that there is a connection between campus morale and a positive learning environment, through this Actionable Improvement Plan (AIP) the College is committing to creating and sustaining an environment of respect, trust, inclusion, and multicultural competency. This will be accomplished by expanding the efforts and resources dedicated to this goal.

This AIP will result in development of a long-term plan that includes recommendations for training, improvements to hiring practices (including recruitment and outreach strategies), and integration of multicultural competence into decision-making. The purpose of this systemic integration is to create an environment of trust and mutual respect where accountability is accepted and expected. The plan will include timelines to implement recommended actions, as well as to collect and to compile information for formative and summative evaluation to determine impact and plan further improvements.

The College has in place policies, procedures, and codified practices that address grievances for both students and employees. However, as part of the College's dedication to continuous improvement the institution will initiate a review of the processes that are in place. This will include the development of an awareness campaign which would enhance the understanding of the policies, procedures, and codified practices that are in place. The intention would be that greater transparency leads to more effective conflict resolution. Appropriate Cabinet members will be charged to implement these improvements and to evaluate the effectiveness of the improvements.

## ACTIONABLE IMPROVEMENT PLAN FOR STUDENT LEARNING OUTCOMES

Southwestern College is committed to maintaining sustainable continuous quality improvement in student learning outcome (SLO) assessment and use of assessment results across the institution to inform planning processes. The College meets all SLO Eligibility Requirements (ERs) stated in ERs ten, eleven, and nineteen. First, it systematically defines, assesses, and publishes expected SLOs for all programs, and it demonstrates the levels to which students achieve those outcomes. Further, all segments of general education patterns have stated SLOs that are used to measure demonstrated competence in major areas of study, including skills in writing and computation. Finally, the College systematically evaluates student learning and posts evidence of learning on the College's website. The College integrates SLO assessment findings into its planning processes and in its allocation of resources. Assessment of institutional SLOs (ISLOs) is reported annually in the Student Outcomes and Achievement Review (SOAR) Report which all programs and units may use when completing an annual program review.

During the process of completing this Institutional Self Evaluation for the Commission, the College recognized it should improve its assessment of SLOs and use of SLO results in two areas. First, it recognized that more human resources support for SLO assessment is needed to ensure both continuous and authentic assessment of learning for all courses, programs, and student support services. Second, the College recognized it should expand its use of SLO assessment results to support institutional effectiveness by better ensuring that the results are used to plan for program improvements.

Currently, the College is working to increase human resources support for SLO assessment. In spring 2012, in order to meet the Proficiency level of SLO assessment for the Commission's Student Learning Outcomes Status Report, the College offered stipends to faculty to assist colleagues in SLO assessment. As stated in the October 2012 Status Report to the Commission:

In spring 2012, it was acknowledged that more human resources were needed to support SLO assessment. One person from each of the nine schools/centers was hired to support SLO assessment in their areas. Titled "ISLO Point People," the "Points" trained faculty in assessment practices and procedures, assisted with entering data into eLumen, and guided faculty in the completion of assessment documents (i.e., timelines, rubrics, and plans for improvement). Points meet weekly as a group with the ISLO Coordinator to discuss assessment progress and to review and revise SLO practices and processes. Points were rehired in fall 2012 to assist with the preparation of our 2012 Midterm Report and this SLO report.

Given the momentum for assessing SLOs initiated by the Points, the College assumed that the this forward movement would continue after the status report was submitted and, thus, the College discontinued the SLO Point positions in fall 2012. Unfortunately, after the dissolution of the SLO Points, momentum for assessing SLOs has been steadily dwindling. In order to address this issue, the College is moving to reinstate SLO Points in schools and centers across the campus. SLO Points will be reinstated in spring 2015 for an extended period of time. The new SLO Points will assist faculty in assessing SLOs in both face-to-face and online courses, including how to conduct authentic assessments. SLO Points will also work with faculty to generate open dialogue, to create actionable improvement plans using SLO results, and to use the eLumen software system to store SLO results, generate reports, and track progress of improvement plans.

Next, the Shared Consultation Council (SCC) moved to expand the role of SLO results in integrated planning and allocation of resources. In fall 2014, SCC supported a shift in goals and vision for one of its standing committees, the Institutional Student Learning Outcome Committee. With this shift in goals and vision came a new committee name: the Student Outcomes and Achievement Review (SOAR) Committee. This redesigned committee maintained the tasks and goals of its predecessor - to assist in the organization, process, and assessment of SLOs across campus. However, it added additional tasks of reviewing, discussing, analyzing, and making recommendations based on ISLO data, Institution Set Standards data, and California Community College Chancellor's Office Scorecard data. By design, at the end of each academic year the SOAR Committee publishes the results of its review, dialogue, analysis, and recommendations in the SOAR Report. The SOAR Report is included in the data resources package provided for programs and units completing annual program review.

The first SOAR Report was completed in spring 2014 and was accepted by the SCC. Although the intention was for the SOAR Report to be consulted during program review by all departments and units while creating annual goals and making requests for allocations, this did not occur College wide. As a result, preparations for ensuring consultation of the SOAR Report at all levels of program review are underway.

Further, during the completion of the spring 2015 SOAR Report, it was realized that a key component of ISLO data was missing - general education SLO (GESLO) data. Although GESLO data is being collected in eLumen, the College has yet to analyze the results. The SOAR Committee has already begun discussion regarding the inclusion of GESLO data in the 2016 SOAR Report. The SOAR Committee is also discussing the inclusion of Student Affairs outcome (SAO) assessment results in the 2016 SOAR Report. Although SAOs are assessed annu-

ally in Student Affairs units and used in program review, they are not currently a component of the SOAR Report.

In summary, while the College is in compliance with the AC-CJC's Standards and Eligibility Requirements regarding SLOs, it believes there is room for improvement in human resources

support for SLO assessment, the use of SLO findings in relation to integrated planning and resource allocation, and inclusion of GESLO and SAO assessment results in future SOAR Reports. The College is confident that it will reach all of these goals by the end of the spring 2016 semester.

## ACTIONABLE IMPROVEMENT PLAN FOR DISTANCE EDUCATION

Southwestern College is committed to providing comparable quality instruction and support to students taking online and hybrid courses, which total approximately 19 percent of course offerings.

Online learners at the College are supported in a variety of ways. In person Blackboard orientations are provided at the start and the middle of each semester, at multiple times and locations. Staff at the Online Learning Center (OLC) assist students in person, by phone, and by email, and login help is provided by phone after hours and on weekends. In addition, the OLC website provides information, Blackboard tutorials, and FAQs. Online tutoring in writing is provided through the campus Writing Center's Online Writing Lab, and SWC eTutoring offers tutoring in a wide range of subjects through the College's membership in the Western eTutoring Consortium, which provides synchronous online tutoring eighteen hours a day, seven days a week. To ensure comparable quality, the online and campus tutorial programs have the same College Reading and Learning Association (CRLA) certification. The Library also provides online learners with high quality chat reference service from Southwestern College and other academic librarians 24 hours a day, seven days a week, via the QuestionPoint Chat Reference consortium.

Online faculty support includes the OLC's on-demand Blackboard training for groups and individuals. The OLC also provides support materials within Blackboard and on the Faculty Support website. Experienced online instructors share best practices through workshops, such as the five-workshop series offered in spring 2015: *Teaching Online in 2015: What's New? What's Working? What's Next?*.

Over the last three years, a Curriculum Committee ad hoc Distance Education (DE) Taskforce has met weekly to bi-weekly with the charge of responding to the new federal and state requirements for online/hybrid instruction. In addition to creating new DE policies and procedures for Regular Effective Contact and requesting DE as a mode of delivery for new and modified courses, the team wrote a comprehensive DE Plan for the College with goals, objectives, and timelines. It is in the process of completing a DE Handbook, including a sample online syllabus. A new faculty evaluation form and rubric for online and hybrid instructors is also in progress.

The College has made a substantial investment in DE through the recent appointment of a Distance Education Faculty Coordinator. An experienced online faculty member has been appointed to the position, which begins July 1, 2015. This new position provides the opportunity to make substantial improvements to the online education offered to students. The new coordinator will 1) develop and oversee a comprehensive training program with compensation for both current and new instructors of online and hybrid courses, 2) offer regular professional development opportunities in online instruction, 3) expand and maintain the DE area of the College website, 4) create a repository of on-demand training resources in the areas of online learning theory/andragogy, course design, accessibility, fair use, and best practices, 5) ensure compliance for Regular Effective Contact and Last Date of Attendance, and 6) share information from system-wide DE organizations such as the San Diego Imperial College County Community College Association (SDICCCA) Subcommittee on Distance Education, California Community College (CCC) DE Coordinators, and the CCC Online Education Initiative.

The College looks forward to building on existing accomplishments by implementing improvements in faculty training, resources, and evaluation in the coming year.

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## LIST OF COMMONLY USED ACRONYMS IN THE SELF EVALUATION REPORT

ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ALO	Accreditation Liaison Officer
AOC	Accreditation Oversight Committee
ARCC	Accountability Report for Community Colleges
ATC	Academic Technology Committee
AUO	Administrative Unit Outcomes
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CSLO	Course Student Learning Outcomes
DE	Distance Education
DETF	Distance Education Task Force
FTES	Full-time Equivalent Student
IPRC	Institutional Program Review Committee
IPROC	Institutional Program Review and Outcomes Coordinator
ISLO	Institutional Student Learning Outcomes
ISS	Instructional Support Services
IT	Institutional Technology
ITC	Institutional Technology Committee
MSE	Mathematics, Science, and Engineering
OIE	Office of Institutional Effectiveness
PIE	Planning, Implementation and Evaluation
PSLO	Program Student Learning Outcomes
SCC	Shared Consultation Council
SLO	Student Learning Outcomes
S/P	Superintendent/President
SPDM	Shared Planning and Decision-Making
SPC	Strategic Planning Committee
SWCCD	Southwestern Community College District
VPAA	Vice President for Academic Affairs
VPBFA	Vice President for Business and Financial Affairs
VPES	Vice President for Employee Services
VPSA	Vice President for Student Affairs

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# INSTITUTIONAL ANALYSIS

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# STANDARD I

## **Institutional Mission and Effectiveness**

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

- **Standard I.A.**

Mission

- **Standard I.B.**

Improving Institutional Effectiveness

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## I.A. MISSION

**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 of Trustees (Board) Policy 1200: Institutional Mission, Vision, and Values ([I.A.1](#)). The Board revised Policy 1200 on January 14, 2015 ([I.A.2](#)). Its accompanying Procedure 1200 guides the use of the mission statement ([I.A.3](#)).

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 percent 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 ([I.A.4](#)). Further, due to the College's Distance Education (DE) offerings, student access to the College's courses stretches to locations across the world ([I.A.5](#)). 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 DE 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 Colleges Chancellor's Office (CCCCO): transfer preparation, career and 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 (EMP) that defined its service region based on key demographics, economic drivers, and geography (I.A.6). The College's Facilities Master Plan (FMP) creates a vision for facility planning based on the findings of the EMP (I.A.7). In fall 2015, the College will complete a revision of its Strategic Plan for 2016–19. These plans, combined with the College's annual program review process, create opportunities to assess ongoing programs and services and to anticipate student and community need.

Program review is at the core of planning processes that are used to ensure student learning programs and services align with the College's purposes, character, and student population. 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 data, 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 (I.A.8). Annually, the Board of Trustees (Board), the Superin-

tendent/President, and the Cabinet set goals and review, renew, and revise the goals for each of their respective areas, all of which are directed by the College's mission statement and Strategic Plan priorities (I.A.9) (I.A.10).

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" (I.A.11).

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 (I.A.12).

Finally, the College has focused on improving facilities to better meet the needs of its student population. The FMP revealed that major revisions were necessary. For example, 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, weight rooms, and team locker rooms. In addition, plans for a student and community Wellness Center are near completion and will serve to complement 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 \$3.7 million in grants in 2012-13 (I.A.13). 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 (ESL), Reading, and Mathematics. Another goal of the grant is to increase student completion rates through

a First Year Experience program ([I.A.14](#)). In 2016–17, the College will implement an outreach initiative to support Latino males to reach higher retention and success rates ([I.A.15](#)).

## SELF EVALUATION

The College's student learning programs and services are aligned with its purpose, 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 purpose. These changes are enabling the College 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

The College's 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 ([I.A.1](#)) ([I.A.2](#)).

The College follows guidelines stated in Procedure 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 ([I.A.1](#)).

## 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 ([I.A.9](#)).

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 ([I.A.16](#)). The College systematically collects, analyzes, and discusses various institutional and community data during this process. The mission review process leads to a collaborative and substantive strategic planning process that ensures 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 (SCC) for approval ([I.A.17](#)).

In response to the 2010 ACCJC Action Letter ([I.A.18](#)), 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 SCC during its August retreat. SCC members are required to consult with their constituency groups 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 ([I.A.19](#)).

The Strategic Planning Committee (SPC), a standing committee of the 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 ([I.A.20](#)) ([I.A.21](#)). 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 ([I.A.20](#)) ([I.A.21](#)). In 2013, the SPC recommended that the SCC review the mission to ensure it aligned with the three-year Strategic Plan ([I.A.20](#)) ([I.A.21](#)).

The provisions for the annual review of the mission statement can be found in the SCC Guiding Principles and Operating Procedures section of the Shared Planning and Decision Making Handbook ([I.A.22](#)).

## SELF EVALUATION

The mission statement is reviewed annually following the governance and decision-making processes stated in Policy and Procedure 1200: Institutional 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 Procedure 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.**

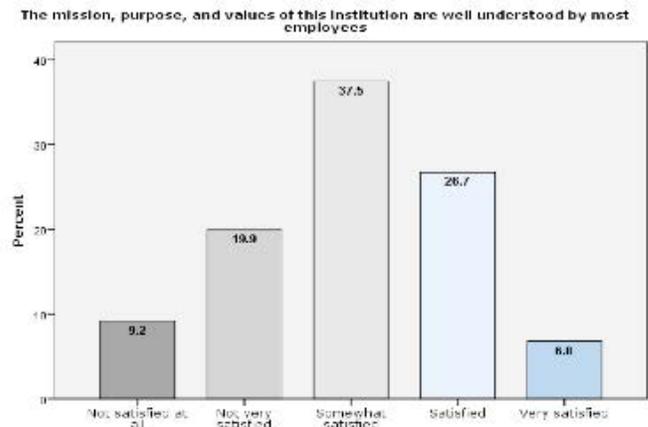
## DESCRIPTIVE SUMMARY

Southwestern College's mission statement is the primary driver of the Strategic Plan, and, in turn, 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 ([I.A.23](#)) every three years in support of the College mission. In addition, strategic priorities are fundamental elements of program review, which provide a clear link between strategic planning and goal-setting, data analysis, and resource allocation ([I.A.24](#)). 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 helps 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 College. 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 percent of employees surveyed responded with "somewhat satisfied," "satisfied," or "very satisfied." Conversely, 19.9 percent re-

sponded with "not very satisfied," and 9.2 percent responded with "not satisfied at all."

## 4. 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. The purpose was twofold: 1) to sustain positive perceptions of the mission statement, and 2) to ensure a clear understanding of the mission statement across the institution. 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 ([I.A.25](#)). 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 (IPROC) position.

The IPROC assists the Office of Institutional Effectiveness in ensuring that during the program review process, department and unit planning is tied to the mission, strategic planning priorities, and SLO results ([I.A.26](#)). Aligning goals, plans, and requests for allocations of resources to Strategic Plan priorities and SLO results in program reviews ensures that the mission and student learning remain central to department and unit planning.

## **SELF EVALUATION**

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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 campus. To assist employees in the use of the mission in planning and decision-making, the College created the new IPROC position. A main task of the IPROC is to assist all employees in the use of the Strategic Plan, SLO data, and achievement data in their planning, goal-setting, and resource requests stated in program review. Annually, the College reviews employee perceptions of the mission and its use. The institution uses the College Employee Satisfaction Survey results to improve communication and use of the mission across the College.

The College meets the Standard.

## **ACTIONABLE IMPROVEMENT PLANS**

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None.

## EVIDENCE FOR STANDARD I.A. -MISSION

Standard I.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">IA.1</a>		<a href="#">IA1_Policy1200_Mission.pdf</a>	Policy 1200: Institutional Mission, Vision, and Values
<a href="#">IA.2</a>		<a href="#">IA2_GB_Mtg_1-14-15_Item_21.pdf</a>	Board Minutes, January 14, 2015, item 21
<a href="#">IA.3</a>		<a href="#">IA3_Proc1200_Mission.pdf</a>	Procedure 1200: Institutional Mission, Vision, and Values
<a href="#">IA.4</a>		<a href="#">IA4_Ed_Mast_Plan_Demo_Shfts.pdf</a>	Educational Master Plan, Demographic Shifts
<a href="#">IA.5</a>		<a href="#">IA5_Ed_Mast_Plan_Serv_Area_Map.pdf</a>	Educational Master Plan, Map of SWC Service Area
<a href="#">IA.6</a>		<a href="#">IA6_Ed_Mast_Plan.pdf</a>	Educational Master Plan
<a href="#">IA.7</a>		<a href="#">IA7_Fac_Mast_Plan.pdf</a>	Facilities Master Plan
<a href="#">IA.8</a>		<a href="#">IA8_Inst_Prog_Rev_Hndbk.pdf</a>	Institutional Program Review Handbook
<a href="#">IA.9</a>		<a href="#">IA9_BOT_Goals_2013-2014.pdf</a>	Board of Trustees Goals, 2013–14
<a href="#">IA.10</a>		<a href="#">IA10_Super-Pres_Goals.pdf</a>	Superintendent/President Goals
<a href="#">IA.11</a>		<a href="#">IA11_Crit_for_Core_Curr.pdf</a>	Criteria for Core Curriculum
<a href="#">IA.12</a>		<a href="#">IA12_Academic_Cal_2015-2016.pdf</a>	Academic Calendar 2015–16
<a href="#">IA.13</a>		<a href="#">IA13_Grants_Rpt_2012-2013.pdf</a>	Grants Report, 2012–13
<a href="#">IA.14</a>		<a href="#">IA14_First_Yr_Exp_Webpage.pdf</a>	SWC First Year Experience Webpage
<a href="#">IA.15</a>		<a href="#">IA15_College_News_Website.pdf</a>	College News Webpage - Southwestern College Awarded \$2.397 Million Federal Grant
<a href="#">IA.16</a>		<a href="#">IA16_PIE_Model.pdf</a>	Plan, Implement, and Evaluate (P.I.E.) Model
<a href="#">IA.17</a>		<a href="#">IA17_Mis_State_Feedback_10-15-14.pdf</a>	Mission Statement Feedback from Constituency Review, October 15, 2014
<a href="#">IA.18</a>		<a href="#">IA18_ACCJC_ActionLtr_2010.pdf</a>	ACCJC Action Letter, 2010
<a href="#">IA.19</a>		<a href="#">IA19_SPC_Mtg_Sch_SP14.pdf</a>	Strategic Planning Council, Meeting Schedule, Spring 2014
<a href="#">IA.20</a>		<a href="#">IA20_SCC_Retreat_Mtg_Aug12.pdf</a>	Shared Consultation Council, Retreat Minutes, August 2012
<a href="#">IA.21</a>		<a href="#">IA21_SCC_Retreat_Mtg_Aug13.pdf</a>	Shared Consultation Committee, Retreat Minutes, August 2013
<a href="#">IA.22</a>		<a href="#">IA22_SCC_Guiding_Princ_Proc.pdf</a>	Shared Consultation Council, Guiding Principles and Operating Procedures, Shared Planning and Decision Making Handbook
<a href="#">IA.23</a>		<a href="#">IA23_Strat_Prior_Hndout2012-2015.pdf</a>	2012–15 Strategic Priorities Handout
<a href="#">IA.24</a>		<a href="#">IA24_Ann_Pro_Rev_Snapshot_2014.pdf</a>	Annual Program Review Snapshot 2014–15
<a href="#">IA.25</a>		<a href="#">IA25_Bud_Man_Train_at_CMT.pdf</a>	Budget Managers Training at CMT, Minutes, February 17, 2015
<a href="#">IA.26</a>		<a href="#">IA26_IPROC_Job_Desc.pdf</a>	Institutional Program Review and Outcomes Coordinator Job Description

**I.B. 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 (SLOs) and program and institutional performance.

Student learning is measured regularly through a variety of assessment methods, including SLOs. Assessment results are used to discern how well students are learning and, as necessary, are used to develop plans and to 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 the addition or reallocation of resources 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 then forwarded to supervisors to offer an in-depth overview of how well programs under their purview 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 stra-

tegic 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 in producing student learning include program review, the Student Equity Plan ([I.B.1](#)), and the Student Outcomes and Achievement Review (SOAR) Report ([I.B.2](#)). Other reports demonstrating the College's effectiveness in producing student learning can be found on the College website on the Program Student Learning Outcomes page ([I.B.3](#)), in the Student Learning and Success area ([I.B.4](#)), and in ACCJC Annual Reports ([I.B.5](#)) posted on the College Accreditation page ([I.B.6](#)).

## 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 analyses 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 systematically evaluating programs, planning for improvements, identifying resource allocations, and refining key processes that support student learning. The College demonstrates its effectiveness in producing student learning 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, and self-reflective dialogue to support its institutional processes and continuous improvement of student learning. 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 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 ([I.B.7](#)). 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 for a second attempt at consensus. If unable to reach consensus at a second attempt during the second meeting, a final vote with a two-thirds majority of voting members (4-4-4-1-1) will pass the proposal. Each individual's vote will be recorded in the minutes. This not only documents the outcome of the vote, but also provides evidence that the College follows a process of shared planning and decision-making. Failed proposals through this process may be reintroduced in future meetings at the discretion of the co-chairs ([I.B.8](#)).

In addition to the SCC's process, the College has developed Ground Rules for Civility ([I.B.9](#)) to support a sustainable, safe environment for open dialogue and consensus building. Posters listing the Ground Rules for Civility are posted in meeting rooms across the College.

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. The 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. The 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 of Trustees (Board). As noted in the examples above, the College has devoted ample attention to increasing authentic dialogue about both student learning and the data findings that inform 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 Survey, "There is a six 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.'" ([I.B.10](#)).

A final example of the institution's commitment to dialogue is found in its response to the California Community Colleges Chancellor's Office (CCCCO) Student Success Task Force Initiative's recommendations released in 2011. In spring 2013, the institution's 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 on April 30, 2014, as part of a "Student Success Summit" presentation ([I.B.11](#)). 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 and then implemented plans to better support student learning.

## **SELF EVALUATION**

In 2010, Southwestern College made significant strides to improve collegial dialogue across the institution. As referenced in Standard IV.A.1., through the guidance of the Shared Consultation Council, the College is enabling sustained and continuous quality improvement through shared planning and decision-making and meaningful dialogue.

The College meets the Standard but plans to improve in this area.

## **ACTIONABLE IMPROVEMENT PLANS**

Although there is improvement in campus climate as reported above, the College is endeavoring to improve campus climate even more. As a result, and in the spirit of a focus on quality and continuous improvement, an Actionable Improvement Plan for Campus Morale has been crafted. Please refer to the Actionable Improvement Plan for Campus Morale ([I.B.12](#)).

**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, vice presidents, and individual departments 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 ([I.B.13](#)). 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 are posted on the College website ([I.B.14](#)).

The current Strategic Plan spans three academic years, 2012–15. 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 ([I.B.15](#)).

The College invests in integrated planning by aligning program review goals and requests for resource 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 professional 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 2014–15 cycle, and the IPRC began SMART goal-setting trainings in fall 2014. SMART goal-setting 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 the Office of Institutional Effectiveness are using SMART objective-setting during forums for the renewal of the 2016–19 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 and explained on the IPRC's website ([I.B.16](#)). 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. Employees understand these goals and work collaboratively toward their achievement.

The Strategic Plan is posted on the College website and is distributed in print form to all College offices. During the program review process, workshops are conducted via the Staff Development Program for employees in all departments and units. The workshops instruct employees on how to use strategic priorities, goals, objectives, and institutional data to develop department and unit goals and to support requests in human resources, facilities, financing, and technology resources ([I.B.17](#)).

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

- Board of Trustees (Board) goals
- SCC goals
- Superintendent/President goals
- Vice President 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-setting 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 individual program or 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 College understand the College's goals, how to set them, and how to 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 both 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 and resource allocation ([I.B.18](#)). All employees are invited to participate in the annual program review of their departments and units. Information is gathered via program review and is used as input for other institutional planning processes, including those related to strategic planning, educational master planning, technology planning, and facilities planning. The College's program review process ([I.B.19](#)) and the strategic planning process ([I.B.14](#)) are posted on the website.

Planning processes throughout the College are reiterative in order to ensure transparency and to 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 the District's service area communities are invited to forums and workshops to develop the mission statement and the Strategic Plan ([I.B.20](#)) ([I.B.21](#)). 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 ([I.B.22](#)) ([I.B.23](#)) ([I.B.24](#)).

In all of the College's planning efforts, qualitative and quantitative data is central. Institutional data is available to employees engaged in planning efforts through the Office of Institutional Effectiveness website ([I.B.25](#)). 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 California Community Colleges Chancellor's Office (CCCCO) Scorecard, and the Institution Set Standards ([I.B.2](#)). The process for calculating ISLO data and the CCCCCO Scorecard results is predetermined 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 Institution Set Standards, the College's Accreditation Liaison Officer worked with the Office of Institutional Effectiveness to discuss different metrics. The various metrics were brought to and discussed at the SCC, the Academic Senate, and the Accreditation Oversight Committee (AOC). After all input was received, the College decided to calculate each Institution Set Standard at 95 percent of a five-year average for that metric. The results of the Institution Set Standard calculations are discussed, described, and interpreted in the annual SOAR Report, and 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 (DE) in three academic metrics: Grade Point Average, Course Success Rate, and Course Completion Rate in Distance Edu-

cation (“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 ([I.B.26](#)).

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 for 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, the Academic Senate, and the 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 College website ([I.B.27](#)) ([I.B.28](#)).

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-term and short-term plans and resource allocations. Policy and Procedure 2510: Shared Planning and Decision Making sets the standard for constituency participation in institutional planning ([I.B.29](#)) ([I.B.30](#)). 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 the 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 the 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, the prioritization process, and the Faculty Hiring Prioritization (FHP) process. All of these processes are rooted in program review.

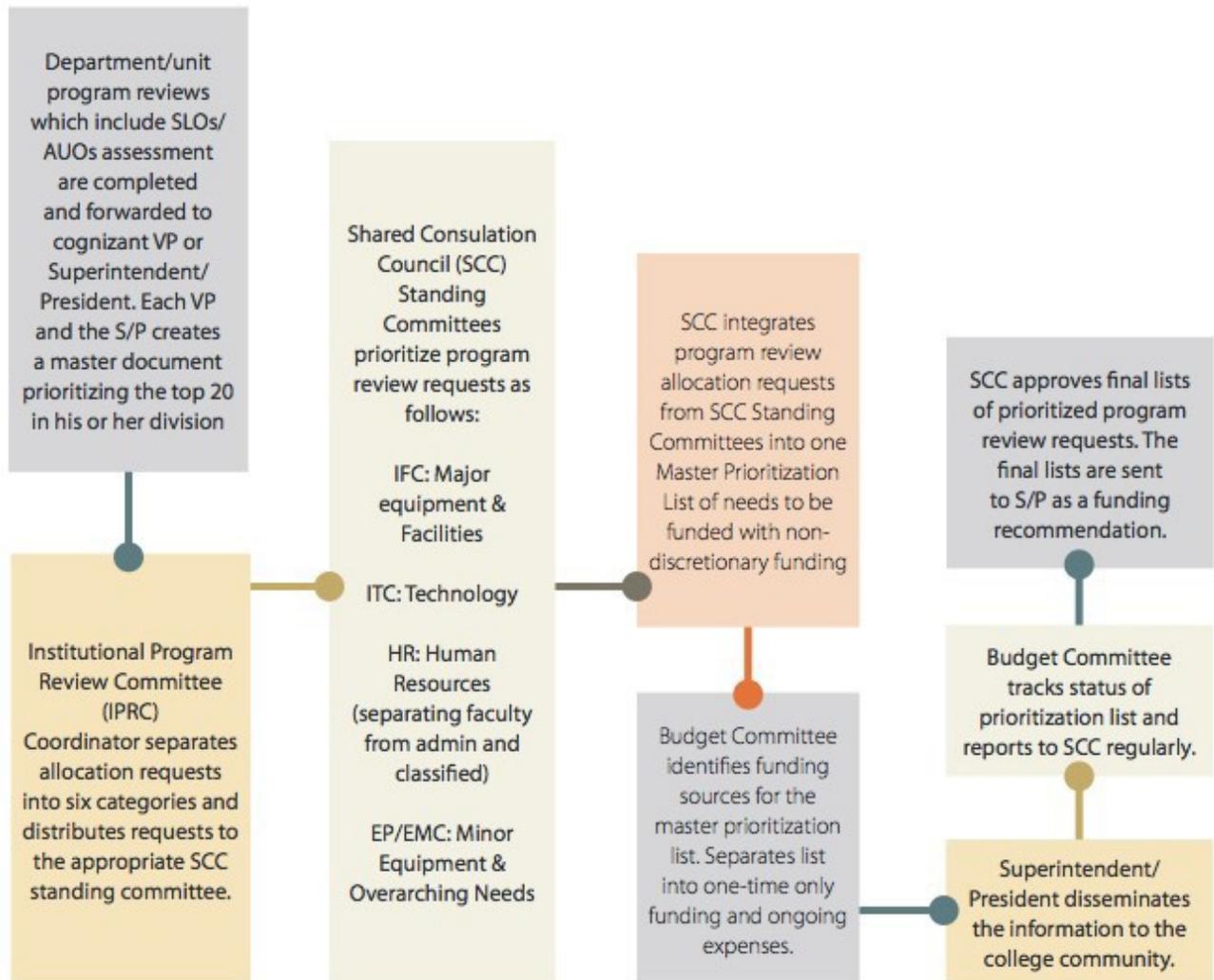
The first example, budget preparation and management, involves participation by all constituent groups. Budget decisions rely on program review evaluations for making decisions for resource allocations. As described in Policy and Procedure 6200: Budget Preparation ([I.B.31](#)) ([I.B.32](#)) and Policy and Procedure 6250: Budget Management ([I.B.33](#)) ([I.B.34](#)), 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.

Process for Budget Preparation at Southwestern College



A second example of broad-based participation in resource allocation is the prioritization process (I.B.35). 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 (I.B.36).

## PROCESS FOR ALLOCATING DISCRETIONARY FUNDING



A third example of broad-based participation in resource allocation is the Faculty Hiring Prioritization (FHP) process ([I.B.37](#)). FHP Committee membership includes faculty, academic administrators, and the Vice Presidents for Academic Affairs and Student Affairs. School representation follows an annual rotation to ensure faculty and administrators from every school and Higher Education Center (HEC) has an opportunity to participate in the process. FHP Committee members determine the criteria by which discipline requests for additional full-time 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. The Shared Consultation Council assesses the planning cycle annually and revises it as needed to assure institutional planning is effective.

## SELF EVALUATION

The College's broad-based, inclusive, and comprehensive planning processes lead to institutional effectiveness. The result 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 are 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 Review (SOAR) Committee, a standing committee of the Shared Consultation Council (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 (ISLOs), Institution Set Standards, and California Community Colleges Chancellor's Office (CCCCO) Scorecard results. The committee is tasked with submitting an annual data report with analysis to the SCC. 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 ([I.B.2](#)). In addition, students have access to program SLO results on a separate website ([I.B.4](#)). Course-level SLO results are available to faculty, by discipline, via eLumen ([I.B.38](#)).

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
- CCCCCO 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 posting of student learning outcome (SLO) assessment results. SLO assessment results are stated in the annual SOAR Report ([I.B.2](#)). Program-level SLO assessment results are available on the Student Learning and Success page on the College website ([I.B.4](#)). The College also communicates and promotes dialogue regarding quality by using the Institu-

tion Set Standards. This dialogue played a vital part in the renewal of the College's 2016–19 Strategic Plan and in the 2014 and 2015 SOAR Reports. This dialogue also led to a greatly improved collective understanding of the meaning of evidence, data, and research used in the evaluation of student learning.

The institution communicates matters of quality assurance regarding student assessment and student achievement during Opening Day activities provided by the Staff Development Program. Activities have focused on the design, analysis, discussion, and use of learning outcome and achievement results in planning and program review. 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 ([I.B.39](#)).

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 ([I.B.40](#)). The "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 on the Superintendent/President's webpage ([I.B.41](#)). 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 ([I.B.42](#)).

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 has created a communication plan ([I.B.43](#)) that outlines the audiences to whom the College wishes to communicate matters of quality assurance, along with 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 website and social media outlets, 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 or user groups which include both students and faculty on a variety of issues. For example, user groups were assembled to collect feedback regarding usability of the website and to determine which communication channels should be emphasized ([I.B.44](#)). In addition, the Institutional Technology Committee discussed website features ([I.B.45](#)). Also, a presentation to collect information on website usability was provided for employees in Student Services ([I.B.46](#)). The College has hosted breakfast meetings ([I.B.47](#)) and town hall meetings to solicit input and communicate plans for execution of its most recent facilities bond program ([I.B.48](#)).

## SELF EVALUATION

Southwestern 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 its website; the Superintendent/President meets frequently with external groups to discuss matters of quality assurance; student learning and achievement results are presented regularly to the 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 District" 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 in 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 Student Affairs, Business and Finance/Employee Services, and Academic 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, another standing committee of the SCC, guides the process for budget preparation, 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 feedback from the SCC of its standing committee members 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. Since the committee was founded in 2011, the IPRC has made significant changes in the program review process 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 and institutional effectiveness. The agenda is made public on the Office's website ([I.B.49](#)) and it 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, using the analysis to create the following 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, the College supports continuous quality improvement by surveying staff annually to determine overall effectiveness and awareness of planning and operational procedures. Every spring the Institutional Research, Planning, and Grants Department 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. The data prompted discussions at SCC and led to the committee developing goals to determine ways to improve morale ([I.B.50](#)). In addition, presentations were made to the College Management Team (CMT) and SCC on improving morale ([I.B.51](#)) ([I.B.52](#)). The Superintendent/President established the Southwestern College 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 ([I.B.53](#)).

## 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 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 the prioritization process. 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 and used in plans to modify institutional procedures and practices.

The College meets the Standard but plans to improve in this area.

### ACTIONABLE IMPROVEMENT PLANS

As the College regularly and systematically reviews its processes, it makes improvements as deemed necessary. Although campus morale is assessed as better today than it was in 2010, recent reports of declines in employee morale have prompted College leadership to focus efforts towards improving campus climate. As a result, and in the spirit of a focus on quality and continuous improvement, an Actionable Improvement Plan for Campus Morale has been crafted. Please refer to the Actionable Improvement Plan for Campus Morale ([I.B.12](#)).

**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, throughout the year and at its annual retreat, the SCC reviews all planning processes and achievements, such as technology planning, enrollment management, and other planning processes in its standing committees, 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, and Library and other learning support services occurs annually via program review. Improvements to the program review process have helped the College to more readily identify department and unit needs which has led to more efficient distribution of resources.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

## EVIDENCE FOR STANDARD I.B. - IMPROVING INSTITUTIONAL EFFECTIVENESS

Standard I.B. Citation	Original Citation	Document File Name	Document Title
<a href="#">I.B.1</a>		<a href="#">IB1_Student_Equity_Plan.pdf</a>	Student Equity Plan
<a href="#">I.B.2</a>		<a href="#">IB2_SOAR_Report_SP2015.pdf</a>	Student Outcomes and Achievement Review (SOAR) Report
<a href="#">I.B.3</a>		<a href="#">IB3_PSLO_Webpage.pdf</a>	SWC Program-Level Student Learning Outcomes Webpage
<a href="#">I.B.4</a>		<a href="#">IB4_SLO&amp;Success_Webpage.pdf</a>	SWC Student Learning, Outcomes, and Success Webpage
<a href="#">I.B.5</a>		<a href="#">IB5_ACCJC_Ann_Rpt_2015.pdf</a>	ACCJC Annual Report 2015
<a href="#">I.B.6</a>		<a href="#">IB6_AccreditationWebpage.pdf</a>	SWC Accreditation Webpage
<a href="#">I.B.7</a>		<a href="#">IB7_SPDM_Hndbk.pdf</a>	Shared Planning and Decision Making Handbook
<a href="#">I.B.8</a>		<a href="#">IB8_SCC_Mtg_Proc_SPDMHdbk.pdf</a>	Shared Consultation Meeting Procedures, Shared Planning and Decision Making Handbook
<a href="#">I.B.9</a>		<a href="#">IB9_SPDM_Ground_Rules.pdf</a>	Ground Rules for Civility Shared Planning and Decision Making Handbook
<a href="#">I.B.10</a>		<a href="#">IB10_Camp_Clim_Rpt_chrt.pdf</a>	Campus Climate Report, Chart
<a href="#">I.B.11</a>		<a href="#">IB11_GB_Mtg_4-30-2014.pdf</a>	Board Meeting Minutes, April 30, 2014
<a href="#">I.B.12</a>		<a href="#">IB12_AIP_for_Campus_Morale_FINAL.pdf</a>	Actionable Improvement Plan for Campus Morale
<a href="#">I.B.13</a>		<a href="#">IB13_Strat_Plan_2012-2015.pdf</a>	SWC 2012–15 Strategic Plan
<a href="#">I.B.14</a>		<a href="#">IB14_2012-2015_StratPlanWebpage.pdf</a>	2012–15 Strategic Planning Webpage
<a href="#">I.B.15</a>	I.A.23	<a href="#">IB15_Strat_Prior_Hndout2012-2015</a>	2012–15 Strategic Priorities Handout
<a href="#">I.B.16</a>		<a href="#">IB16_ProgRev_BudDev_Webpage.pdf</a>	SWC Program Review, Budget Development and Prioritization Webpage
<a href="#">I.B.17</a>		<a href="#">IB17_Prog_Review_SLO_wkshps.pdf</a>	Program Review and Student Learning Outcomes Workshops
<a href="#">I.B.18</a>		<a href="#">IB18_Int_Planning_Model.pdf</a>	SWC Integrated Planning Model
<a href="#">I.B.19</a>		<a href="#">IB19_Int_ProgRev_Webpage.pdf</a>	SWC Institutional Program Review Webpage
<a href="#">I.B.20</a>		<a href="#">IB20_Strat_Plan_Wkshp_Invite</a>	Strategic Planning Workshop Invitation
<a href="#">I.B.21</a>		<a href="#">IB21_Strat_Plan_Forum_Invite.pdf</a>	Strategic Planning Forum Invitation
<a href="#">I.B.22</a>		<a href="#">IB22_SCC_Mtg_Agna_5-20-2015.pdf</a>	Shared Consultation Council Meeting Agenda, May 20, 2015
<a href="#">I.B.23</a>		<a href="#">IB23_SCC_Rtrt_Agnda_8-15-2013.pdf</a>	Shared Consultation Council Retreat Agenda, August 15, 2013
<a href="#">I.B.24</a>		<a href="#">IB24_Strat_Plan_Forum_Notes</a>	Strategic Planning Forum Notes, April 30 and May 15, 2015
<a href="#">I.B.25</a>		<a href="#">IB25_OfficeOfInstEffect_Webpage.pdf</a>	Office of Institutional Effectiveness Webpage
<a href="#">I.B.26</a>		<a href="#">IB26_DE_Rpt_Tables_and_Chrt.pdf</a>	Distance Education Report, GPA Tables and Charts
<a href="#">I.B.27</a>		<a href="#">IB27_ResearchUnit_Webpage.pdf</a>	SWC Research Unit Webpage
<a href="#">I.B.28</a>		<a href="#">IB28_DataDashboard_Webpage.pdf</a>	SWC Data Dashboard Webpage
<a href="#">I.B.29</a>		<a href="#">IB29_Policy2510_SPDM.pdf</a>	Policy 2510: Shared Planning and Decision Making
<a href="#">I.B.30</a>		<a href="#">IB30_Proc2510_SPDM.pdf</a>	Procedure 2510: Shared Planning and Decision Making
<a href="#">I.B.31</a>		<a href="#">IB31_Policy6200.pdf</a>	Policy 6200: Budget Preparation
<a href="#">I.B.32</a>		<a href="#">IB32_Proc6200_Bdgt_Prep.pdf</a>	Procedure 6200: Budget Preparation
<a href="#">I.B.33</a>		<a href="#">IB33_Policy6250_Budgt_Mgmt.pdf</a>	Policy 6250: Budget Management

Standard I.B. Citation	Original Citation	Document File Name	Document Title
<a href="#">I.B.34</a>		<a href="#">IB34_Proc6250_Bdget_Mgmnt.pdf</a>	Procedure 6250: Budget Management
<a href="#">I.B.35</a>		<a href="#">IB35_Prior_Process_Descrptn.pdf</a>	Prioritization Process Description in the Program Review Handbook
<a href="#">I.B.36</a>		<a href="#">IB36_Descrptn_of_SCC_Member.pdf</a>	Description of SCC Membership, Shared Planning and Decision Making Handbook
<a href="#">I.B.37</a>		<a href="#">IB37_FHP_Process_Proc_2014-2015.pdf</a>	FHP and Process Procedure 2014–15
<a href="#">I.B.38</a>		<a href="#">IB38_elumen_Webpage.pdf</a>	eLumen Website
<a href="#">I.B.39</a>		<a href="#">IB39_Prog_Rev_Wkshp.pdf</a>	Program Review Workshops
<a href="#">I.B.40</a>		<a href="#">IB40_Opening_Day_Agnda.pdf</a>	SWC Opening Day Agenda
<a href="#">I.B.41</a>		<a href="#">IB41_SuperInt_StateOfColl_Webpage.pdf</a>	Superintendent President's "State of the District" Addresses
<a href="#">I.B.42</a>		<a href="#">IB42_Opening_Day_Pres.pdf</a>	Opening Day Presentations
<a href="#">I.B.43</a>		<a href="#">IB43_Comm_Plan_2014-2015.pdf</a>	SWC Communication Plan, 2014–15
<a href="#">I.B.44</a>		<a href="#">IB44_Fac_web_User_Grp.pdf</a>	Faculty Website User Group
<a href="#">I.B.45</a>		<a href="#">IB45_ITC_Web_Implemt_Fdbk.pdf</a>	ITC Webpage Implementation Feedback, September 2012
<a href="#">I.B.46</a>		<a href="#">IB46_SS_Pres_Web_Userability</a>	Student Services Presentation on Website Usability
<a href="#">I.B.47</a>		<a href="#">IB47_Wellness_Cntr_Project.pdf</a>	Wellness Center Project
<a href="#">I.B.48</a>		<a href="#">IB48_PropR_Comm_Outreach.pdf</a>	Proposition R Community Outreach, March 2014
<a href="#">I.B.49</a>		<a href="#">IB49_Ann_Research_Agnda.pdf</a>	Annual Research Agenda, 2014–15
<a href="#">I.B.50</a>		<a href="#">IB50_SCC_Goals.pdf</a>	Shared Consultation Committee Goals
<a href="#">I.B.51</a>		<a href="#">IB51_CMT_Agnda_10-15-13.pdf</a>	College Management Team Agenda, October 15, 2013
<a href="#">I.B.52</a>		<a href="#">IB52_CMT_Min_10-15-13.pdf</a>	College Management Team Minutes, October 15, 2013
<a href="#">I.B.53</a>		<a href="#">IB53_OpenDay_DrumCrcl website.pdf</a>	Opening Day Event, Employees in Drum Circle



## STANDARD II

### Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.

The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

#### ■ **Standard II.A.**

Instructional Programs

#### ■ **Standard II.B.**

Student Support Services

#### ■ **Standard II.C.**

Library and Learning Support Services

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## II.A. INSTRUCTIONAL PROGRAMS

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

**II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

### DESCRIPTIVE SUMMARY

The instructional programs at Southwestern College undergo an extensive review process on a regular cycle to ensure that the courses and programs offered by the College are of the highest quality, whether they lead to certificates, degrees, or transfer. In addition, the College offers courses in basic skills to prepare students for the rigor of collegiate work, as well as courses for personal enrichment. In alignment with the College mission, instructional programs and services are designed to prepare students to become engaged global citizens and as such, all courses and programs reflect the institutional student learning outcomes (ISLOs): communication skills; thinking and reasoning; information competency; global awareness and ethics; and aesthetic sensitivity and historical literacy. The program and curriculum development and review processes are designed for continuous improvement of curricular offerings.

### SELF EVALUATION

As delineated in the following Standard sections, the College demonstrates its commitment to student learning and student success. Faculty stay abreast of their field and undergo regular professional development to improve their teaching strategies and to maximize student learning and student success. Further, several individual programs are also statewide and national models for preparing the workforce of the future.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

### DESCRIPTIVE SUMMARY

Southwestern College offers high quality programs and services that align with the College's stated mission to offer associate degrees and certificate programs, transfer preparation, and other opportunities of study and career advancement in technical skills, basic skills, personal enrichment, and continuing education ([II.A.1](#)). The College's instructional programs play an important role in the development and growth of the region's economic infrastructure through workforce training in key career technical education fields, such as Nursing, Law Enforcement, Dental Hygiene, and many others. In addition, the College is an active participant in community partnerships intended to address emerging career fields and workforce training needs. Finally, the College's instructional programs engage in a mission-driven assessment cycle of planning, implementation, and evaluation of efficiency and effectiveness as dictated by the mission, which include assessment of institutional student learning outcomes (ISLOs) intended to measure student learning and success as the College prepares students to become engaged global citizens.

There are many examples of educational opportunities offered by the College that align with the mission and offer career and life advancement for students. Southwestern College offers courses in eighty-four disciplines and more than 300 programs leading to degrees and certificates in transfer preparation and career technical education (CTE) ([II.A.2](#)).

- Associate of Science Degrees
- Associate of Arts Degrees
- Associate Degrees for Transfer (ADT) in compliance with SB 1440: Student Transfer Achievement Reform Act
- Certificates of Achievement
- Certificates of Proficiency

Southwestern College now offers over 20 Associate Degrees for Transfer (ADTs) in compliance with the Student Transfer Achievement Reform Act and, with those degrees, a total of 255 associate degrees and certificates. The College upholds the integrity of such a wide variety of offerings by engaging in a thoughtful annual review process to evaluate effectiveness and efficiency, regardless of location or means of delivery. The College's long-term and short-term planning processes require programs to demonstrate how their planning efforts are related to the mission by aligning their planning goals with the College's institutional strategic priorities, goals, and objectives. All instructional programs complete an annual program review "snapshot" in which their planning goals are

linked to strategic planning priorities, goals, or objectives, and an analysis of a variety of performance data is conducted. In addition, instructional programs complete a comprehensive academic program review every three years in which programs respond to prompts regarding their assessment of student learning outcomes (SLOs); the integration of critical thinking, reading and writing skills, and information competency into the curriculum; the level of need for the program in the community; and other prompts intended to address the College's mission and strategic goals. The quality of all programs and services, including those offered at the Higher Education Centers (HECs) and online, are assessed through the program review process.

Two major types of program review are compiled annually at Southwestern College: administrative program review (includes Academic Affairs, Student Affairs, and Business and Financial Affairs/Human Resources/Superintendent/President) and academic program review (includes all instructional disciplines). The purpose of the program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services in order to invest in the unit's future. More details regarding the program reviews conducted at Southwestern College can be found in Standard I.B.

The program review process requires careful analysis of data and evidence generated at the discipline, unit, and institutional levels in order to validate the integrity and quality of instructional programs. The data and evidence used in program review are obtained from many sources, including the Student Outcomes and Achievement Review Report, ISLO and Institution Set Standards data (II.A.3); Management Information Systems (MIS) data, which is primarily for Student Services use; the Southwestern College Data Warehouse and Dashboard; and the Southwestern College Institutional Research, Planning, and Grants Department.

In addition to the snapshot and comprehensive program review processes, all courses in degree and certificate programs are regularly reviewed by the Curriculum Committee and the Articulation Officer for rigor, quality, and currency in order to remain aligned with the College mission. Further, career technical education (CTE) programs are evaluated every two years by faculty and the Board of Trustees (Board) using a process developed collegially between the Office of the Vice President for Academic Affairs and the Academic Senate (II.A.4). This document and process serve to address the Education Code 78106 requirement that the Board review the viability of CTE programs regularly while applying principles found in the mission to make that determination.

## SELF EVALUATION

The College follows an integrated, systematic planning and evaluation process that links strategic planning, educational master planning, program reviews, and budget planning to College mission and goals. Data is used throughout the program review process to demonstrate that the varied educational needs of students are being met regardless of location or methods of delivery. SLO assessment is systematic, ongoing, and used to identify student learning needs and student progress towards achieving stated course, program, and institutional SLOs. Through its various committee and planning processes the College assures that all instructional programs are meeting the mission and are of high quality.

The Institutional Program Review Committee (IPRC) is responsible for coordinating, implementing, and evaluating the program review process. In order to provide for more clear and effective planning and evaluation processes for instructional programs and to demonstrate clearer connections between instructional programs and the mission, the IPRC has undertaken significant improvements in both its snapshot and comprehensive program reviews. A revised program review snapshot process will be implemented in fall 2015 (II.A.5), while the final review and revision of the comprehensive academic and administrative program review processes will occur in fall 2015 and spring 2016. Also, both the snapshot and the comprehensive review processes are being revised to align with the newly revised ACCJC Standards.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

## DESCRIPTIVE SUMMARY

Through research and analysis, the College identifies the varied educational needs of its students. Using this information as a guide, it offers programs consistent with students' educational preparation and the diversity, demographics, and economy of the communities within its District boundaries. As delineated below, this research begins with a careful analysis and continues by identifying student learning needs and as-

sessing students' progress toward achieving stated learning outcomes. Conclusions drawn from this research and analysis are also used to review and create programs to ensure they meet the varied educational needs of its students. The Student Outcome and Achievement Review (SOAR) Committee is instrumental in ensuring that this research and analysis takes place, and the Shared Consultation Council (SCC) is an important dissemination resource for the educational and demographic data.

New and transfer students have access to assessment services on all campus sites that result in placement into specific courses most suitable for their level of academic preparation. The Assessment Center provides comprehensive assessment of skill levels in English, Reading, Mathematics, and English as a Second Language (ESL) using the California Community Colleges Chancellor's Office (CCCCO) approved placement tools. Information collected from the evaluation of educational preparation is used to assist students with the selection of coursework and programs to ensure courses and programs are appropriate for their skill levels. The College recommends all students complete these assessments before enrolling in Reading, English, Mathematics, and ESL courses. To assist students with this assessment process, the Assessment Center makes testing information available online and provides students with practice tests at the Assessment Center, all Higher Education Centers, and online ([II.A.6](#)) ([II.A.7](#)). In one instance, in an effort to obtain an accurate assessment of a student's language ability, the ESL Department developed its own placement tool after their investigatory studies concluded that the tool used at the time by the College, the Combined English Language Skills Assessment (CELSA), was less effective in assessing a student's writing skill. The writing sample in the current ESL Placement Assessment requires students to demonstrate content knowledge, including vocabulary, as well as linguistic and academic ability. In 2013, the scoring rubric used for the ESL Placement Assessment was updated and modified to integrate components from both the *California Pathways: Writing Proficiency Descriptors*, which follow guidelines set by the American Council on the Teaching of Foreign Languages (ACTFL), and course objectives from ESL 29, ESL 39, ESL 49, and ESL 159. The current holistic scoring rubric and the ESL Placement Assessment was granted initial approval to be used as a placement tool by the CCCCCO in 2014. ESL faculty are trained to use the rubric to score ESL Placement Assessments and regularly norm the instrument as a team. The actual scoring process consists of two faculty members reading the writing sample individually and then applying their ranking. The College is in the process of conducting validation, reliability, and disproportionate impact studies on the current ESL Placement Assessment. A validation study and disproportionate impact study will be conducted in fall 2015.

The College has made numerous strides since the last accreditation cycle toward improvement of the availability, access, and validation of internal student data through infra-

structure and human resources changes. The Office of Institutional Effectiveness was established and a Director of Research, Planning, and Grants, and two research positions were established and filled. Two additional positions are currently in the recruitment process. In 2009 the College acquired, implemented, and now continues to refine and utilize iStrategy software to provide access to student data via a data warehouse and dashboard. The Institutional Research, Planning, and Grants Department and the Institutional Technology (IT) Department have collaboratively implemented internal validation checks for Management Information Systems (MIS) data prior to submissions to the California Community Colleges Office (CCCCO). Student outcome data has been provided to faculty and administrators to use in analyzing transfer and career technical education (CTE) programs. One recent change has been made to the College's practice of tracking low-unit certificates via a parallel system housed in the Evaluations Office. This data will now be tracked via the College's Ellucian computer system and will be included in the MIS submission to the CCCCCO from now on. One element that is missing from outcome data is the tracking of the number of degrees or certificates that have been earned but not awarded because of a lack of student petitions. The College has been discussing various options to address this, including prompting students when they have earned or are close to earning a degree or certificate, automatically awarding earned degrees and certificates, or simply tracking the number of degrees or certificates that were earned but not awarded. The latter option is currently not a data element that is reported to the CCCCCO, but could be used internally to assess the effectiveness of a program.

The College has developed a number of planning documents that ensure the varied educational needs of its students are met. Following the previous Accreditation review cycle, a 2012–15 Strategic Plan was developed with input from all constituencies throughout the District ([II.A.8](#)). Members of the community, neighbors, business and industry, along with faculty, students, and staff participated in the College wide collaborative planning process conducted in 2011. Utilizing that Strategic Plan, an extensive review of the College was completed with the Educational Master Plan and the Facilities Master Plan which were released in 2013 ([II.A.9](#)) ([II.A.10](#)). In addition, the 2011–15 Technology Plan was developed as a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness at the College. The purpose of the plan is to further the mission, vision, and strategic direction of the College. It is reviewed on an annual basis through its integration with Institutional Planning and Program Review ([II.A.11](#)).

In developing its Educational Master Plan, the College conducted an external environmental scan to identify the diversity, the demographics, and the economy of the communities within its District ([II.A.12](#)). The external environmental scan offered information in the following categories:

- Population
- Population Projections
- Income
- Housing
- Labor Force, Employment, and Unemployment
- Occupational Growth Projections
- Educational Attainment

The College also conducted an internal environmental scan ([II.A.13](#)) of its student population. This scan provided the following information regarding the student population:

- Student Characteristics/Profile (Headcount, Gender, Ethnicity, Age, and Prior Educational Experience)
- Course Taking Patterns [Top Five Course Enrollments, Course Types (Basic Skills, Degree Applicable, and Transfer), Career/Technical Enrollment, Online/Hybrid Enrollment, Day/ Evening Enrollment, and Full- to Part-Time Student Enrollment]
- Institutional Performance Indicators (Success, Retention, Term GPA, Percentage of Students Earning at Least 30 Units, Persistence Rate, Degrees/Certificates Awarded, and Transfers)

Both environmental scans are used in the Educational Master Plan, the Facilities Master Plan, and other integrated planning documents.

All curricula provided by the College require measurable learning objectives that are found in the officially approved course outlines of record (CORs) including a student learning outcomes (SLOs) attachment. Course-level SLOs (CSLOs) are stated on all course syllabi. Program-level SLOs (PSLOs) and CSLOs are available for public viewing in CurricUNET and are modified as needed by discipline faculty after review of data ([II.A.14](#)).

All CSLO and PSLO results used to assess student learning are stored in eLumen ([II.A.15](#)). PSLO reports are posted on the Student Learning and Success webpage ([II.A.16](#)) on the College website. Assessment of student attainment of course learning objectives and proficiency in SLOs is examined during review of programs. Needed changes or improvements to curriculum and programs discovered during this process are stated in comprehensive academic program review documents ([II.A.17](#)).

Beyond the environmental scans and assessment of various learning objectives, the College also collects and analyzes internal data through the following:

- Southwestern College Data Dashboard
- Campus Climate Reports
- Student Satisfaction Survey Reports
- Distance Education (DE) Report

These and additional reports are posted for public viewing through the Office of Institutional Effectiveness (OIE) website under Reports and Surveys ([II.A.18](#)).

External data is collected for analysis from a variety of sources, including the following sources:

- Career Technical Education Program Advisory Committees
- CCCCCO Student Success Scorecard
- CCCCCO Data Mart
- CCCCCO Center of Excellence (COE), which contracts with Economic Modeling Specialists International (EMSI) for provision of labor market information

The data, research, analysis, and plans listed above are used to evaluate or create programs that best meet the varied educational needs of Southwestern College students. This information is consulted during the program review and decision-making processes. An example of a program that was created based on data, research, and analysis is the Business Information Worker Certificate of Achievement, which is a product of the Doing What Matters legislation (SB 1402) ([II.A.19](#)). An example of implementation of a program based on the 2013 Educational Master Plan is the Associate in Arts degree for Preparation for Allied Health ([II.A.20](#)). An example of modifications initiated via program review are curricular changes to the Medical Assisting Program in which six of seventeen degrees/certificates were discontinued and four were modified ([II.A.21](#)).

It is the responsibility of the OIE to guide institutional planning and outcomes assessment for the purpose of documenting how the College achieves its mission and strategic priorities, as well as how it practices systematic continuous quality improvement of its programs and services. OIE includes researchers and one hundred percent-released faculty member serving as the Institutional Program Review and Outcomes Coordinator (IPROC), who assist other units in developing procedures, assessment methodology, data collection and measurement criteria in line with the Plan, Implement, Evaluate (P.I.E.) Model for ongoing outcome improvement within the programs. The P.I.E. Model is detailed in Standard I.B.3. ([II.A.22](#)). To augment this team, a recruitment will take place during May 2015 for eight SLO Point People who will facilitate SLO assessment in each school, center, and unit over the next two years with a refined job description ([II.A.23](#)) as compared to the previous iteration of SLO Point People, which was implemented in 2012.

The College identifies student learning needs and assesses and implements programs and activities that support the achievement of stated learning outcomes. Ongoing efforts to support student achievement of stated learning outcomes include the following examples:

- The Basic Skills Initiative (BSI) began in 2007 with a committee comprised of instructional faculty, administrators, and counselors. The BSI is a state-funded initiative to assist students in meeting the basic academic requirements of core subjects such as English, Math, and Reading, along with ESL students' needs. Initially funded through restricted BSI funds, the College has institutionalized components of this initiative by providing College funding for four faculty who work directly for this effort. BSI funding continues to be responsive to the needs of the students through Preparation, Achievement, Interdependence, Responsibility (PAIR) learning communities, and most recently funded the Math Emporium Model. Proposals for basic skills projects are submitted to the BSI Committee ([II.A.24](#)), which reviews and recommends approval to the Cabinet ([II.A.25](#)).
- Approximately 5,500 students receive tutorial support each semester in over 1,200 courses across numerous disciplines. Data is collected by Learning Assistance Services (LAS) on the outcomes of these students showing, for example, that students who utilize the services of the Power Study Program (PSP) achieve higher grades and demonstrate greater persistence than students who do not.
- The Honors Program for students was initiated in 2008 and was developed to motivate and mentor those students who desire to achieve academic excellence. The students may self-select to enroll from a number of Honors courses which vary by semester to provide opportunities for interested students in various disciplines ([II.A.26](#)).
- Many Southwestern College students are parents who need child care while they are attending classes. The Child Development Center provides day care for approximately 120 children ages two to five. Half-day and full-day programs are available, and students receive a discounted rate ([II.A.27](#)).

The Higher Education Centers (HECs) also offer programs consistent with the educational preparation and the diversity, demographics, and economy of its communities as illustrated below:

- The HEC at San Ysidro (HECSY) offers a variety of programs, in addition to general education, that build upon the bilingual (English/Spanish) skills of its community. Its resident programs include: Spanish to English Associate Teacher Certificate (Child Development), Family Child Care - Bilingual (Spanish/English) Certificate, and Legal Interpretation and Translation (Spanish/English).

- The HEC at National City (HECNC) facility is being expanded to include additional laboratory facilities for anatomy, physiology, microbiology, and chemistry prerequisite courses required for its resident programs: Dental Hygiene, Medical Laboratory Technician (MLT), and Medical Office Professions (MedOp).
- The HEC at National City also administers several economic development programs that provide training and one-on-one business advising to help local small businesses start, grow, and excel. These programs include the San Diego Contracting Opportunities Center, the South San Diego County Small Business Development Center, and the San Diego and Imperial County Small Business Development Center Regional Network. Economic impacts generated by these programs include increases in business start-ups, business revenues, local and state tax revenues, government contract awards, as well as greater access to capital and job retention and creation.
- The Crown Cove Aquatic Center (CCAC), located adjacent to the San Diego Bay and the Pacific Ocean in Coronado, is a designated American Heart Association Training Center. CCAC offers the following year-round courses: Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED), Basic and Advanced First Aid, Healthcare Provider, Heartsaver First Aid and CPR, Heartsaver Pediatric Safety and CPR, and Basic Life Support (BLS) Instructor. The series of Lifeguard Certification, American Red Cross courses (Lifeguard Training, Title 22 First Aid, and Oxygen Administration) are also offered via the College's Continuing Education Program at CCAC.
- The Higher Education Center at Otay Mesa (HECOM) houses the Police Academy, Nursing, Fire Science Technology, Paramedic, Emergency Medical Technician, International Business, and International Logistics and Transportation programs. Several of these programs share common content and resources. Additionally, the Center hosts the San Diego Center for International Trade Development program, which assists small and medium-sized businesses to expand globally.

Through the curriculum, program review, and faculty evaluation processes, the College assesses the effectiveness of instruction and services, regardless of delivery method, on a regular basis in order to improve student learning. The College offers comparable services in most areas for Distance Education (DE) and face-to-face students, including orientations conducted both online and face-to-face ([II.A.28](#)). In addition, the Research, Planning, and Grants Department conducts a comparative study of retention and success rates of students in DE classes compared to students in face-to-face classes ([II.A.29](#)).

The College is working on providing training and fine-tuning its evaluation methods to assure that regular and substantive interaction occurs in DE classes between faculty and their enrolled students. The current evaluation instrument for online sections of courses ([II.A.30](#)) includes the same evaluation categories as the face-to-face instructor evaluation (e.g. Response Time, Course Management, Student Involvement); however, the rubric for assessing an online instructor's performance includes the following descriptors specific to online instruction for a strong performance rating:

- **Response Time:** (Punctuality responding to student queries and work). Strong is:
  - Instructor utilizes every moment of student contact as a learning opportunity.
  - Instructor response time is quick and optimal for online learning.
- **Course Management:** (Control of course environment). Strong is:
  - Instructor is in control of all online activities and actively monitors student postings. Instructor actively searches for ways to improve the online course.
  - Instructor manages online discussions very well.
- **Student Involvement:** (Evidence of active engagement and participation by students). Strong is:
  - Instructor provides ample opportunity for student involvement through questions, independent assignments, reflection and/or small group work.

The Educational Planning and Enrollment Management Committee has held discussions at recent meetings that have focused on the need for further research and deliberation to define what is meant by regular and substantive interaction. Faculty members have expressed concern regarding how they will be evaluated and what documentation they will be required to provide in order to demonstrate compliance. There has been an increased concern among faculty regarding the class maximums for DE classes in response to the requirement for regular and substantive interaction. In response to these concerns the College has provided a one hundred percent reassigned time for a faculty member to serve a two-year term as DE Faculty Coordinator. This individual will provide training and support to faculty members to assure all requirements for DE instruction are met, including regular and substantive interaction.

## SELF EVALUATION

Southwestern College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The College relies upon research and analysis to identify student learn-

ing needs and to assess progress toward achieving stated learning outcomes. As mentioned above, work is in progress to provide training and to fine-tune the College's evaluation methods to assure that regular and substantive interaction occurs in DE classes between faculty and their enrolled students. In addition, the College is developing a method for assessing students' educational preparation for DE courses.

The College meets the Standard but plans to improve in this area.

## ACTIONABLE IMPROVEMENT PLAN

Southwestern College recognizes that it can improve the method for assessing students' educational preparation for DE courses, and work is in progress to provide training and evaluation methods that assure that regular and substantive interaction occurs in DE classes and learning support services. The College has developed a plan which is intended to make improvements in these areas. In addition, the College will ensure that comparable student support services and learning support services exist for DE students. Please refer to the Actionable Improvement Plan for Distance Education ([II.A.31](#)).

**II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

## DESCRIPTIVE SUMMARY

Through the curriculum and program review processes, the College systematically evaluates its delivery systems and modes of instruction to ensure they are compatible with objectives of the curriculum and appropriate to the current and future needs of its students.

The College offers a wide range of delivery systems and modes of instruction to its students, based on each course's type and its learning objectives. In addition to the traditional face-to-face delivery system, the College offers hybrid, online, web-enhanced, and computer-assisted courses with labs, lectures, discussion, and small group instruction. The College also offers courses that incorporate computer-assisted instruction in which students may complete assignments whenever labs are open ([II.A.32](#)). Distance Education (DE) courses accommodate student preferences for asynchronous class delivery.

Noncredit and community service fee-based courses are offered to meet the needs of continuing education students. Staff and faculty partner with various community organizations and agencies to bring the appropriate courses to their neighborhoods. All courses are open to the public and are ad-

advertised in the Continuing Education schedule that is mailed three times per year to residents and businesses within the District. The schedule is also posted on the College website ([II.A.33](#)). Continuing Education courses are offered through Distance Education and face-to-face formats, and at varying term lengths.

Resident programs at the Higher Education Centers (HECs) have specialized equipment and labs to support instruction (e.g., Dental Hygiene clinic and lab, Nursing and Paramedic simulation labs, Police Academy combative room). In addition, the Centers have multiple partnerships with local agencies where students also practice their skills as part of their training (e.g. hospitals, clinics, ambulance companies, fire departments, child development centers). Hands-on and clinical experiences are used in many of the career technical education (CTE) programs. For example, the Nursing, Dental Hygiene, Emergency Medical Technician (EMT)/Paramedic, and Fire Science programs rely heavily on partnerships with numerous agencies to give students clinical and field internships. The Nursing and EMT/Paramedic programs also invested in and share state-of-the-art high fidelity manikins used for treatment simulations. The Police Academy uses a computer-based Firearms Training Simulator to provide students with a more meaningful grasp of the decision-making process required in the use of force.

The College has robust learning community offerings including the Puente Program, CAALI (Communication Arts & African American Leadership Institute), PAIR (Preparation, Achievement, Interdependence, Responsibility), and TELA (The Exponential Learning Academy). Learning communities consist of two or more classes linked together. Content of the courses is linked through common themes and concepts. The mission of learning communities is to provide and to enrich the educational environment, allowing students and faculty to integrate curriculum, to develop support systems, and to ensure successful completion of College courses ([II.A.34](#)). Informal learning communities, such as those between the Nursing, the EMT/Paramedic, and the Police Academy programs at the Higher Education Center at Otay Mesa, also exist. These programs share resources, look for ways to leverage capital investments to benefit each other, and sometimes share instructors with expertise in an area of mutual interest. Another example of an informal learning community is the MESA (Mathematics, Engineering, Science Achievement) Program ([II.A.35](#)) ([II.A.36](#)).

Delivery methods are evaluated through assessment of student learning outcomes (SLOs) and program review. Examples of activities resulting from such assessments include:

- The 2011–15 Technology Plan and the College's Technology Infrastructure Modernization Plan demonstrate the College's commitment to supporting student learning by investing approximately five million dollars in technology.

- The Online Learning Center (OLC) and Staff Development Program offer instructors the opportunity to become more familiar with, or to hone skills, in Distance Education (DE).
- In the academic year 2012-13, workshops were offered on topics including, but not limited to, Blackboard Orientation, Blackboard Grade Center, Blackboard-Creating Assessments, Blackboard Course Setup and Design, and Blackboard Discussion Boards.

In the 2013–14 and 2014–15 academic years additional workshops were offered to help faculty with the development and improvement of their DE courses ([II.A.37](#)).

- In spring 2015 the Staff Development Program sponsored a specialized series of workshops on DE ([II.A.38](#)).
- The OLC provides customized training to any department that requests assistance as well as one-on-one training.
- The OLC informs faculty about professional development opportunities beyond the campus, such as @ONE webinars, the Online Teaching Conference, and Bb World ([II.A.39](#)).
- Faculty regularly take advantage of training opportunities through the @ONE Project, funded by the California Community Colleges Office (CCCCO) Telecommunication and Technology Infrastructure Program. This training includes desktop webinars, online courses, self-paced training, and certification—all tailored to faculty teaching online at California community colleges.

- @One Courses taken by Southwestern College faculty members
  - Introduction to Online Teaching and Learning
  - Introduction to Teaching with Blackboard
  - Building an Online Community with Social Media
  - Designing Effective Online Assessments
  - Creating Accessible Online Courses
  - Making Effective Instructional Videos
- @One Webinars attended by Southwestern College English faculty members
  - Creating Accessible Online Presentations
  - 10 Tips to Designing Your Course Masterpiece
  - How to Make Distance Education Less Distant
  - Flip Your Classroom Using 3C Media Solutions
  - What's New with Blackboard 9.1

The College also continues to make audiovisual, computerized, and other technology-based teaching and learning aids available for faculty. The Staff Development Program provides opportunities for faculty to receive training in the use of computer-based delivery systems.

The Academic Senate adopted both the Distance Education Plan and Distance Education Handbook in spring 2014. The mission statement for this plan is: "Southwestern College supports faculty and staff in developing and delivering quality online learning for successful student outcomes." The plan acknowledges the strong demand for alternative methods of participation in an educational experience by students who have both a high level of comfort in the use of technology, as well as access to a wide variety of devices on which to participate in that educational experience at their disposal. DE also supports adult learners who may face a variety of challenges including, but not limited to, work, family, difficult commutes, and other personal obligations. The committee recognized DE must be comparable to traditional classes and maintain the same rigorous academic standards.

The College assesses and determines that delivery of instruction in DE mode fits the objectives and content of its courses and programs as part of the curriculum development and review process. SLOs for a course are identical in face-to-face and DE section offerings. Sections of a course, regardless of where they are taught (or the mode in which they are taught) are comparable in scope, content, design, rigor, and level of learning. The results of evaluation of programs in DE mode have shown that the student success and student completion rates for some DE courses are significantly lower than those for their equivalent face-to-face courses ([II.A.21](#)). These results would indicate that the level of effectiveness for facilitating student learning in DE courses is not equivalent to traditional delivery modes.

## SELF EVALUATION

The College utilizes delivery systems and modes of instruction that are compatible with and supportive of the curriculum, and which address the current and future needs of students. A variety of delivery systems and modes of instruction, as described above, are available to students and they meet their varied needs. Every section of a course, regardless of where or how it is taught, has the same course outline approved by the Curriculum Committee, and the same SLOs.

However, as mentioned above, the student success and student completion rates for some DE courses are lower than those for their equivalent face-to-face courses. While these rates are not lower than those for all California community colleges combined, Southwestern College intends to improve these rates as described below.

The College meets the Standard but plans to improve in this area.

## ACTIONABLE IMPROVEMENT PLANS

Southwestern College recognizes that it can improve the student success and student completion rates for some DE courses and it has developed a plan which is intended to make improvements in these areas. Please refer to the Actionable Improvement Plan for Distance Education ([II.A.23](#)).

**II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

## DESCRIPTIVE SUMMARY

The College has identified student learning outcomes (SLOs) for all courses, programs, certificates, and degrees. It regularly assesses student achievement of those outcomes and uses results to make improvements.

All stated SLOs for courses, degrees, and certificates are available for public viewing in CurricUNET ([II.A.14](#)). It is required that all course-level SLOs (CSLOs) are stated in all course syllabi ([II.A.40](#)). Program-level SLOs (PSLOs) for degrees and certificates are also listed in the College catalog along with the program ([II.A.41](#)) in both online and print versions. And, PSLO results are available for public viewing via the College's Student Learning and Success website ([II.A.42](#)).

The assessment of SLO results occurs at multiple levels across the College. Every unit and department regularly assesses student achievement of stated SLOs. The College offers the following guidelines for SLO assessment:

- Every unit and department participates in the SLO assessment process every year.
- Every unit and department completes a full cycle of assessment for all stated SLOs within a single program review cycle. The academic program review cycle for disciplines is three years. The administrative program review cycle is six years.

Within a single program review cycle, a full SLO assessment cycle must be completed for every SLO. The cycle includes the following steps:

- Write or revise outcomes
- Communicate outcomes (including providing instruction and/or services)
- Measure outcomes and collect SLO results
- Store SLO results in eLumen (an online platform designed to support SLOs)

- Meet with colleagues to discuss and analyze SLO results
- Create a plan or plans for improvement from analysis of SLO results
- Implement new plan(s) and collect more data (which restarts the cycle)

Annually, the Student Outcomes and Achievement Review (SOAR) Committee analyzes institutional-level SLOs (ISLOs) and student achievement results and forwards recommendations for the improvement of student learning, programs, and services to the Shared Consultation Council (SCC). Upon acceptance by the SCC, SOAR Report recommendations are made available to campus employees and to the public via the College website ([II.A.3](#)).

SLO results are used in all levels of the institution for decision-making, beginning with program review. Departments and units use SLO results to create Actionable Improvement Plans to better support student learning. Improvement plans are stored in eLumen ([II.A.43](#)) and reported in comprehensive academic program review. Departments and units use SLO results in program review as support for requesting resources that support student learning ([II.A.44](#)). Individual faculty use SLO results to improve their teaching in order to better support student learning.

The College has identified five general categories of ISLOs that, collectively, contain 16 specific ISLOs ([II.A.45](#)):

- Communication Skills (Listening, Speaking, Reading, Writing)
- Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)
- Information Competency (Research and Technology)
- Global Awareness (Social, Cultural, and Civic Responsibility)
- Aesthetic Sensitivity and Historical Literacy (History, Creativity, and Artistic and Perceptual Experiences)

All course-level, degree-level, and certificate-level SLOs align to a specific ISLO. These alignments are visible in CurricUNET and eLumen.

Discipline faculty and unit members are responsible for creating SLOs, tools for their measurement, and the strategies for attaining them. To assist faculty with the writing and assessment of SLOs, the College supports an Institutional Program Review and Outcomes Coordinator (IPROC). The IPROC provides workshops on the writing of SLOs and creation of assessment tools to all employees through the Staff Development Program. Online support for all levels of SLO assessment are available on the SLO website and through Staff Development ([II.A.46](#)).

Discipline faculty determine the level of learning assessed in each CSLO and PSLO. Degree-level and transfer-level course and program SLOs assess collegiate-level learning. Remedial courses and programs assess SLOs appropriate for the level of content provided in the course. Faculty and staff are encouraged to use Bloom's Taxonomy when designing SLOs to ensure the appropriate level of assessment for each course and program. CSLOs are assessed in the classroom by discipline faculty and the results are stored in eLumen ([II.A.15](#)). PSLO results are generated in one of two ways: aggregated from CSLO entries in eLumen or manually entered into eLumen from state or national testing results. ISLO results are aggregated in eLumen via links to CSLO results. PSLOs results are made available under the College Student Learning and Success website ([II.A.47](#)). Recommendations resulting from the Student Achievement and Outcomes Review (SOAR) Committee's review, analysis, and discussion are made available in an annual SOAR Report ([II.A.3](#)). SOAR Report recommendations are to be consulted by individual disciplines and units when completing program review and are to be used during decision-making. SLO results are used College wide in decision-making, including in program review, resource allocation, committee discussions, and within individual departments and units.

To bring the College community up to speed on SLO assessment, time has been dedicated to the review and analysis of SLO results through Staff Development ([II.A.48](#)). The practices and plans created to improve student learning, and their success, are recorded in individual discipline and unit program review documents. Those documents are a first step in the institution's integrated planning process.

Dialogue about using assessment results to guide improvements to courses, programs, and units has occurred in the SOAR Committee. However, the results from SLO assessments are not necessarily used for improvement in all face-to-face and DE courses. SLOs for a course are identical in face-to-face and DE section offerings. Sections of a course, regardless of where they are taught or the mode in which they are taught, should be comparable in scope, content, design, rigor, and level of learning.

## SELF EVALUATION

The College identifies SLOs for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Dialogue about SLO assessment results occurs at all levels across campus during program review. SLO results generated within a discipline or unit are analyzed and used to create actionable plans of improvement that are posted in eLumen and discussed in comprehensive program review. However, as indicated above, the College needs to ensure that the results from SLO assessments are used for improvement in all face-to-face and DE courses.

The College meets the Standard but plans to improve in this area.

### **ACTIONABLE IMPROVEMENT PLANS**

The College recognizes that it needs to ensure that the results from SLO assessments are used for improvement in all face-to-face and DE courses. Please refer to the Actionable Improvement Plan for Student Learning Outcomes ([II.A.49](#)).

**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

### **DESCRIPTIVE SUMMARY**

The College assures the quality and improvement of all instructional courses and programs offered in the name of the institution regardless of type of credit awarded, delivery mode, or location. Instructional courses and programs at the Higher Education Centers (HECs) follow the same practices, policies, and procedures to ensure the quality and improvement as all other College programs, through program review, SLO development and assessment, and career technical education reports. In addition, several of the Center programs are externally accredited [e.g., Dental Hygiene, Medical Lab Technician, Nursing, Emergency Medical Technician (EMT), EMT Paramedic, Police Academy], thus undergoing additional review to ensure program quality and alignment with industry needs.

The College offers classes in the following categories: credit, noncredit, online, hybrid, honors, independent study, contract education, continuing education, Career and Technical Education (CTE), learning communities, developmental and transfer courses, study abroad, and cooperative work experience education ([II.A.50](#)).

Quality assurance and continuous improvement occurs through the following processes:

- Academic program review
  - Each discipline submits a program review snapshot every year and a comprehensive program review every three years.
  - The comprehensive program review includes a list of all courses and programs in the discipline and the year each was originated or updated. All courses must be current within the last five years in order to be articulated with the transfer institutions ([II.A.51](#)).
- Academic Affairs administrative program review and Student Affairs administrative program review
  - Each administrative unit submits a program review snapshot yearly and comprehensive program review every six years.
  - Course and program data (e.g., enrollment, success, and outcomes) is provided by the Office of Institutional Effectiveness (OIE), the Southwestern College Dashboard, and other sources. This information is reviewed by the dean and discipline faculty, and recommendations for improvement are made.
- Evaluation of part-time faculty and tenured full-time faculty
  - Faculty undergoing evaluation provide syllabi and course materials for review.
  - Tenured full-time faculty are evaluated every three years.
  - Part-time faculty are evaluated three times in a six semester period when first hired, and once every three years thereafter.
  - Faculty teaching in the Distance Education (DE) format are evaluated according to a special online instructor review form ([II.A.52](#)).
- Faculty tenure review process ([II.A.53](#)).
  - The four-year tenure review process includes a yearly submission of a portfolio by all faculty members undergoing the process, which includes sample syllabi, exams, and classroom activities.
  - Each Tenure Review Committee consists of the cognizant dean, two discipline faculty, one at-large faculty member from a different discipline, and the Tenure Review Coordinator (a faculty position).
  - A sample tenure review calendar is provided.
- Curriculum Committee review
  - As stated in II.A.1., all courses in all programs are regularly reviewed by the Curriculum Committee and the Articulation Officer for rigor, quality, and currency.

During review processes, the College follows several criteria to determine which educational programs are offered in the name of the institution. The first criterion is that all programs and services developed meet the College's mission statement as stated in Policy 1200: Institutional Mission, Vision, and Values ([II.A.I](#)):

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation, and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services. 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; non-credit adult education; community services; and economic, workforce, and community development.

All departments and units that complete comprehensive program reviews are required to explain how their programs and units meet the mission statement's intent.

A second criterion is that programs meet the College's strategic priorities ([II.A.54](#)). When requesting resources, all requests should be linked to at least one strategic priority and objective.

A third criterion is to ensure that programs are meeting state mandates and requirements, which is determined via a review conducted by discipline faculty and then by the Curriculum Committee. The discipline faculty determine the delivery mode and credit for new courses, review existing courses, and make necessary modifications to both. The Curriculum Committee is responsible for ensuring that all programs and courses are of high quality by thoroughly reviewing the proposed course outlines of record and proposals for new programs prior to approval. All credit and noncredit curricula offered through Southwestern College are developed and approved through the same standardized curriculum approval process, regardless of the service location or instructional delivery method.

The faculty submit the revision or new course via CurricUNET. Each course or program is then reviewed by the following: a Curriculum Committee Representative, the Department Chair, the Dean, Instructional Support Services, the Articulation Officer, the Assessment Specialist, and the Library to ensure that the appropriate academic rigor is met. Approval of credit courses is based on grading policy, units, intensity, entrance requirements, basic skills requirements, and difficulty. The approval process for noncredit courses is based on the determination that the course employs resource materials, teaching methods, and standards of attendance and achievement in its treatment of the subject matter that are appropriate for the enrolled students. The Curriculum Committee SharePoint site contains the committee membership,

agendas, minutes, and various handbooks including the current DE Handbook. The curriculum process, submission and approval of new curriculum and programs, or updating of current curriculum and programs are communicated online in CurricUNET.

The Curriculum Committee approves curriculum that meets mandated guidelines established in the Curriculum Handbook in accordance with Title 5 ([II.A.55](#)). The College's Board of Trustees (Board) accepts all curricular changes. All curriculum approved by the committee and the Board is sent to the California Community Colleges Chancellor's Office (CCCCO) for final review and acceptance.

Additional criteria may be applied to the revision or the creation of CTE programs. This may include criteria set by state and national accrediting agencies (e.g., for Nursing and EMT) and criteria set by the College. The Southwestern College 2013 Educational Master Plan recommended that the College, "create a process that is responsive to the obligations found in Education Code section 78016," which states:

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by... available sources of labor market information, does all of the following:

- Meets a documented labor market demand.
- Does not represent unnecessary duplication of other manpower training programs in the area.
- Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

In collaboration with the Academic Senate, a standardized document was developed entitled, "Southwestern College Career Technical Education (CTE) Program Report to the Governing Board." Student outcome and labor market data is provided by the College's Institutional Research, Planning, and Grants Department, the College's Evaluations Office, and the CCCC Center for Excellence. An analysis of the data and the program(s) is written by the dean and discipline faculty.

There are 255 degree and certificate CTE programs offered at the College. An educational program, as defined in Title 5 section 55000 (m), is "an organized sequence of courses leading to a defined objective, a degree, a certificate. . ." These degree and certificate programs are clustered into 51 major program areas according to each program's Taxonomy of Programs (TOP) code, a statewide coding system used for tracking outcomes. CTE Reports were submitted for approximately

half of the major program areas in April 2015, with the remaining reports submitted the following year. This cycle will continue in subsequent years.

Ultimately, the College assures the quality and improvement of courses and programs via the Curriculum Committee review and approval process, the program review process, the faculty evaluation process, and the Board. Program improvements are typically recommended by faculty (due to their currency in the field via journals and conferences) or by data revealed in program review that suggests there may be an issue with a particular program. Some examples of changes in programs include the Emporium Model for Developmental Math and Math Summer Boot Camp. These are both programs that were recommended after Mathematics faculty attended a national conference. After the conference, a discussion of these programs was held within the Mathematics Department and ultimately these two programs were implemented at the College with the intent to improve student success rates and to offer an alternative delivery of instruction in the Developmental Math sequence.

Approval of courses for online delivery requires a separate action by the Curriculum Committee. Faculty originators submit a Distance Education (DE) Form via CurricUNET and provide a rationale for offering the course in DE mode, including addressing how to handle security ([II.A.56](#)). Currently only credit courses are taught in an online format, the only other apportionment-based course taught online is a hybrid noncredit course (NC 1033: Success in Nursing). Some classes have a DE option while others are online only. The 2013 Educational Master Plan determined that from fall 2007 to fall 2011, the College increased the number of classes offered through distance learning by 62 offerings, or a 39 percent increase. TecEDge rated the College as the fourth largest producer of distance education offerings among the California community colleges. In spring 2015, 362 DE sections, or approximately 20 percent of 1811 total sections, were offered in either fully online (252) or hybrid (110) formats.

In order to assess the quality of online offerings and examine where improvements need to be made, the College placed a moratorium on adding DE components to new and existing courses in 2012, this action also gave the College time to review the courses that are currently being offered with a DE component and to ensure that comparable support services are in place. The Distance Education Task Force, a subcommittee of the Academic Senate, updated the DE Handbook and the Academic Senate accepted the document in spring 2014. It contains DE guidelines and CurricUNET procedures.

## SELF EVALUATION

The College assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs; continuing and community

education; study abroad; short-term training courses and programs; programs for international students; and contract or other special programs; regardless of the type of the credit awarded, the delivery mode, or the location. The College utilizes institutional review processes, including program review, administrative review, full-time and part-time faculty evaluations, the tenure review process, and the curriculum process, to assure quality and improvement.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

## DESCRIPTIVE SUMMARY

The College uses established procedures to design, to identify learning outcomes for, to approve, to administer, to deliver, and to evaluate courses and programs. The primary policies and procedures regarding courses and programs are 2515, 4020, 4021, 4350, and 4060.

The College operates under Policy and Procedure 2515: Role and Scope of Academic Senate: 10+1 Agreement. Policy and Procedure 2515 gives faculty the right by the Board of Trustees (Board) ([II.A.57](#)) to assume primary responsibility for making recommendations in the areas of curriculum and academic standards, which includes student learning outcomes (SLOs). Faculty are also responsible for the development and systematic evaluation of courses and programs.

Policy and Procedure 4020: Educational Program Development, Modification, and Continuance and Policy and Procedure 4021: Program Discontinuance establish the role of faculty in the curriculum development and discontinuance processes ([II.A.58](#)) ([II.A.59](#)). During academic program review, discipline faculty evaluate existing courses and programs and review learning and assessment data aligned within their discipline(s). The Academic Program Review (APR) reports are submitted to the APR Committee with budget recommendations for personnel and instructional materials to be considered in the College's annual budget process.

In addition, the College adheres to Policy and Procedure 4350: Student Learning Outcomes and Administrative Unit Outcomes Assessment. SLOs are housed in CurricUNET, along with, but not part of, the officially approved course outline of record. The faculty within a discipline determine the SLOs for each course (CSLOs) and program (PSLOs). CSLOs are placed on the syllabus for each class and PSLOs are published in the College catalog.

Policy and Procedure 4060: Delineation of Functions Agreements ([II.A.60](#)) outline which noncredit and adult education courses are fee-based (the individual pays) or contract-based (the employer or organization pays). Contract and fee-based courses fall under the California Title 5 provisions for community service and are therefore not required to follow the same curriculum development and approval process as credit and noncredit courses. Contract and fee-based courses are forwarded by the Dean of the School of Continuing Education, Economic and Workforce Development to the Vice President for Academic Affairs, who then forwards them to the Board.

New courses and programs, as well as modifications to existing courses and programs, originate within the schools by the faculty for that discipline. These proposals and modifications must be approved by the Curriculum Committee, which consists of a faculty and administrative co-chair, twelve faculty representatives, and non-voting members from the Associated Student Organization (ASO) and the Office of Instructional Support Services (ISS). Agendas are published seventy-two hours advance of the meeting, which is open to the public. The development of new courses and programs and modifications to existing ones are truly faculty-driven at Southwestern College. The Curriculum Committee is comprised of individuals who take their work very seriously. They meet bi-weekly throughout the academic year, but weekly during the month of October in order to approve as many proposals as possible before the November 1 deadline to get courses into the following year's catalog.

Members of the Curriculum Committee receive, electronically, the proposals and modifications one week in advance of the bi-weekly meetings. Each member reads each proposal, including course objectives, core content, sample assignments, and textbook information. The faculty originator or program faculty must attend the Curriculum Committee meeting to answer questions from committee members. The College uses CurricUNET, a web-based software application for course development, which guides the faculty initiator through the process. Once approved by the Curriculum Committee, the course proposals and modifications go to the Office of Academic Affairs and then to the Board for approval. The Board approves all curriculum additions and changes at their monthly meetings. Curriculum summary reports are available in BoardDocs ([II.A.61](#)).

The Curriculum Committee reviews policies and processes for updating courses each spring. The faculty are responsible for reviewing courses within the discipline during the three-year comprehensive program review cycle. Courses must be current within the last five years in order to be eligible for articulation with other colleges and universities. Distance Education (DE) courses are evaluated in the same manner as traditional courses at Southwestern College. They are considered part of a program, and when a program undergoes program review, the data on the DE courses is included.

Faculty use course outlines in CurricUNET when constructing syllabi. Syllabi must be made available to students during the first week of classes, typically on the first day. Syllabi must include the course description of record, course objectives, and SLOs, all taken from CurricUNET. If a question arises about how a course is delivered, the syllabus acts as the contract between the student and the College. The evaluation of the syllabus is completed during the faculty evaluation cycle.

The faculty contract and the DE Handbook address various elements of DE instruction. For example, Article XVI: Distance Education of the SCEA Contract requires that prior to teaching online courses for the first time, the faculty member must attend training offered by the Online Learning Center (OLC) ([II.A.62](#)).

The Academic Senate approved the DE Handbook in spring 2014. The DE Handbook includes DE course development guidelines, federal requirements, syllabus requirements, information about faculty evaluation, and several other topics.

The College uses existing resources to provide training opportunities for DE faculty, and the new DE Faculty Coordinator will expand training opportunities beginning in the 2015-16 academic year. The OLC currently provides training workshops. The recent California Community Colleges Chancellor's Office (CCCCO) Online Education Initiative will provide many new training opportunities for the College's DE faculty in the near future.

## SELF EVALUATION

The College uses established procedures to design, to identify learning outcomes for, to approve, to administer, to deliver, and to evaluate courses and programs, and it recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. College Policies 2515, 4020, and 4021 delineate the faculty role in the development, dialogue, and evaluation of courses and programs. Policy 4350 guides program review and Procedure 4060 outlines guidelines for contract and fee-based courses.

The College uses existing resources to provide training opportunities for DE faculty and will expand training opportunities in the future.

The College meets the Standard but plans to improve in this area.

## ACTIONABLE IMPROVEMENT PLANS

Southwestern College recognizes that its training opportunities for faculty who teach DE courses should be expanded, and it has developed a plan to do so. Please refer to the Actionable Improvement Plan for Distance Education ([II.A.31](#)).

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

## DESCRIPTIVE SUMMARY

As stated in Policy and Procedure 2515: Role and Scope of Academic Senate: 10+1 Agreement ([II.A.57](#)), and in II.A.2.b. above, the College relies primarily on faculty to identify competency levels and measurable student learning outcomes (SLOs) for courses, certificates, programs (including general and vocational education and degrees). When appropriate, advisory committees make recommendations on the design, development, operation, content, and evaluation of career technical education (CTE) programs.

Faculty are responsible for curriculum decisions at every level. They determine which courses to create, and whether there is a need to have an online option available. The first role in CurricUNET is “faculty originator.” The Online Instructional Support Specialist in the Online Learning Center (OLC) is the Blackboard administrator and provides training to faculty when requested.

The competency levels and measurable SLOs are not different for a course offered in DE format. The requirement of the College is that courses have the same information and outcomes, whether hybrid, online, or face-to-face. In reviewing a course that is taught in these varied formats, CurricUNET does not have different requirements of the DE course.

The SLOs listed on the syllabus of a DE course are the same SLOs as those provided to students in a face-to-face course. The path to successful completion is described in the instructors’ syllabi. The evaluation of these SLOs is completed in the same fashion as SLO evaluation of face-to-face students.

The results of SLO assessment are recorded in eLumen, a software system set up to compile and sort individual data. Each department’s SLO data is reviewed on a systematic, ongoing, basis and are reported during the program review process. Specifically, SLO assessment is referenced in academic

program review in the following places:

- Component V; Criterion 1.0: The Student Learning Outcomes of the discipline are congruent with the goals of the program.
- Component V; Criterion 3.0: Program is responsive to changing conditions within the field.
- Component V; Criterion 5.0: External support for career and technical programs ([II.A.63](#)).

There are thirty-five advisory committees listed in the Career and Technical Programs Advisory Committee Handbook. The Handbook covers selection of members, responsibilities of the chair, sample forms, and much more ([II.A.64](#)). In addition, CTE programs complete a specialized review that goes to the Board of Trustees (Board) for approval every two years ([II.A.65](#)).

Proposals for new CTE programs must reflect the support of an Industry Advisory Committee and contain Occupational Needs Assessment surveys and Employment Development Department (EDD) regional job data. Following program approval, follow-up reports of student success rates and occupational placement data are provided to the College by the California Community Colleges Chancellor’s Office (CCCCO). The reports are updated each year and are used as a factor in determining which CTE programs will be funded each year through the Perkins IV grant funds and CTE Enhancement Funds, which were provided to the College from the CCCCCO in March 2015.

Additionally, to provide students with direction, counselors help ensure that students enroll in courses that meet their educational goals. The Ellucian Colleague system was updated in 2013-14, and there is now an online electronic student education plan (E-SEP) available for students. The Articulation Officer is diligent in maintaining transferability of courses to the four-year institutions. As described in I.A.6.a., students can go to [www.assist.org](http://www.assist.org) and select Southwestern College to see what is required for transfer.

## SELF EVALUATION

The College relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable SLOs for courses, certificates, and degrees. Through Policy and Procedure 2515, the College ensures it relies primarily on faculty for making decisions regarding curriculum content and program requirements.

The College regularly assesses student progress towards achieving those outcomes but more needs to be done in this area to ensure this occurs in all face-to-face and DE courses and programs.

The College meets the Standard but plans to improve in this area.

## **ACTIONABLE IMPROVEMENT PLANS**

The College recognizes the need to ensure that the assessment of student progress towards achieving stated SLOs occurs in all face-to-face and DE courses. Please refer to the Actionable Improvement Plan for Student Learning Outcomes ([II.A.49](#)).

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

## **DESCRIPTIVE SUMMARY**

The College offers high-quality instruction in all its programs that is appropriate in terms of breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. This level of quality is maintained through regular faculty evaluations, curriculum and program review, and assessment of student learning outcomes (SLOs).

All faculty, including both full-time and part-time, are evaluated on a regular basis. Those on the tenure track go through a four-year evaluative process ([II.A.53](#)). After achieving tenure, faculty members are reviewed by their peers every three years. Part-time faculty members are evaluated once every six semesters. Each semester, faculty members submit syllabi to their discipline's school office on or before the first week of class.

It is through the processes listed below that the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning are evaluated in programs:

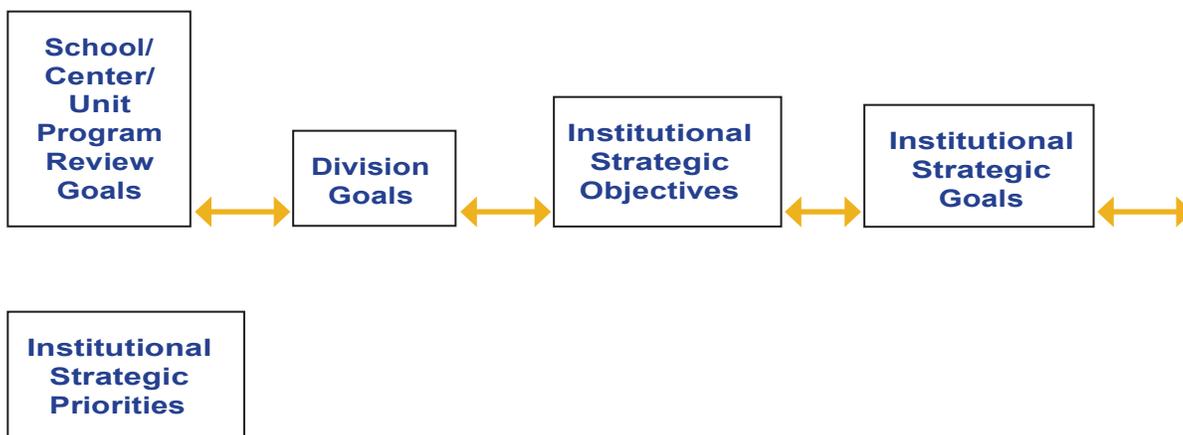
- As explained in A.II.2.a., the Curriculum Committee is composed of discipline experts who review each course before approval.

- Faculty members regularly conduct program review. During this review, both qualitative and quantitative data of discipline courses and programs are examined.
- SLOs are evaluated and assessment results are stored in eLumen. Various SLO reports generated from eLumen are specifically addressed in the program review documents.
- Career technical education (CTE) programs are evaluated every two years via the Southwestern College Career Technical Education Program Report to the Board of Trustees (Board). In addition, major program areas have advisory boards composed of industry representatives that review the programs and provide essential feedback.

In addition to demonstrating the quality of its instruction through program review and assuring improvements to its programs and courses through the curriculum process, the College has identified institutional goals related to its strategic priorities that address the quality of its programs including:

- Teaching and Learning – SWC will provide excellent instruction and develop a culture of independent thinkers and learners.
- Student Access – SWC will promote a student-centered climate that provides equal access to educational achievement through collaboration that values diversity.

These goals were developed through an institutional strategic planning process and are reviewed each year when developing division goals ([II.A.66](#)). Thereafter the schools, centers, and units work with their faculty and staff to develop goals within their program reviews that map to and support these division goals and institutional goals ([II.A.66](#)).



The following examples demonstrate the efforts of the faculty and staff to enhance their understanding of teaching and learning, to collaborate with intersegment partners at feeder high schools and transfer institutions, and to improve the quality of programs in support of the educational achievement of Southwestern College (SWC) students:

- The Mathematics Department Chair attends an intersegmental region wide chair meeting each year to discuss important issues. This is typically held at the University of California San Diego (UCSD) and includes Mathematics department chairs for all local community colleges, San Diego State University (SDSU), and UCSD. The School of Mathematics, Sciences, and Engineering hosts an annual SMART (Science and Math, Articulation, Resources, and Technology) meeting with the local feeder school district, the Sweetwater Union High School District (SUHSD). Typically about 75 faculty members from SWC and SUHSD attend. The agenda includes a discipline meeting during which faculty from the two districts can discuss matters of mutual interest.
- Because SWC students transferring to SDSU have faced particular challenges satisfying SDSU's writing requirements, the 2010–11 English program review identified the need to increase cooperation with SDSU to improve student success. In the ensuing years, the College has hosted ongoing Staff Development workshops that include SWC faculty and individuals from SDSU and SUHSD to discuss and compare student writing from SWC, SDSU, and SUHSD. Guests have included the SDSU Chair of Rhetoric and Writing Studies, the Director of SDSU's Compact for Success, several Rhetoric and Writing Studies faculty, and the English Resource Teacher from SUHSD. These articulation and alignment workshops were held fall 2011, spring 2012, spring 2013, and fall 2013 ([II.A.67](#)).
- More recently, the English Department Chair and other English Department faculty members have been attending regular English Language Arts Articulation meetings, facilitated through the San Diego County Office of Education. Participants include faculty and administrators from K-12, from several community colleges, from continuing education programs, and from four-year institutions. The goal of these meetings is to come to an agreement among intersegmental partners on what constitutes "college ready" writing skills. To make progress towards completing this goal, the group is looking at writing samples, rubrics, and assignments from each level, as well as course outlines and Common Core standards.

The depth, breadth, and rigor of the programs is determined by the faculty and reviewed extensively in the program review cycle. Faculty's role is defined by the 10 + 1 Agreement. The number of degrees and certificates awarded was discussed in Deans' Council, and time to completion was discussed during a presentation on the California Community Colleges Chancellor's Office (CCCCO) Accountability Reporting for the Community Colleges (ARCC) Report data ([II.A.68](#)) ([II.A.69](#)). The Institutional Research, Planning, and Grants Department provides faculty with many resources to review their programs ([II.A.70](#)).

The College's comprehensive academic program review begins by asking when prerequisites, co-requisites, and recommended preparations were last reviewed. It covers how faculty are selected, full-time to part-time faculty ratios, and whether the retention rate in the discipline is in line with the College rate. The intent of the College is that DE programs and courses provide the same quality as face-to-face programs and courses.

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

Institutional dialogue regarding the quality and level of Distance Education (DE) programs has occurred in the Academic Senate, the Curriculum Committee, and the Ad Hoc Distance Education Taskforce. The newly adopted DE Handbook has been reviewed and approved through relevant stakeholders. There are separate forms and rubrics for evaluation of DE faculty ([II.A.71](#)) ([II.A.72](#)). In addition, staff, faculty and administrators are involved with Distance Education through committee membership and within academic departments.

### SELF EVALUATION

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs at the College. Through Policy and Procedure 2515, the College ensures that faculty guide decisions regarding curriculum content and program requirements. As described above, the College's faculty, administrators, and staff collaborate to improve the quality of courses and programs. Further, the College has been engaged in extensive dialogue with local high schools and universities to assess the quality of its programs and sequencing of its curriculum.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

### DESCRIPTIVE SUMMARY

Academic programs use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the College's students. When faculty design and revise curriculum, they carefully research and analyze best practices for teaching content. Faculty list the most appropriate teaching methodologies for the student population on the official course outline of record. The course outline of record template explains that the course requires a minimum number of hours of work per unit, including class time, for the following possible activities: audiovisual, demonstration, discussion, distance education, group activity, individual assistance, and lecture.

Multiple ways of assessing student learning are stated in course outlines. Some examples of assessment methods listed include quizzes, oral presentations, essays, skills demonstration, class critiques, written assignments, oral assignments, objective tests, class activities, and portfolios. Sample assignments and various modes of delivery of instruction are listed on course outlines of record to help guide faculty in making instructional decisions. The choice of which of these methodologies is used is left to the individual instructor, although many discipline department chairs suggest that faculty use the methodologies listed in the course outlines of record in their classes ([II.A.73](#)).

Just as it is important for the College to guide students towards the most appropriate courses, programs, and methods of instruction that best fit their learning preparation level and style, so too is it important for students to guide themselves. The College helps students figure out which styles may work best for them. For example:

- The Online Learning Center (OLC) website recommends that students take a one-hour orientation ([II.A.74](#)).
- Students that need basic skills courses have an option to participate in a PAIR (Preparation, Achievement, Interdependence, Responsibility) learning community. This experience provides information to students about how to be a more effective learner. The basis of the information provided comes from the On Course training that faculty received through the Staff Development Program in previous years.
- The Mathematics Department is piloting the Emporium Model for students in the developmental sequence.

Teaching methods are selected by faculty in consultation with peers when creating discipline course outlines of record. Faculty discuss the relationship between teaching methodologies and student performance in school and department meetings, during the program review process, and through student learning outcome (SLO) assessment and evaluation. The College makes every effort to include a multitude of methodologies to enhance individual student learning styles. In previous years, the College offered a variety of workshops such as OnCourse, 4Mat, and the College Fear Factor through the Staff Development Program.

The College investigates the effectiveness of delivery modes via SLO assessment and individual department or course outcomes. Assessment results are discussed in academic program review. As mentioned previously, a comprehensive comparison of face-to-face versus Distance Education (DE) instruction was conducted in fall 2014. Faculty are informed and kept up-to-date about learning needs and pedagogical approaches related to DE through Staff Development workshops for faculty. In spring 2015 a special series of DE workshops was held for DE faculty ([II.A.38](#)). In addition, a regional DE forum speaker from CalState Online made a presentation on the latest trends in teaching online courses ([II.A.75](#)). Finally, the Dean of Instructional Support Services is a founding member and immediate past-chair of the Regional Subcommittee on Distance Education, and he has made presentations to the college CEOs on the state of DE in the region. Specialized programs have been developed to meet the diverse needs and learning styles of Southwestern College students, including the following examples:

- In addition to the credit programs, the Higher Education Center (HEC) at Otay Mesa offers contract education and fee-based courses to meet the demands of working professionals who need to upgrade their skills (e.g., Operating Room Nurse courses for nurses, paramedic training for firefighters and border patrol agents, and state fire marshal courses for firefighters wishing to gain promotion). These courses have been offered both at the Center and at the agencies' facilities. The College has also offered CNA and EMT training to Health Sciences High School students for several years. Students are bussed to the Center to receive the training.
- The HEC at National City has developed partnerships with Puget Sound Naval Shipyard and Intermediate Maintenance Facility, Southwest Regional Maintenance Center, NAVAIR's Fleet Readiness Center Southwest, and Portsmouth Naval Shipyard Point Loma to offer a four-year, accredited, and cooperative education opportunity leading to a Certificate of Completion (basic) in leadership and supervision and certification in one of seven trades related to Navy Ship Maintenance and Repair. All academic coursework offered as part of the Southwest Regional Apprenticeship Program

(SWRAP) is provided at the Naval Air Station, North Island.

- The Navy College Program, conducted through the HEC at National City, offers the Automotive Technology program to service members at Naval Air Station, North Island.
- Continuing Education (noncredit) courses are offered in wellness and fitness (e.g., Body Dynamics and Aging Process) at local residential facilities that have been adapted for older adults.
- Three local facilities for incarcerated juveniles and adults have requested that the College provide noncredit and credit programs to their inmates beginning in July 2015. The College's response to these requests are in development.
- In fall 2014, the College offered noncredit courses in literacy, numeracy, and computer skills at Second Chance, a transitional facility that assists individuals to successfully return to civilian life after incarceration.

## SELF EVALUATION

The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students at all sites, and it evaluates the effectiveness of delivery modes via SLO assessment and individual department and course outcomes. The course outline of record template explains that the course requires a minimum number of hours of work per unit, including class time, for the following possible activities: audiovisual, demonstration, discussion, distance education, group activity, individual assistance, and lecture.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

## DESCRIPTIVE SUMMARY

The College participates in ongoing and systematic evaluation of all courses and programs through program review and the curriculum review processes. Both types of review work together to ensure the relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans of each course and program offered.

The purpose of the College's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services offered. Program review is the primary document for future planning, and begins at the discipline and unit levels. As described in Standard I, the intent of the program review process is to promote student-centered educational and service excellence by engaging all College units and disciplines in self-examination and self-improvement. As it is for all units at the institution, the academic program review process is broad-based, accessible, and a first step in integrated planning and the allocation of technology, human, physical, and financial resources. The information gathered and analyzed in program review is an integral part of institutional decision-making, personnel development, and program improvement that helps to ensure optimal use of the College's budgetary resources.

During annual program review, various sources of student learning and achievement data are systematically reviewed, discussed, and used for discipline and unit planning. The Institutional Research, Planning, and Grants Department posts the following types of data for analysis on its website:

- Data Dashboard ([II.A.76](#))
- California Community Colleges Chancellor's Office (CCCCO) Data Mart ([II.A.77](#))
- eLumen (for retrieving SLO data) ([II.A.15](#))
- CCCC Scorecard ([II.A.79](#))
- Annual Student Outcomes and Achievement Review (SOAR) Committee Report ([II.A.3](#))
- Distance Education Report ([II.A.29](#))
- Education-to-workforce and labor market reports including:
  - Cal-PASS Plus ([II.A.80](#))
  - Doing What Matters ([II.A.81](#))
  - CCCC Salary Surfer ([II.A.82](#))

Faculty and staff also review additional data resources related to their specific courses, disciplines, and programs.

Program review is the vehicle through which all plans and requests for allocations in technology, human, physical, and financial resources are submitted. All plans and requests must be accompanied by sound evidence from sources listed above. As described in Standard I.B., not only are all plans and requests supported by evidence, but each is also linked to at least one goal and objective on the College's list of strategic priorities ([II.A.54](#)).

Through the program review and integrated planning processes, the College has recorded the following achievements to support courses and programs:

- New programs have been implemented.
- Programs that are no longer viable have been discontinued.
- New faculty have been hired.

- Resources were allocated to support teaching and learning.
- New facilities have been developed.
- Improvements to existing facilities have been made.

Courses and programs also have a rigorous review through the curriculum approval process. Results of the curricular approval process are stored in CurricUNET and reported in comprehensive academic program review ([II.A.17](#)).

All official course outlines of record are regularly and systematically reviewed and updated no less than every five years. The Curriculum Committee assesses every course and program regarding content, objectives, types of assignments, and rigor. It is required that every course and program complete or update a student learning outcome (SLO) Report during the curriculum review process. Student achievement of SLOs is stored in eLumen and results are reviewed annually. Progress in SLO achievement is reported in comprehensive program review, and SLO results are reported in the program review snapshot when necessary to support requests for resources.

Career technical education (CTE) programs receive additional review from industry-based advisory boards, external accrediting entities, and the Southwestern College Career Technical Education (CTE) Board of Trustees (Board) Report ([II.A.83](#)). A report for each CTE degree and certificate is completed every two years to review its relevancy and effectiveness in the community. The Board reviews information on the forms to make decisions regarding the viability of CTE programs. Further, all new programs go through a rigorous review process to ensure relevancy, appropriateness, currency, and community need. The relevancy, need, and role of current programs in the context of the overall curriculum are regularly and systematically examined during comprehensive program review. A detailed description of the program review process can be found in Standard I.B.

The process for evaluating the effectiveness of courses and programs offered in Distance Education (DE) mode is similar to courses and programs offered in traditional mode. The data available for DE program evaluation is the same as that for face-to-face programs, and DE programs and courses go through the same curricular review process. The results of evaluation of programs in DE mode have shown that the student success and student completion rates for some DE courses are significantly lower than those for their equivalent face-to-face courses ([II.A.29](#)). The Dean of Instructional Support Services, who oversees the College's DE support services, and the Director of Research, Planning, and Grants met during fall 2014 with every instructional dean and discipline faculty to discuss specific DE courses which had significantly lower success rates. As a result of this dialogue, every course which has an identified problem is under scrutiny and recommendations for improvements are being developed.

## SELF EVALUATION

The College evaluates all courses and programs in a systematic manner. Discipline faculty review their programs for relevancy, appropriateness, currency, and achievement of learning outcomes. Faculty members are also responsible for developing and assessing SLOs for all courses and programs. SLOs are developed by discipline faculty and reviewed by the academic dean. Faculty continually evaluate SLOs and make adjustments to learning outcomes, course content, and assignments to improve student learning. Through program review, faculty link course SLOs to program SLOs, which allows for course-level assessments to be used to evaluate the program and its effectiveness.

However, as mentioned above, the student success and student completion rates for some DE courses are significantly lower than those for their equivalent face-to-face courses. While these rates are not lower than those for all California community colleges combined, Southwestern College intends to improve them.

The College meets the Standard but plans to improve in this area.

## ACTIONABLE IMPROVEMENT PLANS

The College recognizes that it can improve the student success and student completion rates for some DE courses, and it has developed a plan which is intended to make improvements in these areas. Please refer to the Actionable Improvement Plan for Distance Education ([II.A.31](#)).

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

## DESCRIPTIVE SUMMARY

To assure currency of all courses, certificates, degrees, and programs, the institution engages in ongoing, systematic evaluation and integrated planning. A key element of this is the evaluation and use of student learning outcome (SLO) assessment results. Faculty members establish SLOs for all courses, degrees, certificates, and programs, assess student achievement of stated SLOs, review the assessment data, and systematically strive to develop and implement a plan to improve those outcomes. SLO assessment results are made available to all constituencies and used during review, evaluation, and planning for instruction.

The first steps for instructional programs entering the integrated planning process at Southwestern College are as follows:

- Review and evaluation of courses and programs by discipline faculty and the Curriculum Committee
- Assessment of course and program SLOs by faculty members
- Review of student achievement data
- Completion of program review

As described in Standard II.A.2.e. above, all curriculum is reviewed every five years by discipline faculty and again by the Curriculum Committee. All approved curriculum is then sent to the California Community Colleges Chancellor's Office (CCCCO) for final approval and articulation, as necessary. Further, all curriculum is reviewed as a whole and discussed in comprehensive academic program review.

All programs, including noncredit and career technical education (CTE) programs, as well as administrative programs, have stated SLOs. These outcomes are measured regularly and results are used in program review to justify goals and resource allocation requests, as well as long-term strategic planning. All units create action plans based on the assessment data in order to improve student achievement of outcomes and student support services. Programs either assess outcomes annually or create assessment planning timelines that include plans for implementing changes based on assessment results. Timelines are available on SharePoint. Outcome data is available to faculty in the District through eLumen software. The results of program-level SLOs (PSLOs) are available on the campus website for students and the community ([II.A.47](#)).

Planning at the College builds upon SLO assessment and analysis through annual program plans, comprehensive program reviews, administrative leadership and unit reviews, education master planning, and other planning process. As described in II.A.2.a., the planning processes help the College identify personnel, facilities, equipment, and other resource needs. These plans are reviewed by the Institutional Program Review Committee (IPRC) and integrated into the College budgeting cycle through the College's Budget Committee.

As mentioned earlier, SLO data are entered into a software program called eLumen. Through eLumen, discipline faculty run reports that aggregate SLO data specific to their courses, certificates, degrees, and programs. Faculty analyze and discuss data from eLumen reports and create plans, as deemed necessary, for improvement of student learning. The work completed in SLO assessment is reported in comprehensive program review.

Institutional SLO (ISLO) and general education SLO (GESLO) results are also aggregated in eLumen and are discussed and assessed first by the Student Outcomes and Achievement Review (SOAR) Committee before being released. The committee generates an annual SOAR Report ([II.A.3](#)) that de-

scribes the analysis conducted and the goals generated by the committee. However, the SOAR Report does not only contain analysis of SLO results. Results analyzed by the committee include data generated from ISLO assessment, GESLO assessment, Institution Set Standards, and the CCCCCO Scorecard. The annual SOAR Report explains key student learning and achievement metrics for the community, describes trends and correlations among data, and suggests institutional goals based on comprehensive dialogue and analysis that are easy to understand.

The SOAR Report, as well as other related reports (e.g., the Distance Education Report, the Student Satisfaction Survey Report, and Fast Facts), are made publicly available on the College's website through the Office of Institutional Effectiveness ([II.A.18](#)). These reports are updated annually and made available for use by departments and units during program review. All reports are also available to the public at large.

SLO assessment results and the reports referenced above are not the only forms of data and evidence required in program review. A variety of other data of student achievement are consulted, discussed, and used in program review as well. These sources include the Data Dashboard, CCCCCO Data Mart, and others. Links to these sources can be found on the Data Resources page on the College's website ([II.A.84](#)).

After reviewing curriculum, assessing SLOs, and considering other pertinent student achievement data, faculty describe their evaluations and detail their plans in academic program review. The information in program review is submitted to the Academic Program Review Committee (APRC) for acceptance. Once accepted, program reviews are forwarded to instructional deans and enter the integrated planning process. A detailed description of the integrated planning process at the College is described in Standard I ([II.A.85](#)).

Program reviews are used in the College's cyclical integrated planning process to develop the following institutional plans, ensuring that student learning is at the center of the allocation of resources:

- Educational Master Plan (EMP)
- Facilities Master Plan (FMP)
- Strategic Plan
- Technology Plan

A detailed description of the program review process can be found in Standard I and in the following link: ([II.A.86](#)).

## SELF EVALUATION

The College has a well-established integrated planning process in place to create its institutional plans. The process is cyclical and incorporates systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation. These institutional plans drive the budget process at the College. Through the SLO process, faculty identify

areas for improvement and implement plans to increase student success in their courses and programs. Institutional and program SLO assessment results are widely distributed to all internal and external constituencies.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

### DESCRIPTIVE SUMMARY

The Mathematics Department validates the department final used in all courses in the Developmental Math sequence (Math 20—Math 70). The College-level courses do not have departmental finals for measuring student learning. The effectiveness of the Mathematics Department final exams in measuring student learning undergoes a continuous validating process relating to content and bias. The process is described below.

- The Mathematics Department formed a Logistics Committee that is entrusted with evaluating the validity of all departmental finals. The committee is comprised of eight full-time faculty members of diverse ethnic and gender groups.
  - Each calendar year a full-time faculty member writes a departmental final for a particular course. The exam is carefully drafted to ensure that the questions are representative of the stated objectives of the course and respect the relative weight assigned to each objective. To further improve the quality of the questions used, the exam writers use test reports that provide statistics about the efficiency of the prior year's exam. The reports include data for distractor vs. non-distractor answer choices, and point-biserial analysis per question.
  - The independent writers submit the exam to the Logistics Committee whose members gather as a group to thoroughly proofread each question for accuracy, validity, clarity, and bias. Any changes and suggestions for improvement are passed along to the writers.
  - Once the writer implements the suggested changes, the committee reviews the exam again until a satisfactory version is produced.
- After exam administration, any additional feedback from all Mathematics faculty, including part-time faculty, is conveyed to the exam writers to further reduce bias toward a particular instructional or cultural approach and to ensure that the exam adheres strictly to the material described in the course outline.

Currently, the Mathematics Department is not pursuing a method to establish predictive validity. Instead, the Department uses the final exam data to assess course-level student learning outcomes (CSLOs) for Developmental Math. Specific questions from each exam are tied to a particular CSLO. After the exams are administered, all test answer sheets (Scantron forms) are collected and analyzed using a dedicated software package (Remark Classic OMR). The software generates results that allow faculty to assess each SLO at the course "aggregate" level. The results of the analysis are shared and discussed with the faculty and are used in planning improvements to course objectives, teaching techniques, and/or course redesign.

Although English as a Second Language (ESL) does not currently have departmental finals, ESL's academic program review for 2014 states that ESL faculty are exploring the possibility of creating and instituting departmental finals. The departmental final exams are expected to be completed by fall 2016.

The following programs have standardized testing by an outside agency:

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

Annually, the College reports to the Commission examination pass rates and Institution Set Standards in programs for which students must pass a licensure examination in order to work in their field of study ([II.A.87](#)).

In fall 2012, the program review for the Associate Degree Nursing Program noted that the percentage of students who passed the NCLEX (National Council Licensure Examination) had decreased over time and documented the need for an additional faculty member to support the students in this program ([II.A.88](#)). Subsequently a full-time faculty member was hired, as well as an additional part-time faculty member, to provide remediation and conceptual-based learning in the simulation laboratory. The national pass rate has increased substantially since that time from 72 percent to 93 percent. An additional full-time faculty growth position was recently approved for the program and will start in August 2015. This faculty member will work with student remediation and facilitate knowledge transfer from theory to clinical skill, thus enhancing utilization of clinical judgment through working with the part-time clinical faculty and the students.

### SELF EVALUATION

The Mathematics Department uses and validates department final examinations for all courses in the Developmental Math sequence. Further, the CTE programs listed directly above use standardized testing by outside agencies when required. In instances when programs fall below the Institution Set Standard for examination pass rate, corrective action is taken.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### DESCRIPTIVE SUMMARY

The College awards credit based on student achievement of measurable course objectives, which are listed in the officially approved course outline of record (COR). The COR lists these objectives in the section entitled, "Measurable Course Objectives and Minimum Standards," as determined by standards set by the instructor, at 70 percent proficiency for a grade of "C." The number of course objectives varies but is generally less than fifteen. Each objective must be measurable and begins with a consistent format, "Students will..." followed

by one or more verbs from Bloom's Taxonomy and the task the student will carry out to demonstrate that learning has occurred. For example, as stated in the COR for Math 45: Elementary Algebra ([II.A.89](#)), "Students will analyze graphs in the Cartesian coordinate system including plotting ordered pairs, graphing linear equations and linear inequalities, and finding the equation of the line." The Curriculum Committee reviews course objectives prior to approving new or modified courses to assure that each is measurable. CSLOs are developed from these measurable course objectives and are assessed throughout the course, but do not directly determine course grades.

### SELF EVALUATION

Faculty use student achievement of course objectives and stated SLOs as the primary factor in determining students' success. Southwestern College awards units of credit consistent with institutional policies that reflect generally accepted norms or equivalencies as defined in Title 5 and the Carnegie definition of the credit hour. The College does not offer any fully online academic program. All policies regarding the award of credit for a course through Distance Education (DE) are the same for face-to-face classes.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

### DESCRIPTIVE SUMMARY

The previous sections of Standard II.A. described that degrees and certificates have program student learning outcomes (PSLOs). In addition, all three of the College's general education patterns have SLOs (GESLOs). The College maintains an ongoing system of SLO assessment. The courses within each program are aligned to ensure that program PSLOs are met through the completion of the courses that comprise the core requirements of the degree or certificate. Students are awarded the degrees and certificates by satisfactorily completing the necessary courses that align with the PSLOs.

Faculty assess student learning on the achievement of all of a program's learning objectives and SLOs (CSLOs and PSLOs). All learning objectives and PSLOs are crafted, reviewed, and measured by faculty. And, all program learning objectives and PSLOs emanate directly from course objectives and course-level SLOs (CSLOs).

All programs at the College have stated program-level objectives and SLOs ([II.A.90](#)). Further, all CSLOs and PSLOs align directly with ISLOs to assess if students earning a degree or certificate in any program meet the College's stated institutional student learning outcomes (ISLOs). Dialogue among faculty members regarding the learning expected of students to earn a degree or certificate led to the creation of ISLOs in 2010 and a revision in 2012 to ensure alignment with state and ACCJC content expectations.

As described in Standard I.B., during program review faculty use CSLO and PSLO assessment data to create plans of improvement, to set goals, and to request resources. Assessment of PSLOs and CSLOs provide data for the measurement of ISLOs.

## SELF EVALUATION

The program review process includes a component for faculty to evaluate and to discuss the learning expected of students, and degrees and certificates are adjusted as necessary. Discussions occur at individual department meetings, during Opening Day Staff Development workshops, within the Curriculum and SOAR Committees, and in CTE advisory committees. The general education requirement for degrees also ensures that students have met both institutional and program SLOs.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

## DESCRIPTIVE SUMMARY

All academic and vocational degree programs have a component of general education (GE) based on a carefully considered philosophy statement that is clearly stated in the College catalog ([II.A.91](#)) and in Policy 6039: General Education. The philosophy states, under the title Associate Degree Requirements; General Education Requirements: "Southwestern College is committed to providing general education encompassing communication skills, computational skills, natu-

ral sciences, arts, humanities, and social and behavioral sciences, which are basic to effective living and full participation in a democratic society."

Information regarding GE requirements is communicated via the catalog, and on the College website under Articulation ([II.A.92](#)). It is also communicated through distribution of the GE requirements on advising sheets ([II.A.93](#)). Adherence to the GE philosophy is reflected in the degree requirements. For example, the number of units necessary to satisfy the GE requirements has been recently revised to eighteen, helping to ensure students are able to complete Associate degrees in a 60-unit minimum.

As stated in Policy and Procedure 2515: The Role and Scope of the Academic Senate, 10+1 Agreement, the institution primarily relies on the expertise of its faculty to determine the appropriateness for each course included in the GE curriculum by examining course scope and content. Any additions, deletions, or other adjustments to courses in GE curriculum are addressed by the Curriculum Committee, a standing committee of the Academic Senate.

The process of developing or revising specific content for GE courses takes place among discipline faculty members, colleagues, and departmental curriculum representatives. For a new course to be included in GE requirements it must first be approved by the Curriculum Committee. The Curriculum Committee then assesses each submission in accordance with Title 5, Section 55002 ([II.A.94](#)). After approval by the Curriculum Committee, the course is sent to the Board of Trustees (Board) via a Curriculum Summary for approval ([II.A.61](#)). The Academic Senate is updated on the curriculum flow through the Curriculum Committee Faculty Co-Chair, who also serves on the Academic Senate and the Executive Senate by Senate appointment.

Section II.A.2.i. of the College's Accreditation Self Study submitted to the ACCJC in 2009 included the following action plan: "Form a Curriculum Committee task force to review the associate degree requirements in physical education, health, and computer literacy and make recommendations for any modifications to the current policy." In fall 2013, the Academic Senate directed the Curriculum Committee to review local degree requirements and the general education requirements. A Graduation Requirements Task Force was established, chaired by the Curriculum Committee Faculty Co-Chair. The Task Force forwarded three recommendations to the Curriculum Committee for further action. The recommendations were based on Title 5 regulations, the College's philosophy on GE, and the California Student Success Task Force (SSTF).

The first recommendation from the Graduation Requirements Task Force was the removal of local requirements from the Southwestern College Associate Degree Requirements ([II.A.95](#)). The local requirements of two Exercise Science courses, one Computer Literacy course, and one Health

course were removed. This was approved by the Curriculum Committee and forwarded to the Academic Senate for further action. The removal of the three local requirements was discussed thoroughly by the Academic Senate and approved on October 14, 2014 ([II.A.96](#)).

The second recommendation from the Graduation Requirements Task Force was the removal of the two-course GE requirement from both Area C: Humanities and Area D: Social and Behavioral Sciences in alignment with Title 5. The Curriculum Committee did not vote on the second recommendation due to a lack of time. Consequently this recommendation was forwarded to the Academic Senate for their review and action. Moving to a one-course requirement in Area C and Area D was approved on February 17, 2015.

The third recommendation from the Graduation Requirements Task Force was the addition of a Cultural Competency requirement ([II.A.97](#)). The requirement is not an addition of units beyond the 18 units required by California Education Code, if a student chooses classes that can be double-counted to fulfill multiple requirements. Consequently this recommendation was forwarded to the Academic Senate for their review and action. Discussions were held in the Academic Senate meetings. There was a level of discomfort in adding another local requirement, which seemed inconsistent with the earlier action to remove local requirements. The Academic Senate did not approve the motion.

A summary of the changes to the GE requirements follows below:

Local Associate Degree Requirements	Current Requirements	Proposed Requirements
Health	One Course	Omitted
Exercise Science	Two Courses	Omitted
Computer Literacy	One Course (minimum 1 unit)	Omitted
General Education Requirements	Current Requirements	Proposed Requirements
A. Language and Analytical Thinking	Two Courses	Two Courses
B. Natural Science	One Course	One Course
C. Humanities	Two Courses	One Course
D. Social, Political, and Economic Institutions and Behavior, and Historical Background	Two Courses	One Course
<b>Total Units</b>	<b>27–31</b>	<b>18–*</b>

**\*Note:** Students who have completed the minimum course requirements in A, B, C, and D and still need additional units to meet Title 5 requirements of 18 GE units may select an additional course in either Area A, B, C, or D.

The new GE requirements were approved at the May 2015 Board meeting (item 15.11) ([II.A.98](#)) and put into practice in fall 2015. As a result of this approval, the College will revise the Associate General Education Requirement documents and make the updated requirements available to students.

Southwestern College maintains three primary GE requirement patterns:

- Southwestern College Associate Degree General Education Requirements
- California State University (CSU) General Education Breadth Requirements
- Intersegmental General Education Transfer Curriculum (IGETC)

All patterns are available at the General Education Resources webpage on the College website ([II.A.99](#)).

The Associate Degree General Education Requirements are updated yearly for distribution to students via the College website, the Student Services Center, and the College catalog. Updates typically take place in April when the university results are received from the California State University General Education Breadth Requirements. The rationale for this is the Title 5 language that states students may use the same course to meet general education requirements for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by the system to satisfy a general education requirement. The catalog is updated yearly to include any changes to the Associate Degree Requirements consistent with the above language.

The organization, categories, and content of the CSU General Education Breadth and Intersegmental General Education Transfer Curriculum (IGETC) are primarily determined by the university systems. CSU General Education Breadth Requirements are updated yearly in concert with the established timelines as determined by the California Intersegmental Articulation Council which is made up of California State University, University of California, and California Community College representatives. Courses are submitted in December of each year for general education inclusion and the results are received late in March to early April. Once the results are received, the plan is updated in all public documents and made accessible for students and the general public. All plans are available on the College website, in the Student Services Center, and in the College catalog. Processes for updating and posting the IGETC are similar to that of the CSU General Education Breadth Requirements. Both plans share the same update timeline and their results are received at the same time. Also, the College publishes IGETC information for student and public access in the same places and at the same time.

Southwestern College's general education requirements are determined by state regulations and by College faculty. According to Title 5, there are two options available to California community colleges for designing local general education requirements. One option is to follow CSU guidelines as set forth in the Executive Order 1033: General Education Breadth Requirements. The other option is to follow IGETC standards as defined through the collaboration of the University of California, the California State University, and the California Community Colleges. Southwestern College aligns with the former option and designed its Associate Degree General Education Requirements accordingly. Reference to both general education patterns can be found in the *California Articulation Policies and Procedures Handbook* (revised Spring 2013). Courses included in the GE patterns are reviewed by discipline faculty every three years as part of the academic program review process and are sent to the Curriculum Committee for further review and approval.

### SELF EVALUATION

The program review process includes a component for faculty to evaluate and discuss the learning expected of student outcomes. It is through this review that faculty discover the need to adjust GE courses. Discussions regarding course, program, and institutional student learning outcomes (ISLOs) and review of student achievement occur at individual department meetings, during Opening Day Staff Development workshops, and within the Curriculum, SOAR, and CTE advisory committees. The GE requirements for degrees also ensures that students have met ISLOs.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### DESCRIPTIVE SUMMARY

The purpose of general education (GE) is to enhance learning and to add breadth to the College experience in order to complement the specialization in the major. The GE curriculum thus provides coherence to undergraduate education, affording the student the opportunity to develop an integrated overview of the diverse fields of human knowledge in humanities and fine arts, natural sciences, and social sciences.

The College community believes that a comprehensive education introduces the student to the fundamentals of human experience and knowledge in the context of a global society. Such experience provides a common base of learning for all students and seeks to meet the needs of a student body diverse in social, cultural, and educational backgrounds. It also serves to develop creativity and critical thinking skills essential to the attainment of personal goals and to the ability of the individual to make a positive contribution to society. Student learning outcomes (SLOs) for all courses in the Southwestern College, California State University (CSU), and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns are determined by College faculty members and require students to understand the basic content and methodology in the major areas of knowledge, including humanities, fine arts, natural sciences, and social sciences. These coincide with the required knowledge areas in Title 5 of Language and Rationality, Natural Sciences, Humanities, and Social and Behavior Sciences, as well as the five categories of the College's institutional student learning outcomes (ISLOs) ([II.A.45](#)).

### SELF EVALUATION

The goal of general education at the College is to provide students with a broad foundation of learning across disciplines as a basis for success as students and members of the greater society. The ISLOs thread through all discipline areas and signify particular skill areas essential to a well-educated person. ISLO and GESLO data is uploaded for review and analysis by faculty and administrators, and as described in II.A.2.f., is reviewed, assessed, and discussed by the SOAR Committee and placed into an annual SOAR Report. Although a framework is in place for the assessment of GE, strategies for assessing GE Plan SLOs as a program and methods for tracking and reporting GE assessment activities should continue to be developed.

The College meets the Standard but plans to improve in this area.

### ACTIONABLE IMPROVEMENT PLANS

To support further development of reporting GE assessment activities, the College will include GESLO results in its annual SOAR Report. This is addressed in the Actionable Improvement Plan for Student Learning Outcomes ([II.A.49](#)).

**II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

### DESCRIPTIVE SUMMARY

General education (GE) requirements at Southwestern College include outcomes that support the capacity to be a productive individual and life-long learner. All three GE patterns maintained at the College include the teaching and learning of the following skills:

- Oral and written communication
- Information competency
- Computer literacy
- Scientific and quantitative reasoning
- Critical analysis/logical thinking
- Ability to acquire knowledge through a variety of means

The main vehicle for communication of the rationale for the purpose, nature, and requirements of general education at the College are clearly articulated in the 2014–15 College Catalog, as are the various degree requirements that reflect the GE philosophy at Southwestern College. This philosophy demonstrates the breadth and depth of knowledge across specific discipline areas that are considered essential to a well-educated person and to the likelihood for future academic success ([II.A.91](#)). These GE skills identified earlier are also included in the five categories of the College's institutional student learning outcomes (ISLOs):

- Communication Skills (Listening, Speaking, Reading, Writing)
- Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Thinking)
- Information Competency (Research and Technology)
- Global Awareness and Ethics (Social, Cultural, and Civic Responsibility)
- Aesthetic Sensitivity and Historical Literacy (History, Creativity, Artistic and Perceptual Experiences)

To ensure course content and learning outcomes align with ISLOs, all courses are required to list course SLOs (CSLOs) and program SLOs (PSLOs) and link them to the College's ISLOs. Student attainment of these skills is evaluated in the assessment of student learning outcomes. Each course CSLO is mapped to an ISLO to track student proficiency of institutional learning outcomes through the eLumen SLO software system.

Collegiate standards for courses at the College are determined through a collaborative dialogue among faculty within the various academic disciplines as they design, implement, and evaluate curriculum over time. This is done by using the following as guiding resources:

- Faculty members' own subject matter expertise
- Professional discipline association guidelines
- California Community Colleges Chancellor's Office (CCCCO) guidelines
- Ongoing dialogue with other community colleges and CSU and UC personnel

On an individual level, faculty use guiding rubrics that have been developed within given disciplines to determine students' skill attainment levels as they reflect upon and discuss SLO and ISLO results.

Some, but not all, GE courses are offered in a Distance Education (DE) mode. A list of DE courses offered in a given semester may be accessed via WebAdvisor and the "Search for Classes" link ([II.A.100](#)) on the College website. Face-to-face and GE courses taught online maintain the identical course objectives, outcomes, and core content. This is assured through the faculty evaluation process.

Analysis of course retention and success rates in DE courses in comparison to face-to-face courses is spearheaded by the Dean for Instructional Support Services. This reflective process involves in-depth discussion and analysis with each academic dean concerning the results obtained for the DE courses offered within their respective schools. Each dean, in turn, reviews the same information with their department chairs. Department chairs then conduct a similar reflective dialogue with discipline faculty members. The goal of this pro-

cess is to understand where DE courses are leading to student success and where they are not, and to then consider and implement modifications to curriculum, delivery systems, strategies used for online teaching, and professional development provided (within specific disciplines and from a College-wide perspective).

An analysis of student achievement in DE courses is found in the 2014 Distance Education Report. Within this report, three academic metrics are examined: "Grade Point Average," "Course Success Rate," and "Course Completion Rate." Each of these metrics is further examined across at least two of the three instructional delivery modes available at the College - DE (online and hybrid) and face-to-face. In addition, each of these delivery modes is examined at both the institutional level and course level. As the scope of course-level analyses are potentially quite broad, only a select number of courses are examined. These courses were selected to provide a representative sample of academic categories, such as developmental, transfer, vocational, and general education coursework. Summary data from the report follows below.

Fall 2010–Spring 2014	Online Course	Hybrid Course	Face-to-face
Grade Point Average	2.48	2.56	2.62
Overall Course Completion Rate	81.0%	85.6%	86.4%
Overall Course Success Rate	60.6%	65.5%	69.5%

It must be noted that for two GE courses, ENGL 114 and ENGL 115, student completion rates in DE sections are comparable to face-to-face sections.

## SELF EVALUATION

The learning outcomes identified in all the GE courses, including those taught in a DE mode, promote lifelong learning skills. Courses that address skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking are grouped into content in each of the four general education patterns. Assessment of the specific ISLOs that encompass thinking and reasoning, communication, global awareness, and information competency provide evidence that students completing general education coursework have the capability to be productive individuals.

The College meets the Standard but plans to improve in this area.

## ACTIONABLE IMPROVEMENT PLANS

The College recognizes that it can improve the student success and student completion rates for some DE courses, and it has developed a plan which is intended to make improvements in these areas. Please refer to the Actionable Improvement Plan for Distance Education ([II.A.31](#)).

In addition, the College recognizes that it can improve in the area of assessing general education SLOs and it has developed a plan which is intended to make improvements in these areas. Please refer to the Actionable Improvement Plan for Student Learning Outcomes ([II.A.49](#)).

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

## DESCRIPTIVE SUMMARY

The general education (GE) curriculum requires students to complete coursework that entails what it means to be an ethical human being and an effective citizen. The qualities taught include appreciation for ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities at the local, national, and global levels.

Students pursuing the Associate Degree are required to complete three units in cultural studies (under Humanities) and six units in two of the following areas:

- Anthropology and Archaeology
- Ethnic Studies
- Geography
- Psychology
- Economics
- Gender Studies
- History
- Sociology and Criminology
- Political Science, Government, and Legal Institutions
- Interdisciplinary Social or Behavioral Science

In addition, the College's institutional student learning outcomes (ISLOs) support the teaching and learning of what it means to be an ethical human being and effective citizen, specifically in the category of Global Awareness and Ethics and in the category of Aesthetic Sensitivity and Historical Literacy. Each course-level SLO (CSLO) is mapped to an ISLO to track student proficiency of institutional learning outcomes.

In spring 2014, the Institutional Student Learning Outcomes Committee (ISLOC) changed its name to the Student Outcomes and Achievement Review (SOAR) Committee. The committee conducted an extensive review of the College's ISLOs as part of its annual SOAR Report. It was determined that more focus in student learning should be placed on global awareness, ethics, history, and aesthetic sensitivity. Additionally, changes to the original eleven ISLOs, including increasing the number to sixteen, were sent to the Academic Senate, the Shared Consultation Council (SCC), and the Board of Trustees (Board) for approval in spring 2014.

The College offers a study abroad program that provides students with opportunities to directly experience historical sites, art, and cultural diversity. As stated on the College website, "Southwestern Community College District is committed to providing quality international educational experiences to its students and the surrounding community. The study abroad experience includes the opportunity to earn units toward your academic degree or your four-year transfer goal, to develop foreign language skills, and programs designed to serve the needs of the working professional, and our growing number of retirees." Programs have been offered in China, Italy, France, Mexico, Peru, and South Africa.

## SELF EVALUATION

The GE curriculum requires students to complete coursework that entails what it means to be an ethical human being and an effective citizen. Each CSLO is mapped to an ISLO to track student proficiency of institutional learning outcomes. The assessment of the ISLO Global Awareness and Ethics and of the ISLO Aesthetic Sensitivity and Historical Literacy provides a means for the College to assure that students completing general education coursework recognize what it means to be an ethical and effective citizen.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### DESCRIPTIVE SUMMARY

In accordance with Title 5, a student may graduate from a California Community College with the degree of Associate in Arts (A.A.), Associate in Sciences (A.S.), or Associate Degree for Transfer (ADT) by satisfying the requirements established by the Board of Governors of the California Community Colleges, the Board of Trustees (Board) of the College, and the faculty. The associate degree requires a minimum of 18 units of completed coursework in one area of focused study.

All degree programs at Southwestern College include focused study in at least one area of inquiry (major) or in an established interdisciplinary core. The Curriculum Committee is tasked with reviewing all new and modified degree programs to ensure they meet this requirement.

The 2014–15 College Catalog lists 158 degree programs. For ease of use, the Catalog (pg. 98–103) provides a table of academic majors and their degree type (e.g. A.A. Degree, A.S. Degree, ADT Degree or Certificate). An “X” in the appropriate column indicates the kind of degree or certificate offered ([II.A.101](#)). When necessary, a major may indicate an area of emphasis. For example, the Administration of Justice major has a choice of the following areas of emphasis: Corrections, Forensics, and Law Enforcement.

### SELF EVALUATION

The College offers Associate in Arts degrees, Associate in Science degrees, and Associate Degrees for Transfer. Each program leads to a degree and includes a focused study in at least one area of inquiry or in an established interdisciplinary core. The College will continue efforts to support meeting this Standard.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

### DESCRIPTIVE SUMMARY

The College students completing career technical education (CTE) certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

The technical and professional competence of students completing Southwestern College CTE certificates and degrees is determined by instructional faculty and is based on student achievement of measurable course objectives. Course objectives are stated in approved official course outline of record (COR).

In selected programs, outside agencies assist in the measurement of student competencies. For example, graduates of the Nursing Program must pass the National Council Licensure Examination, and Dental Hygiene graduates are tested through the Dental Hygiene Committee of California. Programs which require national or state licensure tests are reported in the College’s ACCJC Annual Reports as well as the College website under the heading, “California Licensing Exam Passage” ([II.A.102](#)).

Assessment of technical and professional competencies achievement is conducted through feedback and recommendations from state and national CTE advisory committees ([II.A.64](#)). External program accreditation through the following agencies assists in ensuring the professional competence of the students:

- American Dental Association Commission on Dental Accreditation
- Commission on Accreditation of Allied Health Education Programs
- Committee on Education in Surgical Technology and Surgical Assisting
- Committee on Accreditation of Educational Programs for the EMS Professions
- National Association for the Education of Young Children
- National Accrediting Agency for Clinical Laboratory Sciences
- Accreditation Commission for Education in Nursing
- State of California Department of Justice Commission on Peace Officer Standards and Training

These external advisory committees recommend curriculum and equipment changes for specialized programs. The recommendations ensure that student learning outcomes (SLOs) include competency in the most recent technology and standards in conjunction with state-of-the-art equipment appropriate to each field of employment.

Advisory committees participate in a rigorous program review process that includes a systematic analysis of specific job requirements and job relevance for each course as documented in Criterion 5.0 of the comprehensive academic program review: “External support for career and technical programs” (II.A.63). As part of the curriculum review process, the advisory committee makes recommendations to the program faculty, director, or dean regarding the development of new curriculum and modification of existing curriculum. When new courses are submitted to the Curriculum Committee for approval, the committee verifies that course outlines include appropriate measurable course objectives.

Annually, the College reports to the Commission job placement rates and Institution Set Standards for students completing certificate programs and CTE degrees. Additionally, the College reports examination pass rates and Institution Set Standards in programs for which students must pass a licensure examination in order to work in their field of study.

A biannual review of CTE programs is prepared by program faculty and coordinated by directors and deans in the area. Reports include descriptions of programs, current labor market demand, comparison to other similar regional programs, and statistics related to program completion and to employment of those students who complete the programs. The review is essential to ensuring Southwestern College CTE programs meet the needs of the local community and region (II.A.83). Curriculum is reviewed and revised as necessary as the result of program review, biannual review of CTE programs, and recommendations from external advisory committees.

The CTE LaunchBoard is another means by which the technical and professional competence of graduates of the Southwestern College vocational and occupational programs is tracked. The CTE LaunchBoard is a statewide data system supported by the California Community Colleges Chancellor’s Office and hosted by Cal-PASS Plus. It provides data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs. This information is intended to facilitate local, regional, and statewide conversations about how to improve student transitions from K-12 to college and on to the workforce. The LaunchBoard makes the California Community College system the national leader in the development of database tools for aligning students’ career aspirations, curricula, and labor market opportunities. The LaunchBoard offers community college practitioners detailed and readily accessible information on student progress, credential attainment, employment outcomes, and labor market information all in one place.

The U.S. Department of Education requires institutions participating in student financial assistance programs authorized under Title IV of the Higher Education Act to report information about Title IV-eligible programs. This information includes a listing of gainful employment information of recognized occupations aligned with CTE certificates and degrees. Required disclosures include tuition rate and course completion rates for students completing CTE programs. In compliance with these regulations, Southwestern College provides the required employment information on the College website under the heading “Gainful Employment” (II.A.103).

## SELF EVALUATION

CTE programs that require external licensure demonstrate consistently high pass rates. In instances when a program falls below the Institution Set Standard for an examination pass rate, corrective action is taken. Feedback and recommendations from CTE Program Advisory committees ensure that student learning outcomes are established and incorporate state-of-the-art equipment, technology, and theory that are appropriate for the fields of employment.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.**

## DESCRIPTIVE SUMMARY

Clear and accurate information regarding degree, certificate, and transfer requirements is communicated to prospective students, current students, and the public. The College posts accurate, accessible, and up-to-date information concerning all courses and instructional programs offered and transfer policies through a variety of methods including:

- Annual catalogs in print and web-accessible versions describe all degrees and certificates in terms of purpose, content, course requirements, and expected program student learning outcomes (PSLOs).

- Course schedules in print and web-accessible versions provide information including prerequisites, corequisites, recommended preparation, and course materials fees.
- PSLOs and course-level SLOs (CSLOs) are available for public viewing via CurricUNET
- Social media (Facebook and Twitter) provide another means for communicating timely information.
- Program websites provide information on specific program and admission requirements.

A course syllabus is a contract between the instructor and the student and includes required information about the course to inform the students what the course is about, what they will learn, and how they will be graded. To assure consistent course information is provided to students, all course syllabi are required to include specific components, regardless of the modality of instruction, including measurable course objectives and CSLOs according to the Faculty Course Syllabus and Materials Review ([II.A.104](#)). The syllabus checklist is part of the evaluation process for all full-time and part-time faculty members.

Measurable course objectives are contained in the officially approved course outline of record (COR). CLSOs are currently not part of the officially approved course outline, although they are accessible via CurricUNET as an addendum to the COR. The Curriculum Committee has begun discussions regarding inclusion of student learning outcomes in the official course outline of record ([II.A.105](#)).

As stated in the Syllabus Checklist, "Instructors are expected to distribute the course syllabi to the students in their classes on the first day." In addition to reviewing the course syllabus during the first class meeting of the semester, many instructors post their syllabi on the Blackboard learning site. Faculty members are required to provide a copy of their syllabus to the school, center, or unit office on or before the first week of classes.

Students are first made aware of requirements for instructional programs via workshops, student orientations, and individual counseling sessions. A concerted effort is made by counseling and instructional faculty to keep abreast of current changes in the field through a collaborative interchange of communication. These communication strategies include counseling and faculty meetings as well as individual exchange when challenges and questions arise regarding a student's instructional goal acquisition.

College orientation workshops include outreach to local high schools and the Early Admission Program, which includes assessment and in-person orientations held periodically during the year, and priority registration. Online orientations include interaction with counselors and assistance with orientation worksheets.

Information concerning general education patterns and transfer policies is provided in the catalog and on the Southwestern College website. Transfer policies are communicated to students through orientation, via the Transfer Center ([II.A.106](#)), and in the 2014–15 College Catalog under the heading "Planning Your Education and Exploring Career Pathways" ([II.A.107](#)). On the College website, the Transfer Tools section contains links to a variety of transfer-related resources for UC, CSU, and independent and private universities and colleges. Students are encouraged to make an appointment with a counselor for the most up-to-date information on transfer options. Students can research catalogs from other colleges and universities from many different access points using College Source, an online library representing 43,331 college catalogs and over 36 million course descriptions. Currently-enrolled Southwestern College students are provided with remote access to this and other databases from the Library.

The Articulation Officer plays a large role in the implementation and development of Associate Degrees for Transfer (ADT) resulting from California State Senate Bill 1440. These degrees are intended to facilitate a student's entry into any of the California State Universities contingent on meeting the requirements for the ADT, including 60 total units of coursework in the major, general education, and electives with a specified minimum GPA.

### SELF EVALUATION

Students at Southwestern College receive clear and accurate information about educational courses, programs, and transfer policies. Southwestern College degrees and certificates are described in terms of their purpose, content, course requirements, and expected SLOs. SLOs are a required element of every course syllabus and a course syllabus is provided to students in every course section offered at the College.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**I.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

## **DESCRIPTIVE SUMMARY**

Southwestern College honors articulation agreements made with other postsecondary institutions. Board Policy 6027: Course Equivalency - Credit Transferred from Other Institutions establishes that the College “grants credit for college units earned at any regionally accredited post-secondary institution (e.g., Western Association of Schools and Colleges) other than coursework identified by such institutions as non-degree level coursework. Coursework deemed to be equivalent in scope and content to coursework taught at Southwestern College is determined by the Evaluations Office in consultation with the appropriate Dean and/or faculty” ([II.A.108](#)). This policy is stated verbatim on the College’s website under the heading “Transfer of Credit” as well as in the catalog under the heading “Course Equivalency.”

A student seeking transfer of credits from another institution must submit official transcripts to the Admissions and Records Office and initiate a request for evaluation. The coursework must have been completed at an accredited college. Students requesting an evaluation of their transcripts must also make an appointment with a counselor. Students who wish to receive credit toward degrees at Southwestern College for coursework completed at an accredited foreign institution must have their foreign transcripts evaluated by a foreign transcript evaluation service. Information regarding this service is available in the Evaluations Office.

Evaluation of a transferred course entails a comparison with the College’s course, including the course description, units, and, when available, the measurable course objectives within the course outline of record (COR). When these are comparable to the College’s course, credit is awarded. CSLOs are currently not part of the officially approved course outline, although they are housed in CurricUNET as an addendum to the COR. The Curriculum Committee has begun discussions regarding inclusion of student learning outcomes (SLOs) in the official COR ([II.A.105](#)).

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

- **California State University (CSU) Baccalaureate List:** All transferable courses must be included on this CSU list before consideration can be given to the other types of articulation. All potential University of California (UC) transferable courses must be included on this CSU list before being approved for the University of California Transfer Course Agreement (UCTCA). The UCTCA list is approved on an annual basis by the University of California Office of the President.
- **General Education:** This includes courses approved on an annual basis by the CSU Chancellor’s Office and the UC Office of the President for inclusion on the CSU General Education Breadth Requirements and the Intersegmental General Education Transfer Curriculum (IGETC).
- **Course-to-Course Articulation Agreements:** Courses are considered comparable to or “acceptable in lieu of” university lower division courses. These agreements are determined by the universities after CSU Baccalaureate List, general education, and UCTCA submissions.
- **Major Preparation:** Courses are accepted by the CSU and UC to fulfill lower division major preparation requirements at the CSU and UC campuses. They are typically reviewed after course submissions or upon request from four-year universities.

All agreements with public institutions in California, which include community colleges, California State University (CSU) system campuses, and the University of California (UC) system campuses, are published in Articulation Systems Stimulating Interinstitutional Student Transfer (ASSIST). ASSIST is recognized as the official repository for articulated courses as determined by the California Intersegmental Articulation Council (CIAC), a collaborative body consisting of the California Community Colleges (CCCs), the CSU system, and the UC system. ASSIST houses all of the types of agreements mentioned above and can be accessed through [www.assist.org](http://www.assist.org).

Extensive articulation agreements assure the transferability of Southwestern College courses with nineteen CSU and eleven UC campuses, as well as numerous private California four-year institutions. Regular CSU and UC articulation reports validate the transferability of courses.

The College's Articulation Officer submits the Southwestern College Curriculum Summary annually to all UC and CSU campuses. Of the Southwestern College courses currently identified as CSU or UC transferable, 1358 are referenced in the most recent agreements with CSU campuses, and 673 are referenced in the most recent agreements with UC campuses.

The institution maintains Policy 4050: Articulation to address the articulation of courses. Policy 4050 states, "The Superintendent/President, in accordance with the California Community Colleges Chancellor's Office and the California Intersegmental Articulation Council, shall establish procedures to assure appropriate articulation of the College District's educational programs with proximate high schools and baccalaureate-level institutions. The procedures also may support articulation with other community colleges and institutions that are not geographically proximate which are appropriate and advantageous for partnership with the Southwestern Community College District." Policy 4050: Articulation was last reviewed on October 12, 2012. It replaced Policy 7021. This policy is available for public viewing on the College website ([II.A.109](#)).

The Southwestern College Articulation Officer serves as the College's representative on the California Intersegmental Articulation Council, the Southern California Intersegmental Articulation Council, the County Articulation Council, and any other related statewide or local sources which impact course transfer. Articulation agreements are extensive, frequently updated, and established where patterns between institutions are identified.

The Articulation Officer plays a large role in the implementation and development of Associate Degrees for Transfer (ADT) resulting from California State Senate Bill 1440. These degrees are intended to provide students entry into any of the CSUs, as long as students meet the requirements as prescribed by the ADT. This includes completion of major preparation, general education, and elective units needed to complete the 60-unit requirement for ADTs.

To ensure adherence to all policies regarding articulation, the Articulation Officer serves as the Curriculum Committee Faculty Co-Chair with the Vice President of Academic Affairs.

## SELF EVALUATION

Southwestern College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, evaluation of a transferred course is conducted, which entails a comparison with the College's course including the course description, units, and, when available, the measurable course objectives within the course outline of record. When these are comparable to the College's course, credit is awarded. Southwestern College has developed articulation agreements with CCCs, CSUs, UCs, lo-

cal high school districts, and a number of other colleges and universities as appropriate to its mission.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

## DESCRIPTIVE SUMMARY

Academic programs are discontinued in accordance with Policy and Procedure 4021: Program Discontinuance, which includes a review of student enrollment and outcomes data by the discipline faculty and dean, as well as a review and approval by the Academic Senate.

Policy 4021: Program Discontinuance ([II.A.110](#)) clarifies the conditions under which a program may be discontinued and Procedure 4021 ([II.A.111](#)) clarifies the process for discontinuing a program. The Academic Senate must approve the discontinuance, and thereafter the program discontinuance is presented to the Board of Trustees (Board) for their consideration through the monthly Curriculum Summary Report. For example, twenty-two programs were discontinued at the March 12, 2014, Board meeting.

Alternatively, Ed Code 78016 requires a two-year cycle for review and approval of career technical education (CTE) programs by the Board based on labor market data and program outcomes. The Vice President for Academic Affairs (VPAA), working with the Academic Senate, created a process for this review and began implementation in the 2013-14 academic year. A rotating cycle of review of programs has been established. The first set of 23 CTE reports was presented to the Board in April 2015 ([II.A.83](#)). Once discontinuance of a program is approved by the Board, Instructional Support Services (ISS) appropriately notates the program discontinuance in CurricUNET and in Colleague, and Student Services engages in notifying and assisting affected students.

When a program is discontinued, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption in accordance with Procedure 4021, which states that the "cognizant School/Center Dean in collaboration with the VPAA and VPSA (Vice President for Student Affairs) consults

with students regarding timely completion of their programs, transfer and/or options on a case by case basis.”

Since fall 2013, over thirty programs have been discontinued, the majority of which were discontinued due to a lack of student interest. For many of these programs, there were no students majoring in that program. Discontinued programs that had students in progress used several different approaches to assure students were able to complete their chosen course of study:

- Seven of sixteen degrees and certificates in the Medical Assistant Program (MedOp) were eliminated. In addition, several of the remaining Medical Assistant degrees and certificates were modified in order to refocus and strengthen the program. For each of these programs, the Dean initiated meetings with each student majoring in the affected program and the students worked with a counselor in order to set up a plan of study that allowed the student to complete their intended program. The following steps were followed:
  - Staff created an unduplicated list of students.
  - Staff ran transcripts for each student.
  - Staff created an outreach counseling folder for each student.
  - A counselor created and completed a form indicating what program of study the student was following:
    - Coursework completed
    - Coursework remaining
    - Recommendation to either continue with the existing program and complete it within one year, or transition to a new program.
  - All MEDOP students were invited to attend outreach presentations conducted by counselors.
  - After the presentations, students were able to schedule one-on-one appointments with the counselor who answered questions and reviewed the recommended plan with student.
- To address students in the Electronics programs that were discontinued, sequential courses were scheduled to allow students in the program the opportunity to complete them. The first course of the sequence was no longer offered so new students were prevented from beginning this program.
- The Dean of the School of Arts and Communication and Photography faculty identified students in a Photography program that was discontinued. The Dean and faculty ensured that students were provided access to courses to achieve their program goal. This process included scheduling courses of

the inactivated program for at least two semesters. In addition, students were contacted by email about the course changes. Instructors in the area as well as counselors were informed. Counselors provided support to the students.

- Students in discontinued programs may request approval from the dean and department chair to waive a requirement in their major ([II.A.112](#)) or to substitute another course instead of the one required for their major ([II.A.113](#)).

Procedure 4021 is in the process of being revised. It is expected that the new revision will clarify the process, integrate it more clearly with strategic planning and program review, and provide more a more explicit process to assist students.

## SELF EVALUATION

The College has a policy and procedure to address discontinuance of programs. Students are advised appropriately on how to complete educational requirements when programs are eliminated.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

## DESCRIPTIVE SUMMARY

The College's catalogs, statements, and publications, as well as its policies and procedures, are regularly reviewed and updated as needed to assure the College is represented clearly, accurately, consistently, and with integrity regarding the College's mission, programs, and services to prospective and current students, the public, and College personnel.

Accurate information and data is accessible to prospective and current students, the public, and College personnel via the College website, including the following partial list:

**Safety Information:**

- Emergencies ([II.A.114](#))
- Campus Safety ([II.A.115](#))
- Disclosure of Campus Security Policy and Campus Crime Statistics ([II.A.116](#))

**Enrollment Information and Resources:**

- Critical Changes ([II.A.117](#))
- Disability Support Services ([II.A.118](#))

**Academic Programs:**

- Student Learning, Outcomes, and Success ([II.A.42](#))
- Program Student Learning Outcomes ([II.A.119](#))
- Gainful Employment ([II.A.103](#))
- Curriculum Committee ([II.A.120](#))

**Planning:**

- Mission Statement ([II.A.121](#))
- Budget Information ([II.A.122](#))
- Institutional Program Review ([II.A.123](#))
- Strategic Planning ([II.A.124](#))
- Educational and Facilities Master Plans ([II.A.125](#))

Prospective and current students, as well as the public, are able to access information about the College's instructional programs through a variety of methods and media including catalogs, schedules, the website, publications, and statements. The College is highlighted via television commercials, community outreach, and print advertisements. Student Services information is communicated in the class schedules and via the website. Financial Aid and Disability Support Services (DSS) communicate directly to targeted high school students through outreach.

College personnel review the major Southwestern College publications on a regular basis. The College catalog is produced in both print and electronic formats under the supervision of Instructional Support Services (ISS). It is extensively reviewed and updated through the efforts of several task groups, as well as the deans and department chairs working with the Supervisor of ISS to assure accuracy and completeness, and it is reprinted annually. The schedule of classes is published online three times a year and contains the meeting days and times, room numbers, prerequisites, and materials fees of all course sections offered, as well as mandated information. The schedule of classes is reviewed several times prior to publication by the ISS staff as well as the deans and department chairs, to assure accuracy and completeness. Both the catalog ([II.A.126](#)) and schedule of classes ([II.A.127](#)) may be accessed via the College website.

The College website undergoes a comprehensive review annually through the oversight of the Director of Communications, Community and Government Relations. In response to feedback from Academic Affairs and Student Affairs, the College website was updated recently to provide easier access for students to petition for degrees and certificates by placing an easily seen "Apply for Degree/Certificate" button on the right front page.

The College makes clear statements about its Distance Education (DE) courses and programs on its Online Learning webpage. The Dean of Instructional Support Services ensures that information is current, accurate, and aligned with the DE Handbook. The College also provides information to the public on student achievement in DE programs in the 2014 report entitled, "Comparison of Online, Hybrid, and Lecture Courses at Southwestern College - An Evaluative Study of Grade Point Average, Course Completion Rate, and Course Success Rate" ([II.A.128](#)). The evaluation process for faculty members teaching online or hybrid courses is available to the public on the Tenure Review website ([II.A.129](#)).

The College continues to work to improve its communications with internal and external stakeholders. During the past year, Superintendent/President Dr. Melinda Nish began writing and distributing a column on a regular basis ([II.A.130](#)). The column provides updates on College initiatives and highlights faculty, staff, and student accomplishments. The Board President also publishes a regular newsletter providing updates on Board actions ([II.A.131](#)) which is distributed to more than 600 community stakeholders.

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

With an improved budget picture, the College has also increased its advertising outreach to potential students. The College conducted two comprehensive advertising campaigns last year to boost enrollment. Staff will continue to explore avenues to improve outreach to internal and external stakeholders.

Since the last Accreditation site visit in 2009, policies and procedures regarding the mission and representation of the College were updated, approved, or reaffirmed. Current policies and procedures may be accessed via the College's website. The process for reviewing and updating policies and procedures begins with assignment to a standing or ad hoc committee that reviews and recommends revisions as needed. Those policies and procedures that do not fall within the 10+1 authority of the Academic Senate are placed on the agenda of the Shared Consultation Council (SCC) for a first read. Thereafter the item is distributed to all constituencies

for feedback. The feedback is forwarded to the original committee, which determines whether to incorporate the feedback into the policy or procedure. Then the item is placed on the SCC agenda for a second read and a vote of all attendees is taken. If consensus is not achieved, the item is placed on the SCC agenda for a subsequent meeting and only voting members of SCC are polled with a simple majority determining the outcome. Policies and procedures that fall within the 10+1 authority of the Academic Senate are approved by the Academic Senate and thereafter are placed on the SCC agenda as information items. At that point, approved policies are placed on the Board agenda for consideration.

The College intends to implement a regular review of policies and procedures on a six-year cycle.

### SELF EVALUATION

The College represents itself to prospective and current students, the public, and its personnel clearly, accurately, and consistently. Information is available through catalogs, statements, and publications, in both hard copy and electronic formats. To assure integrity in all representations about its mission, programs, and services, the College regularly reviews its institutional policies, procedures, and publications.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

### DESCRIPTIVE SUMMARY

To assure academic integrity of the teaching and learning process, the Southwestern College Board of Trustees (Board) has adopted policies regarding academic freedom, student academic honesty, standards of student conduct, and institutional values. These policies clearly state the College's commitment to the free pursuit and dissemination of knowledge, and they are used across the institution to insure integrity of the teaching-learning process. All Board policies and administrative procedures are publicly available via the College's website ([II.A.132](#)), including Policy 7027: Academic Freedom

([II.A.133](#)) and Policy 4000: Academic Integrity ([II.A.134](#)), which is also available in the College catalog and the Southwestern College Student Policy Manual. Additional policies worth noting that are made available to the public are Board Policy 5500: Standards of Student Conduct ([II.A.135](#)), and Policy 1200: Mission, Vision and Values Statement ([II.A.1](#)), which is also in the Shared Planning and Decision Making Handbook.

In accordance with California Education Code Title 5, Section 53200, more commonly known as the 10+1 Agreement, Policies 7027 and 4000 were adopted by the Board after consulting collegially with the Academic Senate. As specified in Policy and Procedure 2510: Role and Scope of the Academic Senate, 10+1, the Board either relies primarily upon or mutually agrees with the Academic Senate with respect to academic and professional matters, as defined by law, which includes the writing, design, and revision of policies such as Policy 7027 and Policy 4000.

### SELF EVALUATION

Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views are made readily available to the public. The institution's commitment to the free pursuit and dissemination of knowledge is clearly stated.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.7.a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

### DESCRIPTIVE SUMMARY

The College assures that faculty members distinguish between personal conviction and professionally accepted views in their discipline in both traditional and online classrooms via the faculty evaluation process, which all faculty members, including tenure-track, tenured, and part-time faculty, undergo. This process addresses the expectation that faculty members distinguish between personal conviction and professionally accepted views in several ways:

- **Syllabus evaluation:** When teaching a course, faculty members are expected to follow the course objectives and content established in the official course outline, which is approved by the Curriculum Committee. The students are informed of the course objectives via the syllabus provided to them by their

instructor within the first week of class. All faculty members, regardless of the modality of instruction, are required to include specific components in their syllabus as listed in the Faculty Course Syllabus and Materials Review ([II.A.104](#)), including “Course description and objectives, either verbatim from the course outline or an abridged version that references the course outline.” This checklist is the basis of the syllabus component of the faculty evaluation process, which is completed by the dean or peer faculty evaluator ([II.A.104](#)).

- **Student Evaluations:** Student evaluations are conducted as a part of the faculty evaluation process and include the following statement that students are asked to rate between 1 (low, strongly disagree) and 5 (high, completely agree): “The content of the course and the material covered is directly related to the objectives of the course.” ([II.A.136](#)).
- **In-class evaluations:** The in-class evaluation includes a section in which the evaluator must describe the observed lesson and relevance to the course outline. The in-class evaluation is completed by the dean or peer faculty evaluator ([II.A.137](#)).

Both Policy 7027: Academic Freedom and Policy 4000: Academic Integrity guide faculty to distinguish between personal conviction and professionally accepted views. The policies state that data and information should be presented both fairly and objectively. As stated in Policy 7027: Academic Freedom, “Each faculty member has the right and the responsibility to introduce materials and controversial topics into classroom discussion and to provide opportunity for the expression of diverse points of view. The subject matter must be relevant to the discussion.” The distinction between personal conviction and professionally accepted views is also addressed in Policy 4000: Academic Integrity. Policy 4000 states, “Faculty strive to help students distinguish between subjective and objective sources of knowledge.” The fair and objective presentation of data and information in learning contexts was discussed by the Academic Senate Executive Committee. The Academic Senate reviewed and revised the policy and procedure, and approved the revisions in April 2014. In addition, the Shared Consultation Council (SCC) was informed of the revisions prior to the Board’s approval at its July 9, 2014, meeting ([II.A.138](#)).

## SELF EVALUATION

As stated in Policies 7027 and 4000, in learning contexts, faculty distinguish between personal conviction and professionally accepted views in a discipline. In addition, faculty present data and information both fairly and objectively.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

## DESCRIPTIVE SUMMARY

The College has clearly defined expectations regarding student academic honesty and consequences for dishonesty, which are published in a variety of places in both print and online formats. All courses, regardless of means of delivery, are taught in adherence to Policy 4000: Academic Integrity ([II.A.134](#)), Policy 5500: Standards of Student Conduct ([II.A.135](#)), Policy 5530: Student Rights and Grievances ([II.A.139](#)), and the Student Policy Manual ([II.A.140](#)) to address issues of academic honesty and consequences of dishonesty. A hard copy of the manual is also available in the Office of the Dean of Student Services in the Cesar Chavez building. A newly updated Distance Education (DE) Handbook ([II.A.141](#)) specifically addresses issues related to academic honesty as it relates to student identity, registration, participation, and course completion.

Information for students is available on the Student Rights and Responsibilities page on the College website ([II.A.142](#)) and in the 2014–15 College Catalog ([II.A.143](#)). All course syllabi contain statements regarding consequences of plagiarism and other forms of academic dishonesty. The requirement of this information is reinforced through the course evaluation process in the Syllabus Checklist ([II.A.104](#)). Also, the Learning Management System (Blackboard) login page includes a Student Academic Integrity and Identification Affirmation Statement ([II.A.144](#)). The mechanism in use for enforcing policies on academic honesty for students and faculty is detailed in Procedure 5530: Student Rights and Grievances ([II.A.145](#)) and is posted in the Student Policy Manual ([II.A.140](#)) and online on the Student Rights and Responsibilities webpage ([II.A.142](#)).

Mechanisms for enrollment verification in Distance Education are done via a challenge system using secure logins with usernames and passwords. The login control is created and automatically uploaded to Blackboard. The College student information system controls any alterations of this data. These mechanisms for verification and participation are on a constant review by comparison and monitoring by the staff in the Online Learning Center (OLC) who work with students and identification on a daily basis.

Policies and information about academic honesty and student verification are made public via an information module located at the login point for Blackboard that states: “Through

the entry of any username and password I affirm that I am the student who enrolled in my course(es). Furthermore, I affirm that I understand and agree to the following regulations regarding academic integrity, personal identification and the use of student information as described in the Southwestern College student code of conduct that governs student rights and responsibilities.” The promulgation of this information is effective because the College maintains strict controls on participation in DE venues and locations. The system and its use are constantly monitored by the OLC staff, and other College authorities are informed of any concerns or variances from the policies. Statistics, including time in and learning system areas visited, are kept and available at any time for authorized College personnel. Any subterfuge identified or suspected is investigated by OLC staff, or other authorized College personnel, and corrective action is taken if necessary.

The College maintains prevention strategies for DE security. Any time there is an effort to gain access to the learning system by anyone who does not pass the challenge system in place, the OLC staff is responsible for determining their basic authority to enter the system. That determination has been authorized by College administration. Any unverified attempt to gain access to the learning system or protected student information is contained by the OLC staff. If any situation arises that demands it, authorized College personnel are notified and make determinations as to the veracity of the attempt and the person initiating the attempt.

Personnel from the OLC facilitate workshops in online course management. During orientations and training workshops, faculty are encouraged to verify student identities. Faculty are trained to determine identities of students in their classes and to be cognizant of any variance in the process. Faculty are advised to immediately contact the OLC staff and report any issues.

All incidents of academic dishonesty are reported to the Dean of Student Services. The Office of Student Affairs maintains formal, confidential misconduct data which is stored in a database. This database consists of all formal grievances and misconducts, including academic dishonesty. The data gathered contains information on the Filer, Against, Witness(es), and Outcome.

### **SELF EVALUATION**

Clear expectations concerning student academic honesty and consequences for dishonesty have been established. These expectations are published and readily accessible in a variety of places and in both print and online formats.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

### **DESCRIPTIVE SUMMARY**

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

### **SELF EVALUATION**

This Standard does not apply to Southwestern College.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

### **DESCRIPTIVE SUMMARY**

This Standard does not apply to Southwestern College as it does not have any foreign locations.

### **SELF EVALUATION**

This Standard does not apply to Southwestern College.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

## EVIDENCE FOR STANDARD II.A. - INSTRUCTIONAL PROGRAMS

Standard II.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">II.A.1</a>	I.A.1	<a href="#">IIA1_Policy1200_Mission.pdf</a>	Policy 1200: Institutional Mission, Vision, and Values
<a href="#">II.A.2</a>		<a href="#">IIA2_DegreeAndCerts_2013.pdf</a>	Degrees and Certificates Fall, 2013
<a href="#">II.A.3</a>	I.B.2	<a href="#">IIA3_SOAR_Report_SP2015.pdf</a>	SOAR Report
<a href="#">II.A.4</a>		<a href="#">IIA4_Dent_Hyg_Rpt_2014.pdf</a>	Dental Hygiene 2014 CTE Governing Board Report
<a href="#">II.A.5</a>		<a href="#">IIA5_Prog_Rev_SnpshT_2015.pdf</a>	Program Review Snapshot, 2015–16
<a href="#">II.A.6</a>		<a href="#">IIA6_AssessmentCenter_Webpage.pdf</a>	SWC Assessment Center Webpage
<a href="#">II.A.7</a>		<a href="#">IIA7_PractTestsAndGuides_Webpage.pdf</a>	SWC Practice Tests and Test Guides Webpage
<a href="#">II.A.8</a>	I.B.13	<a href="#">IIA8_Strat_Plan_2012-2015.pdf</a>	SWC 2012–15 Strategic Plan
<a href="#">II.A.9</a>	I.A.6	<a href="#">IIA9_Ed Mast_Plan.pdf</a>	Educational Master Plan
<a href="#">II.A.10</a>	I.A.7	<a href="#">IIA10_Fac_Mast_Plan.pdf</a>	Facilities Master Plan
<a href="#">II.A.11</a>		<a href="#">IIA11_Tech_Plan_Grid.pdf</a>	2014 Technology Plan Implementation Grid
<a href="#">II.A.12</a>		<a href="#">IIA12_Strat_Plan_Ext_Scan.pdf</a>	SWC 2012–15 Strategic Plan External Environmental Scan
<a href="#">II.A.13</a>		<a href="#">IIA13_Strat_Plan_Int_Enviro_Scan.pdf</a>	SWC 2012–15 Strategic Plan Internal Environmental Scan
<a href="#">II.A.14</a>		<a href="#">IIA14_Curricunet_Website.pdf</a>	SWC CurricUNET Website
<a href="#">II.A.15</a>	I.B.38	<a href="#">IIA15_elumen_Webpage.pdf</a>	eLumen Website
<a href="#">II.A.16</a>		<a href="#">IIA16_StudLearnngAndSLOs_Webpage.pdf</a>	SWC Student Learning and SLOs Webpage
<a href="#">II.A.17</a>		<a href="#">IIA17_CompAcaProgRev_2014.pdf</a>	Comprehensive Academic Program Review, 2014–15
<a href="#">II.A.18</a>	I.B.25	<a href="#">IIA18_OfficeOfInstEffect_Webpage.pdf</a>	Office of Institutional Effectiveness Webpage
<a href="#">II.A.19</a>		<a href="#">IIA19_Bus_Info_Wkr_Cert.pdf</a>	Business Information Worker Certificate of Achievement
<a href="#">II.A.20</a>		<a href="#">IIA20_AA_in_Alld_Hlth.pdf</a>	AA in Preparation for Allied Health
<a href="#">II.A.21</a>		<a href="#">IIA21_BOT_Agnda_March2014.pdf</a>	Board of Trustees (Board) Agenda and Discontinuance of Programs, March 2014
<a href="#">II.A.22</a>	I.A.16	<a href="#">IIA22_PIE_Model.pdf</a>	Plan, Implement, and Evaluate (P.I.E.) Model
<a href="#">II.A.23</a>		<a href="#">IIA23_Point_Person_Job_Descr.pdf</a>	SWC SLO Point Person Position Job Description
<a href="#">II.A.24</a>		<a href="#">IIA24_BSI_Funding.pdf</a>	BSI Funding Use Proposal
<a href="#">II.A.25</a>		<a href="#">IIA25_Bas_Skill_Plan2013.pdf</a>	Basic Skills Planning for 2013–14
<a href="#">II.A.26</a>		<a href="#">IIA26_HonorsProg_Webpage.pdf</a>	SWC Honors Program Webpage
<a href="#">II.A.27</a>		<a href="#">IIA27_CDCenter_Webpage.pdf</a>	SWC Child Development Center Webpage
<a href="#">II.A.28</a>		<a href="#">IIA28_Online_Serv_Table.pdf</a>	Online Services Table
<a href="#">II.A.29</a>		<a href="#">IIA29_DE_Rpt.pdf</a>	Distance Education Report
<a href="#">II.A.30</a>		<a href="#">IIA30_Onlin_Eval_Tool.pdf</a>	Online Instruction Evaluation Tool
<a href="#">II.A.31</a>		<a href="#">IIA31_DE_AIP.pdf</a>	Distance Education Actionable Improvement Plan
<a href="#">II.A.32</a>		<a href="#">IIA32_Math_Emp_Model_Flier.pdf</a>	Math Emporium Model Flier
<a href="#">II.A.33</a>		<a href="#">IIA33_ContinuingEd_Webpage.pdf</a>	SWC Continuing Education Class Schedule Webpage
<a href="#">II.A.34</a>		<a href="#">IIA34_LearnngComm_SpclProg_Webpage.pdf</a>	SWC Learning Communities/Special Programs Webpage
<a href="#">II.A.35</a>		<a href="#">IIA35_MESApipeline2014.pdf</a>	MESA Pipeline, 2014
<a href="#">II.A.36</a>		<a href="#">IIA36_SLCSponsorProg2015.pdf</a>	MESA Student Leadership Conference Sponsorship Program, 2015

Standard II.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">II.A.37</a>		<a href="#">IIA37_DE_Staff_Dev_Wrkshp.pdf</a>	Staff Development Workshops for Distance Education Improvement
<a href="#">II.A.38</a>		<a href="#">IIA38_DE_WrkshpSeries.pdf</a>	Distance Education Workshop Series Announcement
<a href="#">II.A.39</a>		<a href="#">IIA39_OLC_atOne_Webinar.pdf</a>	OLC @ONE Webinar Announcement
<a href="#">II.A.40</a>		<a href="#">IIA40_JointCommunique.pdf</a>	Joint Communiqué #1 Regarding District/SCEA Contract Negotiations Status, February 27, 2012
<a href="#">II.A.41</a>		<a href="#">IIA41_CollegeCatalog2014.pdf</a>	2014–15 SWC Catalog
<a href="#">II.A.42</a>	I.B.4	<a href="#">IIA42_SLO&amp;Success_Webpage.pdf</a>	SWC Student Learning, Outcomes, and Success Webpage
<a href="#">II.A.43</a>		<a href="#">IIA43_SLOActionPlan_BIO.pdf</a>	SLO Action Plan for Biology
<a href="#">II.A.44</a>		<a href="#">IIA44_SLOActionPlan_MTH.pdf</a>	SLO Action Plan for Outcomes, Data, and Evidence Sheet for MATH-CIS
<a href="#">II.A.45</a>		<a href="#">IIA45_Institutional_SLO.pdf</a>	SWC Institutional Student Learning Outcomes
<a href="#">II.A.46</a>	I.B.17	<a href="#">IIA46_Prog_Review_SLO_wkshps.pdf</a>	Program Review and Student Learning Outcomes Workshops
<a href="#">II.A.47</a>	I.B.3	<a href="#">IIA47_PSLO_Webpage.pdf</a>	SWC Program-Level Student Learning Outcomes Webpage
<a href="#">II.A.48</a>		<a href="#">IIA48_OpeningDay_2012-2013.pdf</a>	Opening Day Fall 2012 and Fall 2013 Agenda
<a href="#">II.A.49</a>		<a href="#">IIA49_SLO_AIP.pdf</a>	Student Learning Outcomes Actionable Improvement Plan
<a href="#">II.A.50</a>		<a href="#">IIA50_Catalog_CourseClass.pdf</a>	2014–15 SWC Catalog, Course Classification
<a href="#">II.A.51</a>		<a href="#">IIA51_CHEM_Prog_Rev.pdf</a>	Chemistry Program Review
<a href="#">II.A.52</a>		<a href="#">IIA52_OnlineHybrid_EvalForm.pdf.pdf</a>	Online/Hybrid Faculty Evaluation Form
<a href="#">II.A.53</a>		<a href="#">IIA53_TenRev_FacEvalMan.pdf</a>	Tenure Review and Faculty Evaluation Manual
<a href="#">II.A.54</a>	I.A.23	<a href="#">IIA54_Strat_Prior_Hndout2012-2015.pdf</a>	2012–15, Strategic Priorities Handout
<a href="#">II.A.55</a>		<a href="#">IIA55_CurrCommHdbk_2012.pdf</a>	Curriculum Committee Handbook 2011–12
<a href="#">II.A.56</a>		<a href="#">IIA56_SampleDE_Add_MTH.pdf</a>	Sample DE Addendum for MATH 45: Elementary Algebra
<a href="#">II.A.57</a>		<a href="#">IIA57_Policy_Proc_2515.pdf</a>	Policy and Procedure 2515: Role and Scope of the Academic Senate: 10+1 Agreement
<a href="#">II.A.58</a>		<a href="#">IIA58_Policy_Proc_4020.pdf</a>	Policy and Procedure 4020: Educational Program Development, Modification and Continuance
<a href="#">II.A.59</a>		<a href="#">IIA59_Policy_Proc_4021.pdf</a>	Policy and Procedure 4021: Program Discontinuance
<a href="#">II.A.60</a>		<a href="#">IIA60_Policy_Proc_4060.pdf</a>	Policy and Procedure 4060: Delineation of Functions Agreements
<a href="#">II.A.61</a>		<a href="#">IIA61_SampleCurrSum_DEC2014.pdf</a>	Sample Curriculum Summary for December 2014 Regular Governing Board Meeting
<a href="#">II.A.62</a>		<a href="#">IIA62_SCEA_Contract_on_DE.pdf</a>	S.C.E.A. Contract Language for Distance Education
<a href="#">II.A.63</a>		<a href="#">IIA63_CompAcaProgRev_CompV.pdf</a>	Comprehensive Academic Program Review, Component V
<a href="#">II.A.64</a>		<a href="#">IIA64_CTE_Hndbk.pdf</a>	Career and Technical Programs Advisory Committee Handbook
<a href="#">II.A.65</a>		<a href="#">IIA65_CTE_EvalRptForm.pdf</a>	Career Technical Education Evaluation Report Form
<a href="#">II.A.66</a>		<a href="#">IIA66_AcaAff_DivGoals2012.pdf</a>	2013–14 Academic Affairs Division Goals Aligned with 2012–15 Strategic Priorities
<a href="#">II.A.67</a>		<a href="#">IIA67_Art_Agrmnt_Wrkshp.pdf</a>	Articulation Agreement Workshops
<a href="#">II.A.68</a>		<a href="#">IIA68_DegreeAndCerts_PerYr.pdf</a>	Degrees and Certificates Per Year
<a href="#">II.A.69</a>		<a href="#">IIA69_DeansCouncilNotes.pdf</a>	Deans' Council Notes Documenting Discussion on Degree Completion Strategies
<a href="#">II.A.70</a>	I.B.27	<a href="#">IIA70_ResearchUnit_Webpage.pdf</a>	SWC Research Unit Webpage

Standard II.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">II.A.71</a>		<a href="#">IIA71_EvalForm_O.pdf</a>	Evaluation Form "O"
<a href="#">II.A.72</a>		<a href="#">IIA72_FacRubricForm_O.pdf</a>	Faculty Evaluation Rubric Form "O"
<a href="#">II.A.73</a>		<a href="#">IIA73_SampleCOR_Eng115.pdf</a>	Sample Course Outline of Record in CurriUNET (ENGL 115)
<a href="#">II.A.74</a>		<a href="#">IIA74_OnlineOrient_Webpage.pdf</a>	SWC Online Orientation Webpage
<a href="#">II.A.75</a>		<a href="#">IIA75_AshleySkylarPres_2013.pdf</a>	Ashley Skylar presentation, 2013
<a href="#">II.A.76</a>	I.B.28	<a href="#">IIA76_DataDashboard_Webpage.pdf</a>	SWC Data Dashboard Webpage
<a href="#">II.A.77</a>		<a href="#">IIA77_DataMart_Website.pdf</a>	California Community Colleges Chancellor's Office (CCCCO) Data Mart
<a href="#">II.A.78</a>	I.B.40	<a href="#">IIA78_Opening_Day_Agnda.pdf</a>	SWC Opening Day Agenda
<a href="#">II.A.79</a>		<a href="#">IIA79_StudSuccess_Scorecard.pdf</a>	California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard for Southwestern College
<a href="#">II.A.80</a>		<a href="#">IIA80_Calpass_Website.pdf</a>	Cal-PASS Plus Website
<a href="#">II.A.81</a>		<a href="#">IIA81_DoingWhatMatters_Website.pdf</a>	Doing What Matters Website
<a href="#">II.A.82</a>		<a href="#">IIA82_SalarySurfer_Website.pdf</a>	Salary Surfer Website
<a href="#">II.A.83</a>		<a href="#">IIA83_CTEProgRpt_4-15-2015.pdf</a>	Career Technical Education (CTE) Program Report to the Board, April 15, 2015
<a href="#">II.A.84</a>		<a href="#">IIA84_DataResources_Webpage.pdf</a>	SWC Data Resources Webpage
<a href="#">II.A.85</a>	I.B.18	<a href="#">IIA85_Int_Planning_Model.pdf</a>	SWC Integrated Planning Model
<a href="#">II.A.86</a>	I.A.8	<a href="#">IIA86_Inst_Prog_Rev_Hndbk.pdf</a>	Institutional Program Review Handbook
<a href="#">II.A.87</a>	I.B.5	<a href="#">IIA87_ACCJC_Ann_Rpt_2015.pdf</a>	ACCJC Annual Report 2015
<a href="#">II.A.88</a>		<a href="#">IIA88_NurProgRev_2012.pdf</a>	Nursing Program Review, Fall 2012
<a href="#">II.A.89</a>		<a href="#">IIA89_COR_MTH45.pdf</a>	Course Outline of Record for MATH 45
<a href="#">II.A.90</a>		<a href="#">IIA90_Sample_ProgWithSLOs.pdf</a>	Sample of Programs with SLOs
<a href="#">II.A.91</a>		<a href="#">IIA91_CatalogPg_AA_DegReqmnt.pdf</a>	SWC College Catalog, Associate Degree Requirements
<a href="#">II.A.92</a>		<a href="#">IIA92_Articulation_Webpage.pdf</a>	Articulation Webpage
<a href="#">II.A.93</a>		<a href="#">IIA93_AADeg_GEReq.pdf</a>	2014–15 Associate Degree, GE Requirements
<a href="#">II.A.94</a>		<a href="#">IIA94_EdCode55002_StandardsAndCrit.pdf</a>	Ed Code 55002, Standards and Criteria for Courses
<a href="#">II.A.95</a>		<a href="#">IIA95_CurrComm_Mtg_3-20-2015.pdf</a>	Curriculum Committee Meeting Minutes, March 20, 2015
<a href="#">II.A.96</a>		<a href="#">IIA96_AS_Mtg_10-14-14.pdf</a>	Academic Senate Meeting Minutes, October 14, 2014
<a href="#">II.A.97</a>		<a href="#">IIA97_AS_Mtg_2-17-15.pdf</a>	Academic Senate Meeting Minutes, February 17, 2015
<a href="#">II.A.98</a>		<a href="#">IIA98_GB_Mtg_5-13-15_Item15.1.pdf</a>	Board Meeting Agenda, May 13, 2015, Item 15.11
<a href="#">II.A.99</a>		<a href="#">IIA99_GEResources_Webpage.pdf</a>	SWC General Education Resources Webpage
<a href="#">II.A.100</a>		<a href="#">IIA100_ScheduleSearch_Webpage.pdf</a>	SWC Schedule Search Webpage
<a href="#">II.A.101</a>		<a href="#">IIA101_TableofMajors_2014-2015.pdf</a>	2014–15 SWC Catalog, Table of Majors
<a href="#">II.A.102</a>		<a href="#">IIA102_CallLicExamPassRate_Webpage.pdf</a>	SWC California Licensing Exam Passage Rates Webpage
<a href="#">II.A.103</a>		<a href="#">IIA103_GainfulEmpDisc_Webpage.pdf</a>	SWC Gainful Employment Disclosure Webpage
<a href="#">II.A.104</a>		<a href="#">IIA104_Fac_CourseSyll_Chklist.pdf</a>	Faculty Course Syllabus Checklist
<a href="#">II.A.105</a>		<a href="#">IIA105_CurrComm_Mtg_3-26-15.pdf</a>	Curriculum Committee Meeting Minutes, March 26, 2015
<a href="#">II.A.106</a>		<a href="#">IIA106_TransferCredit_Webpage.pdf</a>	SWC Transfer of Credit Webpage
<a href="#">II.A.107</a>		<a href="#">IIA107_CatalogPg_PlanningYourEd.pdf</a>	2014–15 SWC Catalog Planning Your Education and Exploring Career Pathways, p. 41-44

Standard II.A. Citation	Original Citation	Document FileName	Document Title
<a href="#">II.A.108</a>		<a href="#">IIA108_Policy6027.pdf</a>	Policy 6027: Course Equivalency
<a href="#">II.A.109</a>		<a href="#">IIA109_Chapter4PoliciesandProc_Webpage.pdf</a>	Chapter 4 Governing Board Policies and Procedures Webpage
<a href="#">II.A.110</a>		<a href="#">IIA110_Policy4021.pdf</a>	Policy 4021: Program Discontinuance
<a href="#">II.A.111</a>		<a href="#">IIA111_Procedure4021.pdf</a>	Procedure 4021: Program Discontinuance
<a href="#">II.A.112</a>		<a href="#">IIA112_Petition_WaveMajReq.pdf</a>	Petition to Waive Major Requirement
<a href="#">II.A.113</a>		<a href="#">IIA113_Petition_SubMajReq.pdf</a>	Petition of Substitution of Major Requirement
<a href="#">II.A.114</a>		<a href="#">IIA114_Emergencies_Webpage.pdf</a>	SWC Emergencies Information Webpage
<a href="#">II.A.115</a>		<a href="#">IIA115_CampusSafety_Webpage.pdf</a>	SWC Campus Safety Webpage
<a href="#">II.A.116</a>		<a href="#">IIA116_CleryActReporting_Webpage.pdf</a>	SWC Clery Act Reporting Webpage
<a href="#">II.A.117</a>		<a href="#">IIA117_CriticalChanges_Webpage.pdf</a>	SWC Critical Changes Webpage
<a href="#">II.A.118</a>		<a href="#">IIA118_DSS_Webpage.pdf</a>	SWC Disability Support Services Webpage
<a href="#">II.A.119</a>		<a href="#">IIA119_SLO_MajCodes.pdf</a>	Student Learning Outcomes for Majors Codes
<a href="#">II.A.120</a>		<a href="#">IIA120_CurriculumCommittee_Webpage.pdf</a>	SWC Curriculum Committee Webpage
<a href="#">II.A.121</a>		<a href="#">IIA121_MissionStatement_Webpage.pdf</a>	SWC Mission Statement Webpage
<a href="#">II.A.122</a>		<a href="#">IIA122_BudgetCent_Webpage.pdf</a>	SWC Budget Central Webpage
<a href="#">II.A.123</a>	I.B.19	<a href="#">IIA123_Int_ProgRev_Webpage</a>	SWC Institutional Program Review Webpage
<a href="#">II.A.124</a>		<a href="#">IIA124_StratPlan2012-15_Webpage.pdf</a>	SWC 2012–15 Strategic Planning Webpage
<a href="#">II.A.125</a>		<a href="#">IIA125_EdAndFacMastPlan_Webpage.pdf</a>	SWC Educational and Facilities Master Plans Webpage
<a href="#">II.A.126</a>		<a href="#">IIA126_Catalog_Webpage.pdf</a>	SWC College Catalog Webpage
<a href="#">II.A.127</a>		<a href="#">IIA127_ClassSchSP2015_Webpage</a>	SWC Spring 2015 Schedule of Classes Webpage
<a href="#">II.A.128</a>		<a href="#">IIA128_ReportsAndSurveys_Webpage.pdf</a>	SWC Research Unit: Reports and Surveys Webpage
<a href="#">II.A.129</a>		<a href="#">IIA129_EvalProcForFaculty_Handout.pdf</a>	Evaluation Procedures for Faculty Teaching Online/ Hybrid Courses Handout
<a href="#">II.A.130</a>		<a href="#">IIA130_SuprIntPresColumn_Webpage.pdf</a>	Superintendent/President Column Update Webpage
<a href="#">II.A.131</a>		<a href="#">IIA131_GBNews_Webpage.pdf</a>	Governing Board News Webpage
<a href="#">II.A.132</a>		<a href="#">IIA132_GB_Policies_Webpage.pdf</a>	Governing Board Policies and Administrative Procedures Webpage
<a href="#">II.A.133</a>		<a href="#">IIA133_Policy7027.pdf</a>	Policy 7027: Academic Freedom
<a href="#">II.A.134</a>		<a href="#">IIA134_Policy4000.pdf</a>	Policy 4000: Academic Integrity
<a href="#">II.A.135</a>		<a href="#">IIA135_Policy5500.pdf</a>	Policy 5500: Standards of Student Conduct
<a href="#">II.A.136</a>		<a href="#">IIA136_StudentEvalFormA.pdf</a>	Student Evaluation Form A
<a href="#">II.A.137</a>		<a href="#">IIA137_FT_FacEvalFormA.pdf</a>	Full-Time Faculty Evaluation Form A
<a href="#">II.A.138</a>		<a href="#">IIA138_GB_Mtg_7-9-14.pdf</a>	Governing Board Meeting Minutes, July 9, 2014
<a href="#">II.A.139</a>		<a href="#">IIA139_Policy5530.pdf</a>	Policy 5530: Student Rights and Grievances
<a href="#">II.A.140</a>		<a href="#">IIA140_StudPolicyMan.pdf</a>	Student Policy Manual
<a href="#">II.A.141</a>		<a href="#">IIA141_DEHndbook.pdf</a>	Distance Education Handbook
<a href="#">II.A.142</a>		<a href="#">IIA142_StudRightsAndResp_Webpage.pdf</a>	Student Rights and Responsibilities Webpage
<a href="#">II.A.143</a>		<a href="#">IIA143_CatalgPg_StudRightsAndResp.pdf</a>	2014–15 SWC Catalog, Information on Student Rights and Responsibilities
<a href="#">II.A.144</a>		<a href="#">IIA144_Blckbrd_Welcome_Webpage.pdf</a>	SWC Blackboard Welcome Page
<a href="#">II.A.145</a>		<a href="#">IIA145_Procedure5530</a>	Procedure 5530: Student Rights and Grievances

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

### DESCRIPTIVE SUMMARY

The Student Affairs Division meets the Southwestern College mission of promoting and supporting student learning and success by providing a wide range of dynamic and high quality student services to a diverse student population. These services are provided throughout the student's educational journey that begins with facilitating a connection to the College (application and registration) to the provision of support services that lead to completion of the student's educational goal.

The College recruits and admits students from diverse backgrounds through its outreach efforts, its strong linkages with educational partners and community ([II.B.1](#)), and its Higher Education Centers embedded in the local communities served by the College. As an open-access institution, the College admits students over the age of 18 who have graduated from high school (or have a high school GED or proficiency certificate) and demonstrate an ability to benefit from enrollment ([II.B.2](#)). Additionally, the College admits high school students in grades 10-12 who are recommended by their high school counselor and principal for specific college-level courses, with the exception of physical education courses ([II.B.3](#)). Through a partnership with the San Diego Regional Center Tailored Day Services, students with intellectual disabilities who previously may not have been successful in a college setting are able to attend the College with the support of a facilitator.

The College assures that students are provided with access to the institution as well as to the essential support services designed to promote a successful student experience throughout the different phases of the educational pathway. As such, the College embraces a "one stop" approach to student support services and the matriculation process. The Cesar Chavez Student Services Center on the Chula Vista Campus was intentionally organized to support the needs of the student along the educational pathway in one conve-

nient location. The first floor of the Center provides students with support services designed to facilitate the entry into the institution. These programs include Admissions, Orientation, Assessment, Financial Aid, Veterans Services, Disability Support Services, and Cashiering. The second floor of the Center provides students with services designed to support them after they have successfully enrolled. These services and programs include Counseling, the First Year Experience program, the Foster Youth Support program, Personal Wellness, Student Employment Services, the Transfer and Career Center, the Workability III program (a partnership with the Department of Rehabilitation), EOPS/CARE, CalWORKs, and the Women's Resource Center. Additional support services not housed in the Center, but within the main core of the Chula Vista campus, include the Center for International Studies, the Library, the Bookstore, the Student Union (which houses food services), and the Student Activities Center, which houses Health Services, the Associated Student Organization (ASO), and student clubs.

The Division utilizes several methods to assess unit effectiveness. These procedures include an annual cycle of unit goals; program review (snapshots and comprehensive); student learning outcomes (SLOs); administrative unit outcomes (AUOs); process mapping; and annual student satisfaction surveys.

### SELF EVALUATION

The Student Affairs Division fosters a student-centered environment that facilitates student success and completion during the various phases of the student's educational pathway by providing a wide range of dynamic and high quality services to a diverse student population.

To maintain continuous quality improvement, student services offered through the College are regularly and systematically assessed through regularly scheduled data collection and assessment and the program review process.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

## DESCRIPTIVE SUMMARY

Each service area and program within the Student Affairs Division is engaged in processes that promote the philosophy of continuous improvement through planning, implementation, and evaluation in order to maintain high quality services. To that end, each service area/program participates in regular program reviews as part of the institutional program review process ([II.B.4](#)).

The results of these reviews are shared widely within the departments, the divisions, and the College community through the participatory governance structures. The program review process is intentionally designed to be integrated with institutional planning processes through a multi-level review and prioritization structure ([II.B.5](#)).

In addition to the campus in Chula Vista, students have access to support services online and at each of the Higher Education Centers (HECs) in National City, Otay Mesa, and San Ysidro ([II.B.6](#)) ([II.B.7](#)) ([II.B.8](#)) ([II.B.9](#)).

In spring 2014, the annual Student Satisfaction Survey validated the continuous improvement efforts undertaken by the student services departments by noting that students are satisfied with the support services provided at the College ([II.B.10](#)).

Consistent with a student-centered philosophy and design of the Cesar Chavez Student Services Center, the HECs provide a “one stop” student support services environment to facilitate the student educational experience. Additionally, the HECs are supported by Education Center Technicians who are cross-trained in the various student services areas to provide essential support.

Distance Education (DE) students are supported through extensive online services available through the College website and through the Ellucian Go Application ([II.B.11](#)). These services include admissions, records, registration, grades, student education planning, an interactive College orientation (English/Spanish), financial aid, parking, police services, tutoring, transcripts, bookstore, veteran services, and Library services. In addition to the variety of online support services, the College communicates critical updates (e.g., enrollment priorities, FERPA notices) to students using a variety of methods such as email, social media, the Learning Management System (Blackboard), and Blackboard Connect ([II.B.12](#)).

Through all its endeavors, including those described above, the Student Affairs Division provides and maintains services in support of the College’s mission. Services are specifically aligned with the portion of the mission statement that focuses on providing “services to a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services.”

## SELF EVALUATION

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

The quality and appropriateness of student support services is ensured through the regular cycle of program review whereby each service area and program undergoes an annual review snapshot and a comprehensive program review every six years. This process includes the analysis of student learning outcome (SLO) and administrative unit outcome (AUO) assessment results to determine the achievement of established learning outcomes. These outcomes are developed in alignment with the institutional student learning outcomes (ISLOs) ([II.B.13](#)). Service areas and programs engage in continuous program improvement through the annual program review process, which outlines program-specific goals and plans to address them through personnel, technology, equipment, facilities, and overarching institutional support. These needs are prioritized through the governance structures for inclusion in the annual budget planning and funding cycle as outlined in the Shared Planning and Decision Making Handbook.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

### II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

#### General Information

- a. Official Name, Address(es), Telephone Number(s), and Web Site
- b. Address of the Institution
- c. Educational Mission
- d. Course, Program, and Degree Offerings
- e. Academic Calendar and Program Length
- f. Academic Freedom Statement
- g. Available Student Financial Aid
- h. Available Learning Resources
- i. Names and Degrees of Administrators and Faculty
- j. Names of Governing Board Members

#### Requirements

- a. Admissions
- b. Student Fees and Other Financial Obligations
- c. Degrees, Certificates, Graduation and Transfer

**Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

**Locations or Publications Where Other Policies May be Found****DESCRIPTIVE SUMMARY**

The College provides a catalog for its constituencies with information that is precise, accurate, and current. In addition to the inclusion of information that is required to meet this section of the Standard, the catalog provides students with a variety of valuable information on requirements set forth by statutory or regulatory entities and the institution. Further, the catalog accurately reflects general information regarding the following at all College locations (physical and online): institutional mission, vision, and values; course, program, and degree offerings; institutional student learning outcomes (ISLOs); a description of student support services and learning resources; the academic calendar and program length; names and degrees for administrators and faculty; telephone numbers; names of the Board of Trustees (Board) members; student requirements; and all major policies and procedures affecting students.

The catalog is made available online ([II.B.14](#)) in a PDF format and in hard copy at the bookstore (for a \$5 fee). The hard copy is provided to academic schools, the Library, student support services, and the Higher Education Centers (HECs). It is also provided in an alternate format upon request for students with disabilities. The College website includes an icon to facilitate the language translation of the catalog as well as any other information on the website.

All versions of the catalog (online and hard copy) are the same, thus ensuring consistency of information for students. When changes occur outside of the catalog printing timeline, appropriate catalog addenda are posted on the College website ([II.B.14](#)). Updates in major policies affecting students are posted on the College website in two locations: Critical Changes Impacting Students ([II.B.15](#)) and Board Policies and Procedures ([II.B.16](#)). Students are informed of new changes through email and participatory governance structures.

Other sources that provide the majority of the above information include the schedule of classes ([II.B.17](#)) and Student Policy Manual ([II.B.18](#)). Additionally, the course syllabus checklist outlines certain policies and procedures to be included as part of the course syllabus development process ([II.B.19](#)).

The following chart provides page numbers and links where the various required Accreditation items are located in the catalog, schedule of classes, and website.

Required Items in the Catalog and Schedule of Classes		
REQUIRED ITEMS	2014-2015 CATALOG PAGE(S)	WEB LINKS (Note: Schedule of Classes is available online only)
Official Name, Address, Telephone Number	1, Back cover	<a href="http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662">http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662</a>
Website Address	Back cover, 2	<a href="http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662">http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662</a>
Educational Mission	3	<a href="http://www.swccd.edu/index.aspx?page=818">http://www.swccd.edu/index.aspx?page=818</a>
Course, Program and Degree Offerings	105-474	<a href="http://www.swccd.edu/index.aspx?page=2080">http://www.swccd.edu/index.aspx?page=2080</a>
Academic Calendar	Front cover	<a href="http://www.swccd.edu/index.aspx?page=881">http://www.swccd.edu/index.aspx?page=881</a>
Academic Freedom Statement	79	<a href="http://www.swccd.edu/modules/showdocument.aspx?documentid=5310">http://www.swccd.edu/modules/showdocument.aspx?documentid=5310</a>
Available Student Financial Aid	35-37	<a href="http://www.swccd.edu/index.aspx?page=1282">http://www.swccd.edu/index.aspx?page=1282</a>
Available Learning Resources	7	<a href="http://www.swccd.edu/index.aspx?page=5">http://www.swccd.edu/index.aspx?page=5</a>
Names and Degree of Administrators and Faculty	475-488	<a href="http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=13063">http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=13063</a>
Names of Trustees	3	<a href="http://www.swccd.edu/index.aspx?page=216">http://www.swccd.edu/index.aspx?page=216</a>
Admissions	14-33	<a href="http://www.swccd.edu/index.aspx?page=3">http://www.swccd.edu/index.aspx?page=3</a>
Student Fees and Other Financial Obligations	28-30, 35	<a href="http://www.swccd.edu/index.aspx?page=409">http://www.swccd.edu/index.aspx?page=409</a>
Degrees, Certificates, Graduation, and Transfer	58-77	<a href="http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=13062">http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=13062</a>

The College's Catalog Committee reviews catalog content to ensure all information is precise, accurate, and current. The Catalog Committee is comprised of members from each of the following areas: student services, instructional services, articulation, public information, human resources, the Academic Senate, and the student body. The committee meets a minimum of nine times per year. Timelines and goals are outlined for each meeting ([II.B.20](#)).

The Catalog Committee started meeting in fall 2013 with the goal of updating and reimagining the 2014–15 Catalog ([II.B.14](#)). The focus was on creating an easy-to-use resource with a more logical and intuitive flow of information, making it easier for students to find and access information while simultaneously highlighting new programs and requirements. For example, the Academic Calendar is now prominently displayed on the inside front cover, ISLOs were given a high profile location (pg. 4 of the Catalog), just opposite the table of contents, and a new page on Student Success and Support Programs (SSSP) was placed just before the "Steps to Success" (pg. 13 of the Catalog), which guides students through the matriculation process. Sections relating to Student Support and College Services were consolidated, with a separate section titled, "Student Life," and information on grading, academic progress, degrees, certificates and graduation was placed toward the end of the section, making it easier for students to locate (pg. 40 of the Catalog) ([II.B.21](#)). Lastly, information on Gainful Employment was added to all relevant programs. After the update and reformatting was complete, the Catalog Committee members carefully reviewed the new layout for accuracy and flow, and shared it with staff and students. As a result of the feedback, the committee incorporated suggestions and recommendations into the final product.

The review process includes the distribution of the relevant sections of the catalog and schedule to the appropriate administrator for review of accuracy and currency based on the timeline established by the committee. The information contained on the website for each department, unit, or service area is maintained by the individual department manager as part of the College's content management system (CMS) with support from the Office of Communication, Community and Government Relations. Training on the use of the CMS is provided through the Staff Development Program ([II.B.22](#)) and provides departments with greater flexibility in maintaining and updating critical information for accuracy and content.

The final editing and production of the catalog and the schedule of classes is conducted by the staff (a supervisor and a classified staff member) in Instructional Support Services. The catalog is prepared for distribution and delivery in April of each year.

## SELF EVALUATION

The organization of information in the College catalog and schedule of classes is carefully reviewed every year for accuracy and currency, as well as for logical sequencing and a user-friendly layout for students. The content is also reviewed to confirm the inclusion of new and required information (e.g., SSSP requirements, enrollment priority). The catalog has a table of contents and an index to facilitate the access of information for students.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

## DESCRIPTIVE SUMMARY

The College utilizes a variety of methods to research and identify the learning support needs of its student population. The primary method for the meaningful review of student support services and programs is through the program review process at the department, division, and institutional levels. As part of the College's continuous improvement efforts, all student services departments conduct an annual review (snapshot) and six-year comprehensive program review. The departments define outcomes, incorporate and conduct assessments, and utilize results to make improvements designed to enhance the delivery of services to students.

For example, some of the data that is used as part of the program review process includes the annual Student Satisfaction Survey ([II.B.10](#)) conducted by the Institutional Research, Planning, and Grants Department for all student services departments. Additionally, several units conduct departmental surveys to seek further student input on the achievement of learning outcomes and consequently inform the program review process, leading to program improvement. The following are examples of departmental surveys and assessments that have led to program improvements:

- Financial Aid ([II.B.23](#))
- Disability Support Services ([II.B.24](#))
- Student Employment Services ([II.B.25](#))
- Higher Education Center at National City ([II.B.26](#))

In conjunction with the Student Satisfaction Surveys and departmental surveys, departments use data from the SARS scheduling program to identify student demand for services and respond appropriately with access to services.

The student services management team meets on a bi-monthly basis to discuss program goals, opportunities for collaboration, and program updates ([II.B.27](#)). In addition, the Deans' Council, co-chaired by the Vice Presidents for Academic Affairs and Student Affairs, includes all instructional and student services deans ([II.B.28](#)) and provides an opportunity for further identification of student needs. Every semester, counseling faculty members are assigned to serve as liaisons to academic schools to provide support to faculty in providing service to students in the classroom.

One example of collaboration between instructional deans and student services deans in support of students is the regular review of student enrollment. When low-enrolled classes are identified, outreach efforts include instructional faculty, student services staff, and public relations staff who work alongside counseling faculty to promote classes within the internal and external communities ([II.B.29](#)). Another example of collaboration is the support of students in basic skills. Counseling faculty work with instructional faculty who are teaching basic skills classes to direct students to services designed to increase their success in those classes.

Through the Student Success Committee, a participatory governance committee that is inclusive of faculty, classified professionals, students, and administrators, and co-chaired by the President-Elect of the Academic Senate and the Vice President for Student Affairs, information is shared regarding student services program review outcomes, student equity planning efforts ([II.B.30](#)), and the Student Success and Support Program ([II.B.31](#)) to further identify strategies to support the learning needs of students.

On an institutional level, the College engaged in the development of a Student Success and Completion Agenda during the spring of 2013. This dialogue began with the Superintendent/President during her Opening Day "State of the District" presentation in fall 2012 when she challenged the College community to increase student completion from the current rate of 43.1 percent to 58 percent by 2015 and 65 percent by 2020. During the spring 2015 Opening Day ceremony, breakout sessions were facilitated by counseling faculty organized around the Six Factors for Student Success as identified in a research study by the California Community Colleges Chancellor's Office (CCCCO) Research and Planning Group ([II.B.32](#)). Faculty, staff, and administrators met during the breakout sessions to identify strategies to support students individually and collectively in each of the six student success factors: Directed, Focused, Nurtured, Engaged, Connected, and Valued.

The results of the breakout sessions were used as the foundation for focused student success forums held during the 2013 spring semester. The forums were designed to prioritize the various strategies related to improving student success. During the forums, the Institutional Research, Planning, and Grants Department provided an overview of student completion data which is included in the Student Success Scorecard. As a result of many discussions, three major interventions were identified that were designed to have significant impact on student success and completion ([II.B.33](#)). The three interventions centered on the creation of an electronic education planning tool for students, the review of degree and certificate completion by area to identify barriers to success, and the creation of a First Year Experience program, commencing with a summer math boot camp.

In spring 2014, the College engaged in student equity planning efforts through the Student Equity Planning Subcommittee ([II.B.34](#)). This committee is a participatory governance committee that includes faculty, classified professionals, students, and administrators, and is tri-chaired by a faculty member identified by the Academic Senate, the Vice President for Academic Affairs, and the Vice President for Student Affairs. Through intensive work with the subcommittee in the summer and fall of 2014, the committee identified goals, activities (interventions), and outcomes using a multi-phased approach that began with a thorough review of the data to identify specific gaps in student performance across various success indicators (access, course completion, English as a Second Language; as well as basic skills completion, degree and certificate completion, and transfer). The process resulted in an understanding that although significant achievement gaps existed in certain student success outcomes when disaggregated by ethnicity, age, gender, socioeconomic status, and disability, overall low completion rates existed across all student success factors. Consequently, interventions were identified to support the learning needs of students that centered on building research capacity, embedding tutoring in basic skills and gatekeeper courses, providing faculty and staff with professional development opportunities regarding student retention and success (with a focus on basic skills and enhancing cultural competence), creating an institutional culture focused on university transfer (for those students interested in transfer), and enhancing the College's image in the community. Following the framework of the Planning, Implementation and Evaluation (P.I.E.) Model, during spring 2015 the College initiated the implementation phase for the various interventions, including evaluation as part of the process to facilitate the formative and summative evaluation process. The proposed Student Equity Plan was reviewed through the participatory governance process, adopted by the Board of Trustees (Board) in December 2014, and submitted to the California Community Colleges Chancellor's Office prior to the deadline of January 2015 ([II.B.30](#)).

## SELF EVALUATION

Through the use of data from the various surveys and departmental tracking systems, services are made available to students in a flexible and convenient location, whether provided on-site at the Chula Vista campus, at one of the College's comprehensive Higher Education Centers, or in an online format.

Through regular communication within student services departments and across instructional units, student learning needs are identified and result in efforts to provide the appropriate services and programs necessary to address those needs.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

## DESCRIPTIVE SUMMARY

To assure equitable access to support services for all students, the College provides a comprehensive and reliable array of student support services on-site at all four campuses and online to support all students, in particular students enrolled in Distance Education programs. Data collection regarding the appropriateness and reliability of services provided both on-site and online is conducted annually through the program review process that includes an annual Student Satisfaction Survey and departmental surveys to determine if student learning outcomes (SLOs) or administrative outcomes (AUOs) are achieved. Plans developed in response to analyses of data results are used for continuous quality improvement of student support services and are reported in program reviews.

As noted in Section II.B.3., in addition to the Chula Vista campus, students have access to support services online and at each of the Higher Education Centers (HECs) in National City, Otay Mesa, and San Ysidro.

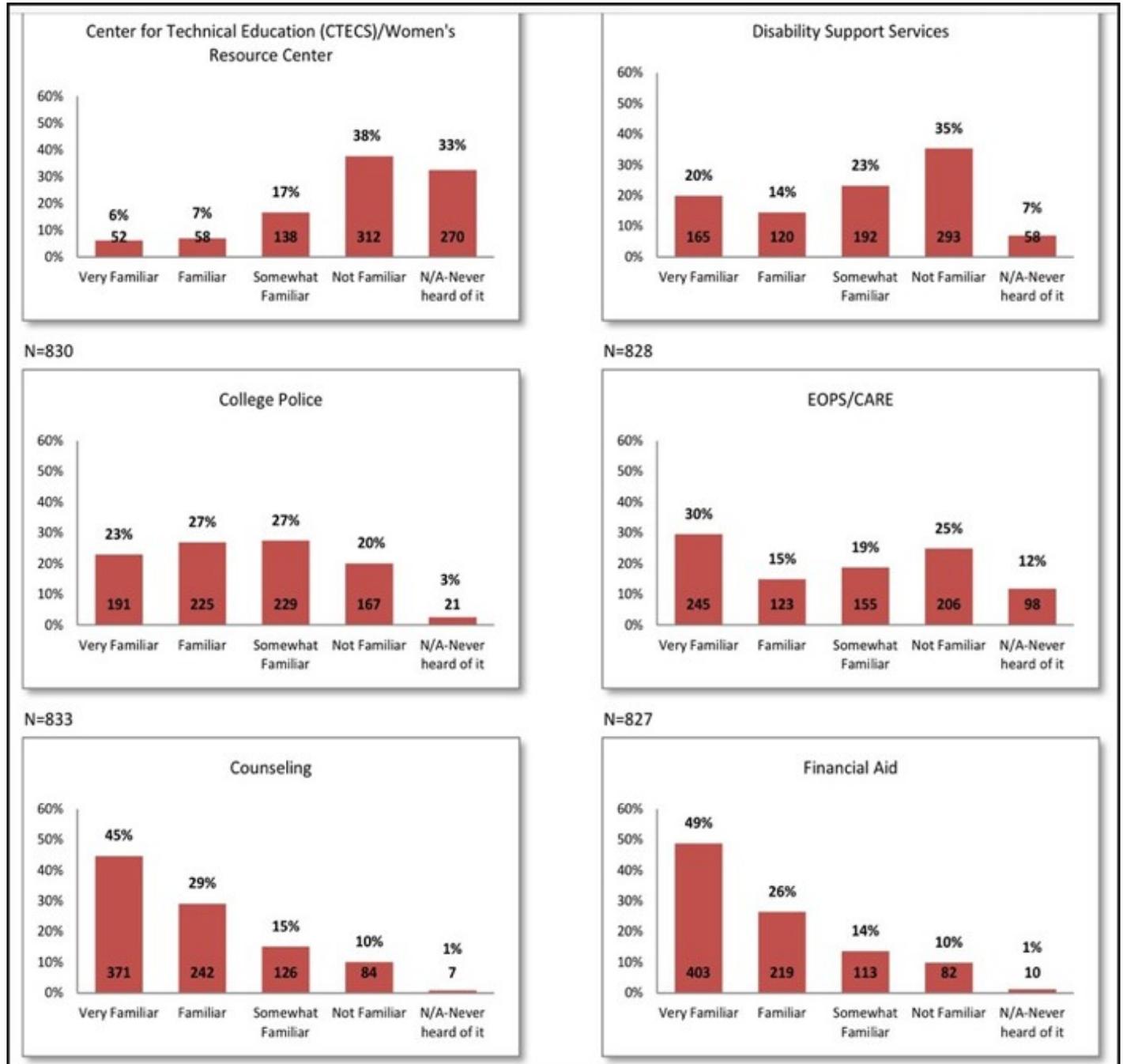
Following a student-centered philosophy and design modeled after the Cesar Chavez Student Services Center, the HECs provide a "one stop" student support services environment to facilitate the student educational experience. Additionally, the HECs are supported by Education Center Technicians who are cross-trained in the various student services areas to provide essential support.

Distance Education (DE) students are supported through extensive online services available through the College website and through the Ellucian Go Application ([II.B.11](#)). These services include student admissions, records, registration, grades, student education planning, an interactive College orientation, financial aid, parking, police services ([II.B.35](#)), tutoring, transcripts, bookstore, veteran services, and Library services. In addition to the variety of online support services, the College communicates critical updates (e.g., enrollment priorities, FERPA notices) with students using a variety of methods such as email, social media, the Learning Management System (Blackboard), and Blackboard Connect.

A chart of available online services offered to students is provided below. This chart is reviewed and updated by the responsible manager.

DEPARTMENT	ONLINE SERVICES	
	INFO	SERVICE
Admissions and Records	X	X
Articulation	X	X
Assessment	X	X
Associated Student Organization/Campus Activities	X	
Bookstore	X	X
CalWORKs	X	X
Career Center	X	X
Cashier/Student Accounts	X	X
Counseling	X	X
Disability Support Services (DSS)	X	X
Education Planning	X	X
Evaluations (Graduation)	X	X
Financial Aid/Financial Literacy	X	X
Food Service	X	
ID Cards	X	
Learning Resource Center/Library	X	X
Orientation	X	X
Online Learning Center	X	X
Outreach	X	X
Parking Permits	X	X
Placement Testing	X	
Police Services (MyPD App)	X	X
Prerequisite Clearance	X	X
Student Employment Services	X	X
Student Health Center/Personal Wellness	X	X
Student Transcripts	X	X
Transfer Center	X	X
Tutoring	X	X
Veterans Services	X	X
WorkAbility III	X	

Results of the spring 2014 Student Satisfaction Survey indicate that most students are aware of student support services and are satisfied with services provided (II.B.9). The following are a few examples:



Expansion of student support services is a strategic priority for the institution and for the Student Affairs Division, with a goal of exploring ways to increase student access online and at all College locations.

## SELF EVALUATION

Through a process of planning, implementation, and evaluation as part of the regular program review process, student services departments continue to provide equitable access to all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

## DESCRIPTIVE SUMMARY

The College provides an environment that encourages personal and civic responsibility and which promotes intellectual, aesthetic, and personal development. The foundation for creating this environment has been intentionally established to align with the College's mission, vision, values, strategic priorities, and institutional student learning outcomes (ISLOs). Used across all departments and units as the basis for assessing student learning, the College's ISLOs specifically list outcomes that are designed for personal and civic responsibility, along with intellectual, aesthetic, and personal development ([II.B.13](#)).

Units throughout the Student Affairs Division are committed to student development of these attributes. To assess student proficiency in these areas, units have aligned their student learning outcomes (SLOs) to ISLOs, with a focus on providing students the opportunities to develop responsibility, integrity, leadership, and a sense of purpose. Through a variety of intentional experiences and practices, students are provided with extra-curricular opportunities including clubs, honor societies, student government, speaker forums, membership in the shared governance committees, regular participation in the Board meetings, and personal development classes.

In addition, the various academic schools provide a large number of co-curricular opportunities for students including student art exhibits, Chamber Singers, Concert Choir, Jazz Ensemble, dance performances, the student newspaper (*The Southwestern Sun*), Competitive Speech and Debate, Theatre, Mariachi, Afro-Cuban Ensemble, Vocal Jazz Ensemble, and African Drumming and Dancing. Additionally, many faculty members in the School of Social Sciences and Humanities host forums on a variety of topics of interest to students, such as forums focused on immigration and border issues, as well as bi-partisan panels for local elections (e.g., Board of Trustees, City Council) ([II.B.36](#)).

The fostering of personal development and civic responsibility is also evident in student government. The Associated Student Organization (ASO) of Southwestern College is the official recognized voice of the College's 20,000 students ([II.B.37](#)). The organization offers a unique opportunity for students to gain both leadership and communication skills, while also being able to meet new people and learn the basics of parliamentary procedure. Student government is housed in the Student Center, which is the hub of collegiate life. The Student Center is funded by student fees, and it is a place for all College students to gather, to meet, to socialize, and to celebrate student life. The ASO charters many clubs every semester, often as many as 73 student clubs ([II.B.38](#)), that provide a myriad of social, academic, and community activities and experiences for Southwestern College students.

College Hour is held every Tuesday and Thursday morning at 11:00, subject to change with the implementation of a compressed (16 week) calendar effective fall 2015. College Hour includes a variety of speakers, special performances, and public forums in the outdoor amphitheater adjacent to the Student Center.

The structure of the ASO includes senators from all academic schools and Higher Education Centers to ensure that students in all locations have access for participation and involvement in the planning, implementation, and evaluation of activities. The ASO is designed to establish connections to student life and to encourage and support student success for all students.

The College also supports two honor societies: Phi Theta Kappa and Psi Beta. In 1989, the Alpha Pi Epsilon chapter of Phi Theta Kappa, the international honor society for students in community colleges, was chartered at Southwestern College. Psi Beta is the national honor society in psychology for community and junior colleges. Through their participation in these honor societies, students are recognized and encouraged for their outstanding achievement in scholarship, and they are provided with opportunities for developing leadership ability.

In another example, the College maintains a variety of competitive and personal improvement programs in the Athletics Program ([II.B.39](#)). Student athletic teams achieve national and state conference rankings. Fitness training is offered through the School of Health, Physical Education, and Athletics. The Aquatics Program offers sailing, kayaking, and recreational leadership at the Crown Cove Aquatic Center, as well as swimming in the collegiate-competitive pool.

Student participation in the Service Learning Program and Cooperative Work Experience Program enhances course learning, while students attain valuable practical skills for employment and broaden their perspectives on the value of civic engagement. Students participate in a wide variety of service opportunities including delivering meals and providing companionship to seniors, participating in local blood drives, and working in elementary schools ([II.B.40](#)). Students are required to serve a minimum of 15 hours over the semester with a registered community partner, and they earn course credit, a certificate of recognition, and co-curricular transcript notation.

The Veterans Resource Center (VRC) is a dedicated space where veterans can access College services and socialize with other veterans ([II.B.41](#)) in order to develop a sense of community. The Center was built on a model of civic responsibility, where veterans can give back to other veterans and the College community. As part of the institutional prioritization process for human resources that is derived from the program review process, a VRC Coordinator position was established, recruited, and hired in April 2015.

Finally, the College has active student and employee organizations that are designed to support students through the scholarship process and to expose them to cultural experiences that provide for a global perspective. This is accomplished through a variety of ways, including the activities sponsored by the Chicano Latino Coalition and African American Alliance. Examples of these activities are the Cesar Chavez Breakfast, Dr. Martin Luther King Breakfast, and bipartisan community forums on important state and national issues.

## SELF EVALUATION

Through regular bimonthly discussions, the student services management team works collaboratively with instructional partners to discuss the effectiveness of programs and services designed to support and promote personal and civic responsibility, as well as the intellectual, aesthetic, and personal development of all students. In addition, student services faculty, staff, and administrators actively participate on institutional shared governance committees and work with instructional colleagues to integrate, align, and support student development of these attributes.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

## DESCRIPTIVE SUMMARY

The College provides counseling services through the School of Counseling and student support programs designed to support the academic, career, transfer, and personal goals of all students. To that end, services are available to students who attend classes at the Chula Vista campus, Higher Education Centers (HECs), military bases, and through Distance Education (DE). Counselors assist students individually or in workshops to clarify their academic, personal, and career goals, resulting in a detailed roadmap through a student education plan (SEP) that is available online and on-site.

In addition to on-site counseling services, online counseling services are provided to students enrolled in DE programs. Some of the online services provided to students include the following:

- Counseling through email from a link on the College website ([II.B.42](#)).
- An Online Orientation (English and Spanish) that includes three components: a) an orientation that introduces the new student to the College, b) a primer on the importance of assessment and placement, and c) an introduction to the vast array of services and resources on campus, including how to develop an SEP-Abbreviated ([II.B.43](#)).
- Electronic Student Planning Tools allow new students to develop an online student education plan, communicate with a counselor through the web, and receive approval for the plan (or recommendations for improvement). The College is exploring the possibility of using Skype for online counseling, and it is looking at best practices to address student confidentiality ([II.B.44](#)).

As part of intentional student success interventions, students on academic or progress probation receive individual counseling support as well and are referred to a variety of workshops designed to provide them with an overview of academic strategies needed to succeed in College, including study skills, budgeting, time management, and learning enhancement strategies. Students are also given an introduc-

tion to College resources and supportive services such as Financial Aid ([II.B.45](#)).

Categorically-funded programs such as Disability Support Services (DSS), the DSS Workability III Program, EOPS/CARE, CalWORKs, and the Center for Technical Education and Career Success (CTECS) serve specific student populations and provide specialized counseling services for students ([II.B.46](#)). Additionally, in June 2014, the College hired a tenure-track counselor dedicated to serve the needs of student athletes, recognizing the specific challenges faced by this student population (e.g., enrollment status, academic progress, and athletic commission requirements). This need was identified in collaboration with the School of Health, Exercise Science, Athletics, and Applied Technology; it was recommended through the program review process; and it was corroborated by the California Community Colleges Athletic Association.

Personal Development (PD) courses are taught by counseling faculty and contain a counseling component. Topics range from workplace effectiveness and college success skills, to cultural diversity and transitions in higher education. PD courses taught by DSS faculty in specific disciplines cover topics such as basic college success skills and learning strategies ([II.B.47](#)).

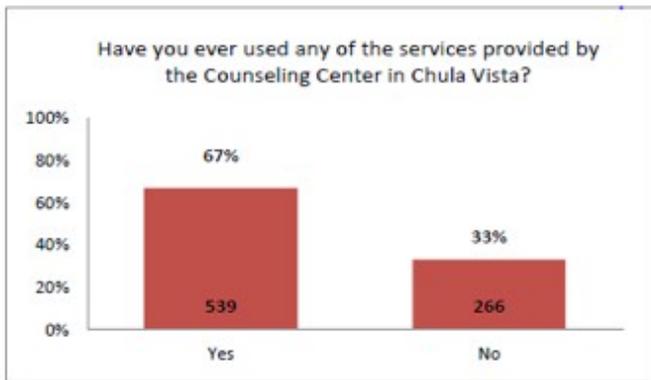
Counseling faculty collaborate with discipline faculty to provide learning communities that include a valuable counseling component designed to build specific skills, while also building students' identities as college students. Students gain a familiarity with goal-setting and learn how to use College resources to assist with accomplishing those goals. Examples of these learning communities include the Puente Project, Preparation – Achievement – Interdependence - Responsibility (PAIR), Exponential Learning Academy (TELA), and Bayan Learning Community ([II.A.48](#)).

In an effort to support students in crises, counseling faculty participate in the Crisis Response Team, and are part of a triage approach to addressing students facing difficult situations. Further, students who need follow-up counseling services have access to the College's psychologist and his team of interns through the Personal Wellness Program. Services offered through Personal Wellness are supervised directly by a licensed psychologist and are designed to provide short-term psychotherapy sessions with referrals to community resources for long-term therapy when necessary. The Personal Wellness staff has developed strong relationships with various community agencies that serve as referrals for students, including San Diego County Mental Health, San Diego County's Psychiatric Emergency Response Team (PERT), San Diego County's Access and Crisis Line, and South Bay Guidance Center ([II.B.49](#)). Additionally, the Personal Wellness Program provides students with a variety of workshops throughout the year designed to support students' emotional well-being, academic success, and retention at the College.

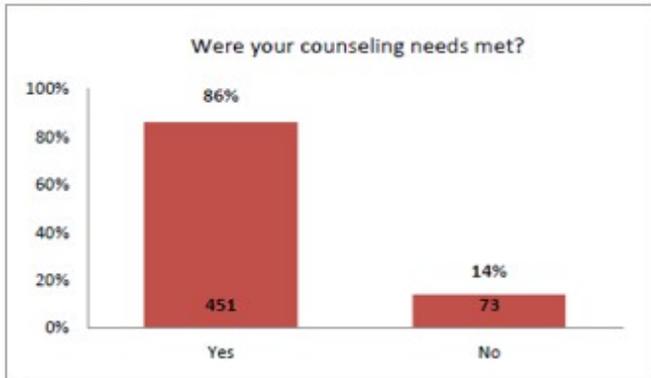
Through the Title V Grant entitled Puertas al Futuro (Doorways to the Future), counseling faculty are involved in providing services to students enrolled in the First Year Experience Program. The program is focused on increasing retention, persistence, and success of Latino students during their first year of college ([II.B.50](#)).

The Counseling Department utilizes several assessments to monitor and improve counseling services: the program review process, student learning outcomes (SLOs), point-of-service evaluations, program statistics, student satisfaction surveys, and planning retreat recommendations. The Counseling Department, both the service unit and academic unit, performs program review snapshots annually and a comprehensive review every six years. SLOs and related assessments have been formulated to guide service expectations. Results from point-of-service evaluations are summarized every semester to help inform program improvement decisions. During retreats and departmental meetings, service statistics and programs are reviewed, and the Counseling Department makes recommendations for improvements. For example, a review of the SARS scheduling statistics allows the department to determine student demand for appointments, and consequently align counseling availability at all College locations.

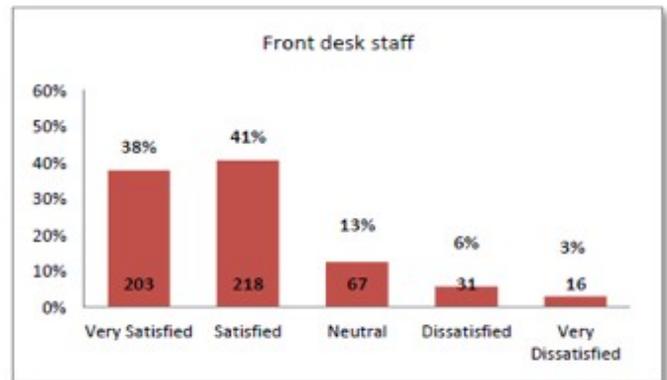
As evidenced by the results of the Student Satisfaction Survey 2014 ([II.B.10](#)), students have indicated that they are satisfied with the counseling support provided through the Counseling Center:



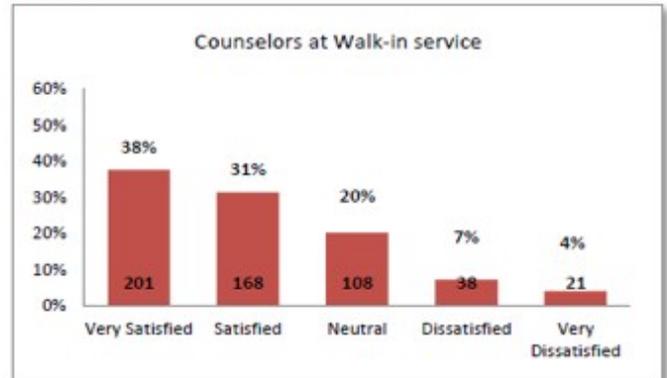
N=805



N=524



N=535



N=536

As a result of the feedback provided through the Student Satisfaction Survey and the analysis generated at the annual counseling planning retreat regarding the outcomes of a counseling session, the Counseling Center revised their counseling model for the delivery of counseling services to students. In 2011, the Counseling Center implemented the use of a Student Services Needs Assessment Form ([II.B.51](#)). The form is designed to assist students in the preparation for an effective and successful counseling appointment. Questions on the form are designed to engage the student in identifying key questions and expected outcomes. The Student Services Needs Assessment Form also gives the counselor the oppor-

tunity to communicate with the student prior to the appointment regarding recommendations for pre-appointment support. Often, the counselor will refer a student to workshops designed to clarify topics such as career options or the transfer process. Consequently, when a student meets with the counselor after attending some of these workshops, the student is better informed and questions are more specifically targeted to address specific outcomes. The Student Services Needs Assessment Form has resulted in the better utilization of counseling time, and an increase in student utilization of targeted workshops as evidenced over a seven-year period.

Year	TC all Wkshps	TC all Students	CC all Wkshps	CC all Students	Total Workshops	Total Students	% Change from 2008-2009
<b>2008-2009</b>	98	1190	55	569	153	1759	0
<b>2009-2010</b>	136	1652	83	1399	219	3051	+73%
<b>2010-2011</b>	159	2142	169	1507	328	3649	+107%
<b>2011-2012</b>	219	2580	76	772	295	3352	+91%
<b>2012-2013</b>	191	1953	80	588	271	2541	+45%
<b>2013-2014</b>	195	1989	103	799	298	2788	+59%%
<b>2014-2015</b>	182	1800 (4/9/15)	85 (4/9/15)	650	267	2450 (4/9/15)	+39%
<b>TOTAL:</b>	<b>1180</b>	<b>13,306</b>	<b>651</b>	<b>6284</b>	<b>1829</b>	<b>17,140</b>	<b>+69%</b>
TC = Transfer Center; CC = Career Center							

Together with the information gathered through the SLO process, and data collected through the SARS scheduling system, an analysis is conducted and discussed with staff, faculty, and administrators to determine changes geared toward program improvement. Data related to student demand for counseling appointments, student appointment show rates, needs for specific workshops, and overall student completion of program requirements often drive the need to revise services offered and to reorganize program scheduling. As part of SLO assessment, students are asked to answer two questions on the Student Services Needs Assessment Form about their counseling experience upon completion of their counseling appointment ([II.B.51](#)).

The results of the survey serve as an opportunity for dialogue between counseling faculty, staff, and administrators during the annual planning retreat to identify strategies that result in enhancements to the delivery of service to students ([II.B.52](#)). The School of Counseling and Student Support Programs, in conjunction with other departments, is in the process of recruiting a programmer and a researcher to provide focused support and in-depth analysis of student data necessary to continue to review the impact of services on student success.

To ensure and maintain quality interactions with students and all College personnel, full-time tenured counselors are evaluated every three years through peer observation and collection of student feedback. Full-time tenure-track and part-time counselors are evaluated every year.

In addition to weekly dialogue during departmental and school counseling meetings regarding degree and certificate updates, university transfer requirements, and academic program updates, counseling faculty (both full-time and part-time) are engaged in professional development opportunities ([II.B.53](#)). Examples include the following:

- Staff participate in an annual retreat with the purpose of reviewing evaluative data and trends in the field and in the state, with the additional purpose of developing a plan for the coming year to improve, expand, or reduce services as appropriate.
- Counseling faculty who teach Personal Development (PD) courses meet on a monthly basis to discuss best practices. This is facilitated by the Department Chairperson.
- Counseling leads of Learning Community Programs meet on a monthly basis to discuss best practices, to collaborate, to plan joint activities, and to identify any special needs. This is also facilitated by the Department Chairperson.
- Part-time counselors are invited to monthly group training sessions provided by various counselors and staff to develop a common base of knowledge of campus resources, degree and major requirements, transfer trends and information, and overall best practices for counselors.

- New full-time and part-time counselors are assigned a mentor who is a full-time, tenured counselor to facilitate their experience at the College. As part of this commitment, time is allotted in their schedules to meet on a regular basis.
- Counselors attend relevant regional, state, and national conferences, supported by Staff Development Program funding or categorical funding.
- Counseling staff participate in webinars focused on best practices, as well as legislative or regulatory changes with the California Community College system.

In response to the implementation of the Student Success Act of 2012, and the provision of intentional support for students in the areas of orientation, assessment, education planning, and follow up services for at-risk students, the Counseling Center identified training needs. Consequently, informational training sessions have been held through the weekly counseling meetings, and separate training sessions have been developed to address the requirements of the newly revised Student Success and Support Programs (SSSP), the service-oriented funding model and tracking system, and the planning and implementation of a revised interactive online orientation. Training has also focused on the electronic student education planning system and follow-up strategies for at risk students. Counseling faculty served on various workgroups to inform the development and successful deployment of the new online electronic tools for students. Counselors developed online modules providing step-by-step guidance for students. Additionally, workgroups across various departments providing core SSSP services worked together to streamline services and improve tracking systems.

These new and relevant student support systems were deployed during the 2014–15 year.

## SELF EVALUATION

The College designs, maintains, and evaluates its counseling services to support student development and success of its diverse student body. Specifically, the College focuses on the needs of students in DE courses and programs, on probation, with disabilities, in crisis, and those in need of instruction related to personal development.

Counselors regularly and systematically review their processes in order to best meet student support needs. This serves two purposes, first, to improve Counseling services and, second, to train Counselors to better serve students. As explained above, Counselors:

- Meet with discipline faculty to develop learning communities
- Review data from SLO assessments, student surveys, and area evaluations to discern areas in need of improvement and create plans to address the needs.

- Conduct weekly dialogues on how to improve services, and to discuss changes and updates to degree and certificate offerings, transfer requirements, and other related counseling support functions.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

## DESCRIPTIVE SUMMARY

Through its service areas and departments, the College develops and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Specifically, the College's institutional student learning outcomes (ISLOs) reflect the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, and values students gain as a result of learning. Of particular relevance is the learning outcome focused on Global Awareness and Ethics (social, cultural, and civic responsibility). Various units of the College have developed individual learning outcomes designed to provide an environment where students learn to:

- Collegially work with diverse groups of people.
- Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.
- Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, or history have on society.
- Analyze and critique the ethical implications of decision-making on personal behavior, and on social, political, or economic institutions.
- Evaluate and determine if a given set of economic, social, and environmental systems and practices are sustainable in the long term ([II.B.13](#)).

The College has further reinforced this commitment through the strategic priorities in the 2012–15 Strategic Plan ([II.B.54](#)). One of the strategic priorities is Student Access -- to promote a student-centered climate that provides equal access to educational achievement through collaboration that values diversity.

The College offers a number of programs, practices, and services that promote student understanding and appreciation of diversity. Through active outreach efforts, the College celebrates a diverse student population and workforce that allow for interaction and engagement with individuals with diverse backgrounds, beliefs, values, and philosophies. A few examples of programs, services, and activities that are designed to expose students to various perspectives within a learning environment that enhances student understanding and appreciation of diversity are outlined below.

Through the Center for International Studies, the College continues to increase the presence of international students on campus while providing opportunities for local students to participate in study abroad programs ([II.B.55](#)). On January 27, 2015, the College hosted an International Student Social Workshop, with students representing the following countries: Sri Lanka, Saudi Arabia, Korea, Japan, Qatar, China, Philippines, Jordan, Trinidad, Venezuela, and Vietnam. During the social hour, students introduced themselves and they were exposed to activities to promote intercultural exchange. They shared stories from their countries as well as their long-term academic goals. As a result, they were able to establish connections with staff and other students.

Given that the College is strategically located on the United States - Mexico International Border, it has capitalized on the numerous opportunities to engage in bi-national dialogues. In November 2013, Southwestern College hosted the first in a series of cross-border dialogues entitled, "One Border – Two Cities," focused on the positive relationship between the culture, educational institutions, and economies of Tijuana and San Diego. Panelists included the Honorable Remedios Gómez-Arnau, General Consul of Mexico in San Diego, and the Honorable Andrew S. E. Erickson, U.S. Consul General in Tijuana ([II.B.56](#)).

In another example, the College entered into a formal partnership with the Maritime Institute and the EC English Institute in fall 2013 to provide an educational package to a cohort of students from the State of Qatar. The purpose of this agreement was to facilitate and enhance academic and intercultural opportunities for students at the College and students from the Qatar. The program began in spring of 2014 ([II.B.57](#)).

In February 2015, the College established memoranda of understanding with two universities located in Tijuana, Baja California, Mexico to promote and support the educational, technical, cultural, and workforce-related needs and linkages of the trans-border region. These international collaborative efforts are part of President Obama's 100,000 Strong in the Americas Initiative ([II.B.58](#)).

In fall 2014, the College's Guest Writers Series, Poets and Writers Inc., hosted acclaimed author Reyna Grande to read from her book, *The Distance Between Us*, and to speak to students about her experience as an immigrant from Mexico and its impact on her family, as well as about her educational journey.

Through the Staff Development Program, the College has offered several workshops by various keynote speakers that have exposed students to many forms of diversity. In March 2015, the College hosted MK Asante, bestselling author of *Buck*, award-winning filmmaker, hip-hop artist, and professor of creative writing and film at Morgan State University. Professor Asante spoke to over 150 students and staff about his educational journey and struggles as he pursued an education.

In the instructional and student services areas, a number of specific programs are offered to support students from diverse backgrounds, such as Latino/a students (Puente Project), African-American students (The Exponential Learning Academy, or TELA, and Communication Arts and African American Leadership Institute, or CAALI), and Filipino-American students (Bayan). These programs are designed to create an engaging and inclusive environment for students at the College.

Each year, the College supports the creation of clubs that facilitate the diverse interests of students, providing a place where they can share their experiences and enhance their understanding and appreciation of diversity. In fall 2013, the College chartered 73 clubs. Some of the clubs provide the space for discussion of the immigrant experience (IDEAS), veteran experience (SVO), students with disabilities (ABLE), and LGBTQ students (Gay Straight Alliance) ([II.B.38](#)).

As a final example of supporting and promoting diversity, the College's student equity planning efforts have identified as a major intervention the provision of professional development opportunities for faculty, staff, and administrators to enhance understanding of cultural competency, inclusion, and diversity in working as a community to support student success. In spring 2015, the College supported conferences such as *A Dream Deferred: The Future of African American Education* (New Orleans, LA, March 2015); *Preparate: Educating Latinos for the Future of America* (New Orleans, LA, March 2015); and the National Conference on Race and Ethnicity in Higher Education (NCORE), (Washington, DC, May 2015). As part of the requirements for attending the conference, employees make a commitment to take action upon their return to share with a colleague, apply the knowledge to their work with students, or provide an online workshop. A reflective questionnaire is also included as part of the evaluation process ([II.B.59](#)).

## SELF EVALUATION

The College demonstrates its commitment to supporting and enhancing student understanding and appreciation of

diversity through many services and practices. As identified above, various departments plan activities, special events, and workshops focused on diversity. Through a thoughtful, meaningful, and measurable formal and informal evaluative process of programs, services, and practices, the College is responsive to the needs of its students.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

## DESCRIPTIVE SUMMARY

Southwestern College utilizes placement assessment instruments approved by the California Community Colleges Chancellor's Office.

Currently, the College utilizes the following placement instruments:

- College Tests for English Placement (CTEP)
- Sentence Structure and Grammar
- Sentence and Syntax Skills
- Reading Comprehension
- Mathematics Diagnostic Testing Project (MDTP)
- Algebra Readiness Test
- Elementary Algebra Test
- Intermediate Algebra Test
- Pre-calculus Test
- English as a Second Language (ESL) Writing Sample (locally developed essay)

Multiple measures are utilized and validated for all assessment placement systems (Mathematics, English, Reading, and ESL). The validation of multiple measures along with their corresponding test instruments helps to ensure more effective student placement.

When implementing any instrument for assessment and placement purposes, the Assessment Center works closely with appropriate discipline faculty. In order to validate the effectiveness of instruments and practices for assessment and placement, and to ensure the minimizing of bias, the College scrutinizes all assessment instruments for validity, reliability, minimizing of cultural and linguistic bias, and appropriateness for the student population.

All assessment instruments undergo a thorough content validation study conducted by appropriate discipline faculty. Item-by-item validation studies are conducted to ensure that the content of each placement instrument is appropriate for the course sequence for which it is being employed ([II.B.60](#)). The Assessment Center works with the discipline faculty to establish initial placement criteria including cut scores, often initially based on data from the content review process. Validation and bias studies are conducted in compliance with Title 5 regulations as well as the latest version (currently the fourth edition) of the *Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges* ([II.B.61](#)).

The College ensures that a diverse panel of discipline faculty, staff, and students conducts a comprehensive review and evaluation of all test items on test instruments to minimize or eliminate cultural and linguistic bias, insensitivity, and offensiveness. The diverse panels reflect the College student population. In addition, to ensure tests meet reliability standards, the College reviews test reliability data from test publishers (for second-party tests) or conducts its own test reliability studies for tests developed by the College (including inter-rater and equivalent forms reliability studies for the adopted ESL writing sample).

### **SELF EVALUATION**

The College engages in authentic assessment to evaluate the effectiveness of its placement and assessment instruments. The College regularly reviews and scrutinizes all testing instruments and practices to ensure continued validity and to ensure that no ethnic, linguistic, gender, age, or disability group is disproportionately impacted by the assessment process. Evidence addressing the adequacy of the instruments' placement criteria (multiple measures including cut scores) is reviewed through consequential validity studies conducted every three to six years, and placement criteria are modified as necessary. Disproportionate impact studies are conducted according to a similar timeframe. While no disproportionate impact studies to date have indicated the need to modify practices or provide additional services, the College is prepared to implement such changes and services if indicated as necessary through future research.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **DESCRIPTIVE SUMMARY**

The College maintains student records permanently, securely, and confidentially regardless of the form in which the files are maintained.

The College's student information system is Colleague (part of the Ellucian Enterprise Planning Resource system) and it serves as the main repository of student enrollment records. Provisions for securing backup of all files are in place and are detailed in Policy and Procedure 5040: Student Records, Directory Information, and Privacy ([II.B.62](#)), ([II.B.63](#)). Policy and Procedure 5040 outline the process for the release of student records, as well as the maintenance and security of student records in compliance with the California Education Code and Title 5. The College maintains all student records with security adhering to the Family Educational Rights and Privacy Act (FERPA). Records have been kept on file permanently since 1961.

Student records from 1961 to 1995 are housed on microfilm rolls and microfiche jackets in a walk-in vault located in the Admissions and Records Office. Document imaging was implemented in 1996 as the method of records retention and retrieval. The document imaging program is backed up on a nightly basis by the Institutional Technology (IT) Department. Documents are stored digitally using ImageNow software, which utilizes separate folder permissions that provide levels of security to the information based on the individual's job title and need for specific information. The Admissions and Records Office has converted all microfilmed transcripts (from 1961 to 1982) to imaged files that are integrated into the current imaging system. This conversion has enhanced record keeping, retention, and security. Online transcripts from 1982 to the present are maintained within the Colleague student information system.

Counseling notes are kept in the SARS scheduling system and can only be accessed through approved access levels to ensure confidentiality of these records. Information that is critical to counseling appointments such as student transcripts or academic petitions are kept in the ImageNow system to reduce the opportunity for the creation of hard copy student records.

Disability Support Services (DSS) maintains current student records in a secured filing system that is only accessible to DSS faculty and staff. DSS also utilizes document imaging to retain and retrieve records, which is only available to authorized DSS staff.

Student Financial Aid records are kept securely in a limited-access document imaging system whereby all incoming documents and forms related to students' eligibility are maintained on an ongoing basis in accordance with College, state, and federal rules and regulations.

Student disciplinary records are maintained securely in the office of the Dean of Student Services, separate from academic student records.

The IT Department is responsible for ensuring safe backup and security of all permanent student records.

All student information through the WebAdvisor portal is protected through distinct employee login and is linked to authorized employees through individual login into Colleague. The security, confidentiality, and backup of student records are based on the following four classifications:

- Class 1 – Permanent Student Records
- Class 2 – Optional Student Records
- Class 3 – Disposable Records
- Not Classified (NC)

All relevant policies are clearly outlined in the College catalog ([II.B.14](#)), the schedule of classes, Student Policy Manual ([II.B.18](#)), and on the College website. A listing of relevant policies and procedures follows below:

- Policy and Procedure 5035: Withholding of Student Records ([II.B.64](#)) ([II.B.65](#))
- Policy and Procedure 5040: Student Records, Directory Information, and Privacy ([II.B.62](#)) ([II.B.63](#))
- Procedure 5045: Student Records, Challenging Content ([II.B.66](#))
- Policy and Procedure 5530: Student Rights and Grievances ([II.B.67](#)) ([II.B.68](#))

The College has responded to student feedback requesting greater access to their own information online. This information is now available through WebAdvisor and its mobile application ([II.B.11](#)). The College has not used a student social security number as a student identifier since January 1, 2007. For further security, students are required to change their password the first time they log into WebAdvisor.

## SELF EVALUATION

The College adheres to the Family Educational Rights and Privacy Act (FERPA) ([II.B.70](#)) and maintains all student records in a confidential manner. The College maintains hard copies, microfiche, and electronic imaged copies of student records permanently, securely, and confidentially on-site. Electronic

backups are secured by the IT Department. The College publishes and follows established policies and procedures for release of student records and maintains and secures student records.

Through the IT Department, the College is planning to establish a remote Disaster Recovery (DR) site at the Higher Education Center at Otay Mesa to securely store and backup copies of student records.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## DESCRIPTIVE SUMMARY

The College is engaged in a regular and systematic cycle of evaluation for all its student services programs through a comprehensive program review process every six years and an annual program review snapshot. These evaluative processes require thoughtful assessment, analysis, reflection, and planning that leads to program improvement designed to meet the identified student needs. The program review process is an integrated approach directly tied to institutional planning and budgeting priorities. The cycle of program review for the Student Affairs Division can be found on the College website, along with all the necessary forms, and guidelines ([II.B.4](#)). Additionally, all program reviews (comprehensive and annual snapshots) can be found on the College's SharePoint Portal.

The Student Affairs Division facilitates and demonstrates the achievement of student learning outcomes (SLOs). Specifically, learning outcomes for all programs and services in the Division have been established, implemented, assessed, and discussed to identify program improvement plans. They are maintained in the eLumen database ([II.B.69](#)). SLO results are used at the service area, unit, division, and institutional levels for decision-making. Assessment results first enter the College wide decision-making process through program review. In the comprehensive program review, an overview of assessment activities, results, and plans for improvement are discussed. In the annual snapshot section of program review, as-

assessment findings are linked to requests for resources such as equipment, technology, personnel, and facilities.

In fall 2012, a report submitted to the ACCJC (*Report on College Implementation on SLO Assessment*) indicated that all units in Student Affairs had developed student affairs outcomes (SAOs). Eighteen units have measured SAOs and have plans for improvement. Several of these units are in their third cycle of assessment. All administrative units have identified administrative unit outcomes (AUOs).

SLOs are assessed in a variety of ways that include point-of-service surveys, student satisfaction surveys ([II.B.10](#)), student focus groups, and department service data. The results are discussed by faculty, staff, and administrators during staff or department meetings, program planning retreats, and the annual student services planning retreat. Through discussion, analysis, and reflection of results, departments determine the level of program effectiveness and identify areas needing improvement, as well as whether the learning outcome needs to be revised or maintained. The following are examples of program improvements that have been identified through SLO assessment and have resulted in improved services to students.

- **Student Employment Services:** Feedback from SLO Surveys led to:
  - A redesign of the website. The new website is more user-friendly by reducing excessive text and using more graphic user interface buttons.
  - A redesign of the Job Listings webpages by adding company name information, a Job Fair category, and a category for general job listings ([II.B.71](#)).
- **Career Center:** Feedback from SLO Surveys led to redesign of several workshop presentations and handouts to increase clarity and retention of information ([II.B.72](#)).
- **Transfer Center:** Feedback from SLO Surveys led to redesign of the Steps to Transfer Workshop to increase clarity and retention of student information ([II.B.73](#)).
- **Financial Aid:** Feedback from SLO surveys led to an enhancement of online form functionality, the development of an online workshop for Satisfactory Academic Progress, and the creation of the Student Financial Aid Handbook, all of which increase access of information and service to students ([II.B.74](#)).

In 2012, the Ellucian Action Plan (EAP) ([II.B.75](#)) was adopted to increase efficiencies and to promote integrated technology solutions that improve the student experience at the College. Specifically, the EAP focused on improving utilization and efficiencies of the Ellucian solution, exploring new technologies that enhance staff, faculty, and student success, and establishing a support structure to sustain success. As part of the plan, various departments in Student Affairs participated in

three-day training sessions ([II.B.76](#)). Training focused on reviewing current business processes and exploring features available in Colleague that allow for integration and expansion of services. New features will be used to improve the delivery of services to students.

As part of the implementation of the EAP several teams were established to support initiatives in Student Affairs:

- **Admissions, Outreach, Registration, and Records Team:** Through the sessions, the team had an opportunity to reexamine functions and features now available in Colleague. The focus for the engagement was on demonstrating current business processes in the areas of registration and records. As a result of the discussion with a cross-section of staff from Admissions, Outreach, Evaluations, Financial Aid, Cashiering, Office of Instruction, and Institutional Technology, the department has transitioned to the use of customized screens to standard screens which facilitate the implementation of updates from the student information system (Colleague). The department also institutionalized the dates for registration and other critical dates which have led to the improvement of attendance accounting in relation to student add, drops, and withdrawals.
- **Financial Aid Process Team:** Through the sessions, the team reviewed current processes and the integration with other departments, such as Admissions and Records, Institutional Technology, and Instructional Support Services. As a result, there was an upgrade to the ImageNow imaging system, allowing full access to student transcripts, enhancing the department's workflow function, and resulting in faster processing and awarding of aid. Also, the department was able to implement a single census date process for financial aid purposes, thereby supporting compliant, timely processing of student aid.
- **Ellucian Student Planning Team:** Through the sessions, a Business Process Modeling approach was used to identify gaps in the student educational planning process, and to develop a plan to address these gaps. Upon the completion of the electronic Student Educational Planning tool, new students can now use a modern and efficient planning tool that enables them to independently plan for both their short-term and long-term educational goals. The tool also improves the quality of interaction between the student and counselor. Student Planning introduces many new innovative features and capabilities such as advisor approval workflow, auto-saving of plans, and pre-loaded degree plans and templates.

As part of the EAP, several departments also have been involved in process mapping to identify best practices in the effective and efficient delivery of service to students, along with the necessary interaction within and among departments. This systems approach to streamlining services is part of the College's effort to fully utilize technology to support students, employees, and the community. Through this process, employees worked with a consultant from Ellucian over several days with focused attention on specific processes. For example, through process mapping, the Financial Aid Office has streamlined steps in the financial aid process, thus making funds available more quickly to qualifying students. One step was to implement the auto packaging feature in Colleague, allowing eligible files to be packaged automatically without staff review. Also, while in the past students received a single email requesting required documentation, the system has been modified to send three automated reminder emails, ensuring repeated follow-up with students. Both of these enhancements resulted in faster and more efficient processing of applications and awarding of aid. The Financial Aid Office also implemented Higher One, an electronic fund transfer system. This system has given students the ability to choose how they receive funds, while also reducing the amount of time students must wait for funding to be disbursed. This feature has greatly reduced staff time spent on generating and processing paper checks.

Another example of using process mapping for improving Student Services is in the area of incoming and outgoing transcripts. Previously, Admissions and Records only accepted in-person or faxed request for transcripts. It only received mailed paper transcripts. With the implementation of eTranscript and Credentials, students can order their transcripts online through a link on WebAdvisor ([II.B.32](#)). The adoption of an online process, as opposed to the physical paper collation process, has increased the speed and effectiveness of offering incoming and outgoing transcript services for students. Students are able to request their transcripts to be sent to local community colleges, transfer colleges and universities, and employers. The College is able to receive and submit electronic transcripts to all institutions in the California Community Colleges (CCC) system, the California State University (CSU) system, the University of California (UC) system, and other institutions that have the capability to receive electronic transcripts. This implementation of electronic transcripts has not only increased the effectiveness of services to students, but it has greatly reduced workload for staff in Admissions and Records, allowing more time to directly assist students.

## SELF EVALUATION

Through the program review process, the College effectively evaluates student support services to assure their effectiveness and relevance in meeting student needs. These evaluative processes require thoughtful assessment, analysis, reflection, and planning that lead to program improvement designed to meet the identified student needs. Support services contribute to the achievement of student learning outcomes, as outlined in both the comprehensive and annual program review processes. Consequently, as outlined above, the outcome of these assessments has resulted in substantial program improvements.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

## EVIDENCE STANDARD II.B. - STUDENT SUPPORT SERVICES

Standard II.B. Citation	Original Citation	Document File Name	Document Title
<a href="#">II.B.1</a>		<a href="#">IIB1_FastFacts_2012-2013.pdf</a>	Fast Facts, 2012–13
<a href="#">II.B.2</a>		<a href="#">IIB2_Policy5010.pdf</a>	Policy 5010: Admissions
<a href="#">II.B.3</a>		<a href="#">IIB3_Procedure5011.pdf</a>	Procedure 5011: Admissions and Concurrent Enrollment
<a href="#">II.B.4</a>		<a href="#">IIB4_StudAffairs_PR_Webpage.pdf</a>	SWC Student Affairs Program Review Webpage
<a href="#">II.B.5</a>	I.B.16	<a href="#">IIB5_ProgRev_BudDev_Webpage.pdf</a>	Program Review, Budget Development and Prioritization Webpage
<a href="#">II.B.6</a>		<a href="#">IIB6_HEC_NC_Webpage.pdf</a>	Higher Education Centers National City
<a href="#">II.B.7</a>		<a href="#">IIB7_HEC_OM_Webpage.pdf</a>	Higher Education Centers Otay Mesa
<a href="#">II.B.8</a>		<a href="#">IIB8_HEC_SY_Webpage.pdf</a>	Higher Education Centers San Ysidro Webpage
<a href="#">II.B.9</a>		<a href="#">IIB9_CrwnCoveAquaCtr_Webpage.pdf</a>	Crown Cove Aquatic Center Webpage
<a href="#">II.B.10</a>		<a href="#">IIB10_StudSatSurvey_2014.pdf</a>	Student Satisfaction Survey 2014
<a href="#">II.B.11</a>		<a href="#">IIB11_EllucianGoApp_Website.pdf</a>	Ellucian Go Mobile App
<a href="#">II.B.12</a>	II.A.28	<a href="#">IIB12_Online_Serv_Table.pdf</a>	Online Services Table
<a href="#">II.B.13</a>	II.A.45	<a href="#">IIB13_Institutional_SLO.pdf</a>	SWC Institutional Student Learning Outcomes
<a href="#">II.B.14</a>	II.A.126	<a href="#">IIB14_Catalog_Webpage.pdf</a>	SWC College Catalog Webpage
<a href="#">II.B.15</a>	II.A.117	<a href="#">IIB15_CriticalChanges_Webpage.pdf</a>	SWC Critical Changes Webpage
<a href="#">II.B.16</a>	II.A.132	<a href="#">IIB16_GB_Policies_Webpage.pdf</a>	Governing Board Policies and Administrative Procedures Webpage
<a href="#">II.B.17</a>	II.A.127	<a href="#">IIB17_ClassSchSP2015_Webpage.pdf</a>	SWC Spring 2015 Schedule of Classes Webpage
<a href="#">II.B.18</a>	II.A.140	<a href="#">IIB18_StudPolicyMan.pdf</a>	Student Policy Manual
<a href="#">II.B.19</a>	II.A.104	<a href="#">IIB19_Fac_CourseSyll_Chklist.pdf</a>	Faculty Course Syllabus Checklist
<a href="#">II.B.20</a>		<a href="#">IIB20_CatalogCommAg_MbrList.pdf</a>	Catalog Committee Agendas and Members List
<a href="#">II.B.21</a>	II.A.41	<a href="#">IIB21_CollegeCatalog2014.pdf</a>	2014–15 SWC Catalog
<a href="#">II.B.22</a>		<a href="#">IIB22_StaffDevCMT_TrainingList.pdf</a>	Staff Development Content Management Trainings List: Vision CMS Trainings
<a href="#">II.B.23</a>		<a href="#">IIB23_FinAidSurvey.pdf</a>	Financial Aid Survey
<a href="#">II.B.24</a>		<a href="#">IIB24_DSSInternalSurvey.pdf</a>	DSS Internal Survey
<a href="#">II.B.25</a>		<a href="#">IIB25_SESInternalSurvey.pdf</a>	SES Internal Survey
<a href="#">II.B.26</a>		<a href="#">IIB26_HECNC_InternalSurvey.pdf</a>	HECNC Internal Survey
<a href="#">II.B.27</a>		<a href="#">IIB27_StudServCouncil_MtgMin.pdf</a>	Student Services Council Meeting Minutes of October 29, 2012
<a href="#">II.B.28</a>		<a href="#">IIB28_DeansCouncil_MtgMin.pdf</a>	Deans' Council Meeting Minutes of March 5, 2012
<a href="#">II.B.29</a>		<a href="#">IIB29_Mktg_OutreachPlan.pdf</a>	SWC Marketing and Outreach Plan
<a href="#">II.B.30</a>	I.B.1	<a href="#">IIB30_Student_Equity_Plan.pdf</a>	Student Equity Plan
<a href="#">II.B.31</a>		<a href="#">IIB31_StudSuccComm_MtgMin.pdf</a>	Student Success Committee Meeting Minutes of September 10, 2014
<a href="#">II.B.32</a>		<a href="#">IIB32_SixSuccessFactors_Poster.pdf</a>	CCCCO RP Group Six Success Factors Poster
<a href="#">II.B.33</a>		<a href="#">IIB33_StudSuccInitiative_Present.pdf</a>	Student Success Initiative Presentations to the Board of Trustees (Board)
<a href="#">II.B.34</a>		<a href="#">IIB34_StudEquityPlan_SubComm.pdf</a>	Student Equity Planning Subcommittee
<a href="#">II.B.35</a>		<a href="#">IIB35_Mypdapp_Website.pdf</a>	MyPD App
<a href="#">II.B.36</a>		<a href="#">IIB36_EventFlyers.pdf</a>	Event Flyers
<a href="#">II.B.37</a>		<a href="#">IIB37_AS0_Webpage.pdf</a>	SWC ASO Webpage

Standard II.B. Citation	Original Citation	Document File Name	Document Title
<a href="#">II.B.38</a>		<a href="#">IIB38_CampusClubs_And_Orgs.pdf</a>	SWC Campus Clubs and Organizations
<a href="#">II.B.39</a>		<a href="#">IIB39_Athletics_Webpage.pdf</a>	SWC Athletics Webpage
<a href="#">II.B.40</a>		<a href="#">IIB40_ServLearning_PrgAgreements.pdf</a>	Service Learning Program Agreements
<a href="#">II.B.41</a>		<a href="#">IIB41_VetResourceCtr_Webpage.pdf</a>	SWC Veterans Resource Center Webpage
<a href="#">II.B.42</a>		<a href="#">IIB42_AskACounselor_Webpage.pdf</a>	SWC Ask a Counselor Webpage
<a href="#">II.B.43</a>	II.A.74	<a href="#">IIB43_OnlineOrient_Webpage</a>	SWC Online Orientation Webpage
<a href="#">II.B.44</a>		<a href="#">IIB44_WebAdvisor.pdf</a>	WebAdvisor Portal
<a href="#">II.B.45</a>		<a href="#">IIB45_Policy4250.pdf</a>	Policy 4250: Probation, Dismissal, and Readmission
<a href="#">II.B.46</a>		<a href="#">IIB46_Services_Webpage.pdf</a>	SWC Services Webpage
<a href="#">II.B.47</a>		<a href="#">IIB47_PDCourses_Webpage.pdf</a>	SWC Personal Development Courses Webpage
<a href="#">II.B.48</a>	II.A.34	<a href="#">IIB48_LearnComm_SpclProg_Webpage.pdf</a>	SWC Learning Communities/Special Programs Webpage
<a href="#">II.B.49</a>		<a href="#">IIB49_PersonalWellness_Webpage.pdf</a>	SWC Personal Wellness and Mental Health Webpage
<a href="#">II.B.50</a>		<a href="#">IIB50_PuertasAlFuturo_Present.pdf</a>	Puertas al Futuro Presentation
<a href="#">II.B.51</a>		<a href="#">IIB51_StudServ_NeedsAssess_Form.pdf</a>	Student Services Needs Assessment Form
<a href="#">II.B.52</a>		<a href="#">IIB52_CounselingRetreat_Agndas.pdf</a>	Counseling Retreat Agendas
<a href="#">II.B.53</a>		<a href="#">IIB53_School_Mtg_Notes_5-12-15.pdf</a>	School of Counseling and Personal Development Meeting Notes of May 12, 2015
<a href="#">II.B.54</a>	I.A.23	<a href="#">IIB54_Strat_Prior_Hndout2012-2015.pdf</a>	2012–15 Strategic Plan Handout
<a href="#">II.B.55</a>		<a href="#">IIB55_Intl_Studies_Webpage.pdf</a>	SWC Center for International Studies/Study Abroad Webpage
<a href="#">II.B.56</a>		<a href="#">IIB56_OneBorderTwoCities_Flyer.pdf</a>	One Border Two Cities Flyer
<a href="#">II.B.57</a>		<a href="#">IIB57_MOU_Qatar.pdf</a>	Master Agreement - MOU with Qatar
<a href="#">II.B.58</a>		<a href="#">IIB58_MOUs_UTT_CETY.pdf</a>	Memorandum of Understanding with Universidad Tecnologica de Tijuana
<a href="#">II.B.59</a>		<a href="#">IIB59_StaffDevProgReq-StEqFndng.pdf</a>	Staff Development Program Request for Student Equity Funding
<a href="#">II.B.60</a>		<a href="#">IIB60_ValStudy_ESLWriting.pdf</a>	Validation Study: Submission of ESL Writing Sample for Approval by CCCCCO
<a href="#">II.B.61</a>		<a href="#">IIB61_CCCCCO_Assessment_Website.pdf</a>	California Community Colleges Chancellor's Office (CCCCCO) Assessment Site
<a href="#">II.B.62</a>		<a href="#">IIB62_Policy5040.pdf</a>	Policy 5040: Student Records, Directory Information and Privacy
<a href="#">II.B.63</a>		<a href="#">IIB63_Procedure5040.pdf</a>	Procedure 5040: Student Records, Directory Information and Privacy
<a href="#">II.B.64</a>		<a href="#">IIB64_Policy5035.pdf</a>	Policy 5035: Withholding of Student Records
<a href="#">II.B.65</a>		<a href="#">IIB65_Procedure5035.pdf</a>	Procedure 5035: Withholding of Student Records
<a href="#">II.B.66</a>		<a href="#">IIB66_Procedure5045.pdf</a>	Procedure 5045: Student Records - Challenging Content
<a href="#">II.B.67</a>	II.A.139	<a href="#">IIB67_Policy5530.pdf</a>	Policy 5530: Student Rights and Grievances
<a href="#">II.B.68</a>	II.A.145	<a href="#">IIB68_Procedure5530.pdf</a>	Procedure 5530: Student Rights and Grievances
<a href="#">II.B.69</a>	I.B.38	<a href="#">IIB69_elumen_Webpage.pdf</a>	eLumen Webpage
<a href="#">II.B.70</a>		<a href="#">IIB70_FERPA_PrivacyRights.pdf</a>	FERPA and Privacy Rights
<a href="#">II.B.71</a>		<a href="#">IIB71_StudEmpServ_Webpage.pdf</a>	SWC Student Employment Services Webpage
<a href="#">II.B.72</a>		<a href="#">IIB72_CareerCenter_Webpage.pdf</a>	SWC Career Center Webpage
<a href="#">II.B.73</a>		<a href="#">IIB73_TransferCenter_Webpage.pdf</a>	SWC Transfer Center Webpage
<a href="#">II.B.74</a>		<a href="#">IIB74_FinAid_Webpage.pdf</a>	SWC Financial Aid Webpage
<a href="#">II.B.75</a>		<a href="#">IIB75_EllucianActionPlan_Rpt.pdf</a>	Ellucian Action Plan Report
<a href="#">II.B.76</a>		<a href="#">IIB76_EllucianStudPlanTeam.pdf</a>	Ellucian Student Planning Team

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

## DESCRIPTIVE SUMMARY

The Southwestern College Library and Learning Assistance Services (LAS) are sufficient to support all of the College's instructional programs and intellectual, aesthetic, and cultural activities. The Library and LAS assist all members of the campus community in achieving their academic goals. Both units provide a diverse range of services designed to support students and their learning. Every effort in providing learning assistance services in the Library and LAS is characterized by respect for, and appreciation of, individual differences.

The Library's mission is in line with the College's mission. It states: "The mission of the Southwestern College Library lies in identifying, organizing, preserving, and making accessible resources which are in support of the college curriculum and general enrichment for students, faculty, staff, and the community" ([II.C.1](#)).

The Library supports the instructional goals of the College by teaching information literacy, by providing access to print and electronic collections, and by supporting multiple services to enrich and to reinforce students' learning experiences. Libraries are located at the Chula Vista campus and at all three Higher Education Centers (HECs) in National City, Otay Mesa, and San Ysidro. A librarian is available whenever any of the four libraries is open. The Library also connects with students through its online Library, which provides access to high-quality research resources, along with assistance from an academic librarian 24 hours a day, seven days a week via the QuestionPoint 24/7 Chat Reference Service.

Learning Assistance Services also maintains a mission that is in line with the College's mission. It is: "To foster self-motivated, independent, lifelong learners through a college wide network of academic tutoring, workshops and advising" ([II.C.2](#)).

LAS runs the Academic Success Center (ASC). LAS is centrally administered in the Academic Success Center (ASC) with satellite services at the Chula Vista campus Library and at the three HECs.

LAS serves the entire College by helping underprepared students to prepare, prepared students to advance, and advanced students to excel. As stated in the LAS Vision Statement, the ASC promotes learning by offering free services in four areas: individual tutoring, group tutoring, computerized tutorials, and workshops. By emphasizing the process of learning, these services support learners as they achieve academic success, gain scholastic independence, and improve their self-esteem. As a resource for students, faculty, and staff, LAS works to provide the fullest opportunities for mastering the strategies, skills, understanding, and attitudes that foster effective and self-directed learning in college and beyond ([II.C.2](#)).

The College is committed to providing quality support services to all students, but several factors prevent the Library and LAS from receiving the resources necessary to be fully successful. The recent recession led to budget cuts across the College, and the Library and LAS were not spared. Both areas saw budget cuts of up to 20 percent leading to a reduction in service hours and staffing. Both areas are also affected by the twenty-five hour a week limit placed on hourly workers due to mandates contained in the Affordable Health Care Act, with LAS being especially impacted as a majority of its tutors are hourly workers. These issues are being mitigated by the economic recovery and an influx of grant monies. The Library has been the recipient of block grant funds over the past two years, which has allowed for one-time funding of necessary items delineated in program review, such as books, e-books, updated security cameras, and an update to the projectors and sound system in the Library's classroom. In addition, in 2014–15 LAS received a permanent restitution from the Office of Academic Affairs for a portion of budget reductions from previous years in tutoring. LAS has been the beneficiary of funds from the Puertas al Futuro Title V grant and funds from the Student Equity grant; however, both funding sources are tied to supporting the Power Study Program (PSP) and aimed exclusively at basic skills courses. Additional funding is planned for the 2015-16 budget, and it is hoped that this will be the beginning of a positive trend upward for ongoing restoration.

## SELF EVALUATION

The Library and Learning Assistance Services actively address diverse student and community needs. Both areas provide a variety of instructional services, learning resources, and materials that are appropriate for different skill levels and learning styles. The services provided are designed to enable students to become efficient, independent learners. Library and LAS faculty and staff strive to offer a learning environment that is personal, caring, accessible, and knowledgeable.

Regular assessment is completed through many mechanisms, including program review, student learning outcomes, administrative unit outcomes, curriculum review, analysis of local statistics, and feedback from unit-level and College wide surveys.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

## DESCRIPTIVE SUMMARY

The Library and Learning Assistance Services (LAS) support the quality of the instructional programs by providing services that are sufficient in quantity, currency, depth, and variety. Both the Library and LAS provide support services to students 12 months a year. Services facilitate educational offerings, regardless of location or means of delivery.

There are 24 Library staff members (including faculty, classified staff, student workers, and a classified administrator) who provide service at its four locations ([II.C.3](#)). LAS employs a staff of up to 110, including faculty, classified staff, hourly tutors, and student employees. Ongoing training and professional development is provided for personnel, covering topics such as customer service, emergency preparedness, special populations (including Disability Support Services, EOPS, and veterans), sexual harassment awareness, unit-specific software (Horizon and SARS Trak), and Library, LAS, and College policies, procedures, and guidelines ([II.C.4](#)).

### **Library**

The Chula Vista campus Library has a large, welcoming space for students to collaborate, to research with guidance from library faculty, or to work independently. During an average week in fall 2014, there were more than 10,000 people using the main campus Library in person ([II.C.5](#)). The two service desks on the main floor, Circulation and Reference, are both located near the entrance, providing an immediate point-of-contact for students. Circulation staff assist students, staff, and faculty by answering informational questions, and circulating materials, including books, Reserve items, periodicals, and media. The Reference Area is staffed by a librarian whenever the Library is open, and it contains 24 computers for students to access the Library's catalog, databases, and the Internet.

The Interdisciplinary Tutoring Center (ITC) service desk is also centrally located at the top of the stairs on the third floor and is staffed by a tutor and an adjunct faculty member. Students may use 120 computers in the ITC that provide access to course-specific software, the Internet, and Microsoft Office ([II.C.6](#)). The first floor of the building holds the Multimedia Department. This department's main responsibilities are to support equipment check out and to facilitate the use of the self-service campus copier centers for instructors' duplication needs. Technical Services for the Library, including ordering, receiving, and cataloging, is also located on the first floor.

The main two floors of the Library encompass space for 750, including space in 25 study rooms. In addition, wireless access is available throughout the Library. A pay-for-print system is connected to the public computers throughout the Library as well. Students may use a vending machine on the third floor to add cash to their student ID card, which serves as their print card. Black and white printing is 10 cents per page, color is 25 cents ([II.C.7](#)).

The Library also maintains ADA software, including Kurzweil, Zoomtext, and JAWS. Adjustable computer tables are available in the Library and the Library classroom for wheelchair accessibility ([II.C.8](#)).

Each of the three Higher Education Center (HEC) Libraries is also equipped to provide effective and relevant support to students. The Library at the HEC in Otay Mesa has 91 seats and 26 computers, with seven of the computers located in the Reference Area. It has a photocopier, a pay-for-print card dispenser, and both color and black and white printers for the public. There are five study rooms and a self-check-out station. The Library at the HEC in San Ysidro shares a multipurpose study room with tutoring. It has seating for 31, including five public computers. The Library at the National City HEC is also a multipurpose study space. It has two study rooms and two public computers. There are 21 total seats, seven of them in the study rooms ([II.C.9](#)).

The Library's classroom on the Chula Vista campus is located in the east wing of the Learning Resource Center (LRC) building, and it has seats and computers for 55 students ([II.C.10](#)). The Library has a strong instructional program comprised of two one-credit courses, in-person orientations, and drop-in workshops. The Library is also exploring options for embedding services into online courses. Beginning in fall 2014, Library staff began offering drop-in tours during the first few weeks of the semester.

In addition to the physical locations, the Library seeks to meet the needs of all students, regardless of location, by providing off-campus access to full-text subscription databases, e-books, the Library catalog, research guides, tutorials, streaming media, and 24/7 chat reference service via the QuestionPoint cooperative. Librarians work with faculty teaching

online to provide additional services, including embedding resources and providing online research guides ([II.C.11](#)) ([II.C.12](#)).

The Library employs social media to connect students and College staff to resources and services as well. The Library regularly posts to its Facebook page, Twitter account, and two blogs. In addition, every semester, the Library sends a global e-mail welcoming College staff and highlighting new services. During the semester, the Library periodically sends email news to students and staff, such as information about extended hours for finals week. To complement its social media and online presence, librarians staff booths at open houses and other events on the main campus and at the HECs. The Library also prepares monthly displays and semester-long exhibits of topics of interest to the community. Recent examples include an exhibit highlighting photographs depicting Southwestern College's history from the Library's Archives, and an exhibit about solar energy and the College's new solar panels ([II.C.13](#)) ([II.C.14](#)).

### Learning Assistance Services

Learning Assistance Services (LAS) provides tutorial support to students on all levels of college coursework, including basic skills, transfer, and career technical education. Students pursuing associate degrees, self-enrichment, career advancement, and continuing education are also supported. Two central strengths to program success throughout all locations are the intensive, certified training required of all tutors and the collaboration between LAS and every component of the College community ([II.C.15](#)).

LAS employs pedagogy that explores a variety of unique learning opportunities that are possible in a center. The following principles are central to the success of LAS operations.

- Stimulate individual instruction and learning
- Support collaborative learning
- De-emphasize judgment
- Promote the effective development of the learner
- Provide a sense of community with the institution by supporting all schools and programs

Because LAS provides academic support for the entire campus community, not just specific students, individual courses, or disciplines, its impact is wide reaching. The average number of students enrolled at the College each semester is 19,500, and LAS provides services to up to 52.6 percent of the student population (12,500) in any given semester ([II.C.16](#)). Of these students, up to 4,500 (and up to 800 for basic skills courses) receive tutoring services under 56 disciplines for 1,250 or more courses. Up to 400 students participate in LAS workshop services. To date, the Power Study Program (PSP) has served more than 1,100 students. LAS tracks tutoring contacts into a non-credit course for non-credit apportionment via SARS Trak and SARS GRID software systems ([II.C.17](#)) ([II.C.18](#)) ([II.C.19](#)).

Current LAS Services include the following:

- **Tutoring:** Tutoring in a range of disciplines for all Southwestern College students on the Chula Vista campus, at the Higher Education Centers, and online through walk-in and appointment-based services.
- **eTutoring:** A wide range of disciplines supported via association with the Western eTutoring Consortium.
- **Power Study Program:** Academic support through the utilization of Supplemental Instruction in discipline/course specific group study sessions. This program has recently been expanded as a result of grant funding.
- **Test Proctoring for Southwestern College Students:** A secure testing environment and trained proctors following faculty direction for testing parameters.
- **Test Proctoring Fee-Based Program:** A secure testing environment for students from national and international colleges and universities (84 institutions are currently served).
- **STARS:** Fee-based tutorial services for students in grades five through college-level throughout San Diego County.
- **Workshops:** Facilitated sessions for Southwestern College students who wish to enhance their skills through writing, mathematics, and academic study skills.
- **Orientations:** ASC tours for students, faculty, and staff where they receive information on all available LAS services; participation in new faculty orientations through the Staff Development Program.
- **In-Class Visitations:** Faculty requests for tutors to visit their classrooms to provide information on LAS services available to students.
- **College Outreach Programs:** Community outreach through participation in Opening Day with information about LAS services; ASC as one of the stops on the campus tour for potential and new Southwestern College students.
- **Website Links:** Main LAS information site that directs students to quality study skills materials, websites, and tutorials ([II.C.2](#)).

Three levels of tutor training courses are provided for all tutorial staff.

- **ED 100:** Tutor Training Level I is a 2-unit hybrid course that provides instruction in relation to sound tutoring philosophy, methodology, and strategies for all disciplines, with an emphasis on working with students from multicultural backgrounds.
- **ED 101:** Tutor Training Level II is a 2-unit hybrid course that reinforces methodologies and strategies learned in the previous course through an in-depth

focus on learning and development theories and practices, as well as critical thinking on the part of both the tutor and tutee.

- **ED 102:** Tutor Training Level III is a 2-unit lecture course that centers on learning and tutoring in groups, the leadership role required of the tutor, and a range of practical techniques and exercises to build effective group interactions.

Tutor training emphasizes self-directed learning, critical thinking and questioning, and meta-cognitive strategies. LAS also offers Power Study Training (PSP) to ensure PSP tutors fol-

low the guidelines of the Supplemental Instruction model to assist students in learning how to integrate course content and study skills while working together. Ongoing training in College Reading and Learning Association (CRLA) Tutor certification levels I and II is also available (level III is in progress).

All of the LAS tutorial locations are organized under Instructional Support Services (ISS). Although the Math Center is physically adjacent to the ASC, it falls under the purview of the School of Mathematics, Sciences and Engineering. Nonetheless, LAS contributes funding for Math Center tutors.

Graphical Depiction of LAS Services:



## SELF EVALUATION

The Library and LAS support the quality of the College's programs by providing services sufficient in quantity, currency, depth, and variety. Analyses covering the range of LAS and Library resources and services (including equipment and materials, information competency, support of remote users, and facilities) demonstrate that the College meets this Standard. Program reviews for each area indicate that services are sufficient to meet the learning needs of all users. However, as pointed out above in II.C., grant monies have supplemented budgets that were cut, and it is hoped that the Library and LAS will see additional permanent restoration of funding.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

## DESCRIPTIVE SUMMARY

As stated in Policy and Procedure 2515: Role and Scope of the Academic Senate 10+1, the College relies primarily on the expertise of faculty (which includes librarians, faculty coordinators, and counselors) to select educational equipment and materials to support student learning ([II.C.20](#)). Together, classified professionals and faculty work to maintain educational equipment and materials.

As part of the ongoing process to ensure that equipment and materials reflect the needs of the College population, Library and LAS staff are active members of College wide committees, such as the Curriculum Committee, Academic Senate, Academic Program Review, Student Services, and the Academic Technology Committee (ATC). In addition, Institutional Technology (IT) staff provides technical support and advice to the Library and LAS locations.

### Library

Librarians work with discipline faculty to select educational materials. Full-time Library faculty are subject-area liaisons for each discipline, which encourages cross-discipline collaboration in selecting books and other materials to support the curriculum ([II.C.21](#)). This dialogue provides a basis for ongoing evaluation of the effectiveness of the Library collection, help-

ing to ensure that resources reflect the research needs of the faculty, staff, and students.

Through the curriculum approval process, Library faculty are kept aware of all new and updated programs and courses, and individual librarians work with relevant faculty to assess existing materials and enhance collections as required ([II.C.22](#)) ([II.C.23](#)).

One full-time librarian is designated as the Collection Development Coordinator. This person is ultimately responsible for overseeing the currency, accuracy, and relevance of the collection as outlined by the Library's Collection Development Guidelines. The Collection Development Guidelines address the acquisition of material, no matter the format, as well as the weeding of outdated material ([II.C.24](#)).

At the end of the 2012-13 academic year, the Library's collection included 89,958 print titles, 30,877 e-books, and 61 periodical subscriptions. In 2012, 13,137 e-books were accessed, an increase from 11,909 in 2008. Because e-book acquisition models are in flux, the Library initiated a pilot project in spring 2014 to explore a Patron-Driven Acquisition (PDA) e-book service. In this model, the user can select from a large catalog of relevant e-books, but the Library doesn't actually purchase an item until it is being actively used, thus targeting the limited collection development funds where they can be most useful.

The Library also subscribes to 37 academic research databases as a core component of curriculum support. In 2012-13, there were 62,017 database user sessions, an increase of 30 percent since 2008-09 (43,785). Discipline faculty are encouraged to place materials into the Reserve Collection. Students checked out Reserve materials 19,141 times during the 2012-13 academic year, accounting for approximately 50 percent of overall check outs ([II.C.25](#)).

As part of the Library's overall mission, collection development supports student learning and a diverse population. For example, the Library provides two ESL reader collections at the Chula Vista campus and the HEC at San Ysidro in support of the ESL program. A total of 1258 readers are available, and reading levels include beginning, intermediate, and advanced levels ([II.C.26](#)) ([II.C.27](#)). In addition, to promote literacy and outreach, the Library also provides access to recreational reading via Leisure Reading collections at each of the four libraries. These Leisure Reading collections are popular; over the past five years, a total of 76 percent of total available items were checked out at the four locations ([II.C.28](#)) ([II.C.29](#)) ([II.C.30](#)) ([II.C.31](#)). Finally, in support of the recent professional accreditation visit for the College's Nursing program, library faculty reviewed and weeded the collection ([II.C.32](#)).

In addition to books, databases, and periodicals, the Library is committed to moving towards a fully closed-captioned media collection. Since 2008, librarians have undertaken weeding

projects to identify media titles without closed-captioning or in outdated formats, such as cassette tapes or VHS items. New media purchases must be captioned and popular titles without replacements are sent to a vendor for captioning (II.C.33) (II.C.34). As part of this ongoing effort, the Library has expanded its streaming video collection from 11 titles in 2008 to 17,605 in 2013. The existing streaming media collection is almost entirely closed-captioned. A total of 3,355 streaming video sessions were logged in 2012 (II.C.25) (II.C.35) (II.C.36) (II.C.37).

### Learning Assistance Services

Learning Assistance Services (LAS) relies on appropriate expertise of faculty and other learning support services professionals to select and maintain educational equipment and materials. LAS staff oversees five Interdisciplinary Tutoring Centers (ITCs): two on the Chula Vista campus (ASC and Library 3rd floor) and one at each of the Higher Education Center (HEC) sites in National City, Otay Mesa and San Ysidro. These labs provide a resource and supplement to conventional classroom instruction, distance learning, and hybrid coursework. All ITC sites have tutors present during operational hours. Software programs are loaded onto a key server for student usage. ITCs also offer free wireless access for students, staff, and faculty.

LAS computer resources include:

- ASC: 56 computers
- Library 3<sup>rd</sup> floor: 120 computers
- HEC - National City: 20 computers
- HEC - Otay Mesa: 35 computers
- HEC - San Ysidro: 25 computers

LAS consults with discipline faculty and staff regarding the programs and materials provided in these labs, ensuring that students are able to complete coursework. LAS routinely consults with faculty regarding student needs, and also meets each semester with DSS professionals to ensure the needs of their special population are met.

Every semester LAS provides College faculty with a current tutoring schedule, as well as workshop schedules. All items are posted on the LAS website and emails are sent to all faculty throughout the semester (II.C.38). LAS also maintains a Facebook page where workshops are posted along with other LAS related information. Workshop schedules are created in consultation with discipline faculty via faculty coordinators in the related areas. Tutors are chiefly identified and recruited by faculty who provide recommendations for employment and serve as references.

### SELF EVALUATION

To assess the effectiveness of its collections and determine whether materials are sufficient in quantity, quality, depth, and variety to meet the learning needs of students, the Library regularly monitors its usage statistics and solic-

its feedback from students and faculty. Faculty and student requests are important drivers of acquisition and weeding decisions. The Library's role in the curriculum review process is a fundamental component of collection development. A librarian is a voting member on the Curriculum Committee and collaborates with classroom faculty on curricular changes. Finally, the Library uses feedback from unit-level and College wide surveys to inform decision-making. In fall 2014, a Southwestern College Library student survey indicated that 87 percent of respondents considered the Library's collection to be either "Excellent" or "Good," and 89 percent of respondents felt this way about the Library's online resources (II.C.39). The Library meets the vast majority of student research needs with existing print and electronic collections.

LAS assesses student participants every semester via tutor evaluations, workshop surveys, and SLO surveys to review quality, quantity, and variety of services provided by the program (II.C.40) (II.C.41).

The Library and LAS place an emphasis on providing students with adequate technology and equipment needed to succeed in meeting their educational goals in their coursework and beyond. The College's Institutional Technology (IT) Department allows for efficient management of computer hardware, software, and related equipment at the Chula Vista campus and at the HEC sites.

The Library and LAS have continued to be an integral part of student learning at the College, and numerous improvements have been made especially in the areas of electronic resources and technological support.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### DESCRIPTIVE SUMMARY

The College provides ongoing instruction for users of the Library and Learning Assistance Services (LAS) to ensure students develop skills in information competency.

In the Library, instruction occurs in a variety of settings – in the classroom, at the Reference Desk, and online. Library faculty teach students the process for selecting appropriate research tools, formulating a search strategy, analyzing the

quality of information, and selecting the best information for their need. Rather than just finding an answer for students, librarians encourage students to learn the process for research so that they can do it themselves ([II.C.42](#)). Students learn these critical thinking skills in library orientations, in drop-in workshops, and in the two one-credit courses taught by librarians. Instruction also takes place during reference interactions, both in person and online ([II.C.43](#)).

The two one-credit courses taught by library faculty are LIB 110 and LIB 151. LIB 110 (Simplified Research: Print and Electronic) is transferable to both the California State University (CSU) and the University of California (UC) systems. This hybrid course teaches critical thinking in how to access, to evaluate, and to use both online and print Library materials. LIB 151, Research Using the Internet, is cross listed as CIS (Computer Information Systems) 151. It is a short-session course that is transferable to the CSU system. The emphasis of the course is on critical thinking in developing search strategies, evaluating sources, and selecting appropriate sources for the information need. The course is approved for both face-to-face and online offerings and is currently taught online ([II.C.44](#)).

The core component of the Library's information literacy instruction program is research orientation sessions for courses across the curriculum. Taught by Library faculty, orientations are interactive, hands-on, and tailored to the assignments of classroom faculty. In addition to teaching research strategies and tools, librarians focus on critical thinking when evaluating the quality of information. Depending on the research needs of the class, library faculty create paper handouts or online course guides ([II.C.10](#)).

Library faculty teach orientations at the four locations from 7 am – 7 pm, Monday- Saturday, often adjusting their schedules as needed. At the Chula Vista campus, orientations are usually held in the Library's classroom, which has 55 computer stations for students. Orientations are usually scheduled for 50 minutes, but may vary in length from 30 minutes to 90 minutes. Both full-time and part-time library faculty teach, and during the 2013-14 academic year, an effort was made to schedule more part-time librarians for teaching ([II.C.45](#)).

Library resources and services are also provided in Blackboard, the College's Learning Management System. Librarians work with faculty to embed articles, videos, and other resources into their online and hybrid classes ([II.C.46](#)) ([II.C.47](#)).

Library faculty began teaching drop-in, one-hour workshops for students in fall 2011. Several workshops on primary sources are offered each semester. Library faculty rotate other topics, including specific databases and e-books ([II.C.48](#)) ([II.C.49](#)). In addition to these workshops, since fall 2007, library faculty have been teaching the in-person orientations to students enrolled in online, hybrid, and web-enhanced courses. The optional one-hour orientations are offered at the beginning of each semester and at mid-semester for short-session courses.

Students may attend an orientation during the weekend, weekdays, and evenings ([II.C.50](#)).

Research orientation sessions are periodically assessed and library faculty analyze the results to adjust curriculum and teaching strategies. In spring 2011, as part of administrative unit outcome (AUO) assessment, pre-tests and post-tests were given to introductory courses receiving library orientations. The librarians analyzed the results and identified areas for improvement. Notably, there was a gap in students' understanding of how to identify and locate scholarly resources ([II.C.51](#)). Librarians worked to adjust their focus on this topic during the orientation sessions, and another round of pre-tests and post-tests was administered during spring 2012. The outcome was improved ([II.C.52](#)) ([II.C.53](#)).

Reference Desk service is provided whenever the Library facilities at the Chula Vista campus or the HECs are open. During peak hours, two librarians may staff a Reference Desk. Librarians assisted 28,465 students in person at the four locations during the 2012-13 academic year ([II.C.54](#)). In conjunction with reference assistance in person, librarians assist users by phone, by e-mail, and even via chat ([II.C.55](#)). Chat is accessed through a widget on the Library's home page. QuestionPoint 24/7 Chat Reference is a cooperative service staffed by academic librarians who, through local policy pages, provide service to students attending a variety of national and international institutions. Southwestern College librarians provide four hours of staffing for the national/international queue per week and monitor the local queue whenever possible. As a result, Southwestern College students receive high quality reference assistance 24 hours a day, 7 days a week ([II.C.56](#)). Students are using chat reference in increasing numbers. Southwestern College students requested 1,450 chat sessions in 2012-13, up from 483 chat sessions in 2008-09 ([II.C.57](#)).

Learning Assistance Services (LAS) also offers several opportunities for student orientation. Tours of the ASC are available by request Monday through Thursday from 7:30 a.m. to 8 p.m., and Fridays from 7:30 a.m. to 4 p.m. These tours are conducted by ASC faculty and staff, and they include information on accessing all LAS services. Additionally, students have access to a brief "What You Need to Know Before You Visit" web page ([II.C.58](#)). LAS also provides classroom visits where tutors offer orientations to students on how to access LAS services, including online services. LAS routinely distributes fliers physically and online via email and Facebook to inform students of the services available. Staff at all sites maintained by LAS are informed of program offerings and encouraged to recommend them when appropriate. LAS faculty coordinators also visit school and department meetings to share information and solicit feedback from faculty. These orientation opportunities are routinely evaluated by LAS faculty and staff.

LAS provides workshops on APA and MLA citation which include the use of printed and online resources. LAS also offers one-on-one and group tutoring in these areas making use of

research texts, handbooks, and materials both printed and online. The use of reference materials to obtain information is an essential part of tutoring's goal of promoting tutee independence. Up to 350 students attend LAS workshops per year ([II.C.59](#)). LAS also provides study skills links and learning links available on the Internet that offer self-paced guides regarding various aspects of information competency ([II.C.60](#)).

## SELF EVALUATION

The College Library and LAS provide ongoing instruction to ensure students develop skills in information competency through orientations, tours, and classes. The Library offers two formal one-credit courses and each explicitly addresses information competency concepts in SLOs. Students who successfully complete these courses are achieving success with the institutional student learning outcomes. The skills necessary to employ these concepts are central to Library reference service, Library orientations and workshops, and LAS tutoring philosophies and training. Additionally, LAS holds workshops designed to promote student independence and competency, and students who attend these workshops attest that they have increased confidence in these areas.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

## DESCRIPTIVE SUMMARY

The College provides adequate access to the Library and Learning Support Services (LAS) to meet the needs of students and personnel responsible for student learning programs.

### Library

The Library maintains the following open hours for its four physical locations:

- The Chula Vista Library is open 54 hours per week (Monday–Thursday 8 a.m.–7 p.m.; Friday 8 a.m.–2 p.m.; Saturday 10 a.m.–2 p.m.). During the last ten days of the semester, the Library expands its hours to remain open longer for students to prepare for finals.

- The National City Library is open 12 hours per week (Monday 9 a.m.–11 a.m.; Tuesday 3:30 p.m.–6:30 p.m.; Wednesday 9 a.m.–11 a.m. and 3:30 p.m.–6:30 p.m.; Thursday 9 a.m.–11 a.m.).
- The Otay Mesa Library is open 28 hours per week (Monday 11 a.m.–6 p.m.; Tuesday 9 a.m.–6 p.m.; Wednesday 9 a.m.–6 p.m.; Thursday 9 a.m.–12 p.m.).
- The San Ysidro Library is open 16 hours per week (Monday 9:30 a.m.–12:30 p.m.; Tuesday 11 a.m.–2:30; Wednesday 2 p.m.–6 p.m.; Thursday 9:30 a.m.–3 p.m.) ([II.C.61](#)).

Faculty at each of the four locations may place materials on Reserve for their students and schedule Library orientations. Each Library location has its own collections, including Reserves, Stacks, Reference, and Leisure Reading. In addition, a librarian is available to provide reference assistance whenever any of the four libraries is open.

The Library also offers many online services and resources through the College Library website. The Library's electronic resources, including research databases, streaming media, and e-books, are available to currently-enrolled Southwestern College students, staff, and faculty 24 hours a day ([II.C.12](#)). These resources, along with 24/7 Reference Chat assistance, online tutorials, and subject guides, are helpful both for Distance Education (DE) students as well as traditional students who can complete their work from any location, any time of day.

As part of its ongoing effort to improve and streamline access, the Library successfully transitioned to a proxy server in 2013. Before the upgrade, students were required to use a system of multiple unique passwords that changed every semester. Now, the process has been simplified for students, and there is a standard, universal login for each user.

Other services provided through the Library webpage include:

- Online forms for Southwestern College students, faculty, and staff to request Interlibrary Loan (ILL) materials from any location ([II.C.62](#))
- An online hold system in the Integrated Public Access Catalog (IPAC) to request circulating materials to be held for pick up at any of the four library locations ([II.C.35](#))
- Online forms for faculty to request research orientations for their classes ([II.C.10](#))
- Subject-specific research guides, including Citing Sources, Statistical Resources, and Career Resources ([II.C.63](#))

The Library's DVD Collection was placed in a public area to improve access and the ability to browse titles. In summer 2015, the Library is also expanding its display of current magazines in a public reading area to include a back file of three months.

### Learning Assistance Services (LAS)

The Academic Success Center (ASC) is open 58.5 hours per week: Monday - Thursday: 7:30 a.m. to 8:00 p.m. and Friday: 7:30 a.m. to 4:00 p.m.

The ASC is the central location of Learning Assistance Services, housing the LAS Coordinator, the Tutorial Center Coordinator, and their staff. The ASC is also the main site for tutoring for the campus, offering tutorial support to all basic skills courses and a wide variety of other courses, including higher level English and Mathematics. The ASC houses the Accounting Lab, DSS and EOPS Tutoring Programs, the Interdisciplinary Tutoring Center (ITC), the Math/Science Cross-Discipline Lab, the Writing Center, the Power Study Program (PSP), the community tutoring service (STARS), and test proctoring for both Southwestern College students and community members. The ASC has 53 computers available for students to complete coursework with access to tutors for support.

The Interdisciplinary Tutoring Center (ITC) Lab is housed on the 3<sup>rd</sup> floor of the main campus Library. The ITC offers access to 120 computers with course-specific software, Internet access, and Microsoft Office. This appointment-based multidisciplinary tutoring lab is staffed by adjunct faculty and tutors.

The following labs have variable operational hours dependent on funding and tutorial staff. All hours are posted in tutoring centers.

- Accounting Lab (10–15 hours per week)
- Biology Lab (10–15 hours per week)
- Child Development Lab (10 hours per week)
- Dental Hygiene Lab (5-10 hours per week)
- MEDOP Lab (5-10 hours per week)
- Music Lab (10 hours per week)
- Nursing Lab (10 hours per week)

As their names imply, these are discipline-specific tutoring locations staffed with tutors who are focused on those disciplines. They provide specialized services in proximity to the dedicated learning site.

LAS services are also available at each of the Higher Education Centers (HEC) in National City, Otay Mesa, and San Ysidro. Each HEC site provides multidisciplinary tutoring services with an emphasis on basic skills, Mathematics, and English. These sites also house computers for student access, and they are overseen by adjunct faculty and staff.

LAS provides online tutoring services in two ways: synchronous tutoring as part of the Western eTutoring Consortium ([II.C.64](#)); and asynchronous tutoring through the College's Online Writing Lab (OWL) ([II.C.65](#)). Both services are staffed by trained tutors.

OWL is available seven days a week (except holidays) when school is in session. OWL focuses exclusively on English skills, but it serves students in every discipline by supporting Writ-

ing Across the Curriculum. The eTutoring service is available seven days a week, 18 hours a day, with the exception of some holidays. The service is chiefly synchronous, though it also offers answers to “eQuestions,” or asynchronous responses to individual inquiries. The synchronous part of the service is conducted via live, online chats making use of online conferencing software and virtual whiteboards to interact with students.

The eTutoring service provides tutoring in the following subjects:

- Accounting
- Anatomy and Physiology
- Biology
- Calculus
- Chemistry
- Economics
- Engineering (Circuits and Digital Systems only)
- Mathematics (Developmental through Trigonometry)
- Medical Coding
- Microsoft Office
- Pathophysiology
- Pharmacology
- Physics
- Psychology
- Spanish
- Statistics
- Web Development (xHTML, CSS, and Dreamweaver)
- Writing

LAS maintains a tutoring staff based on student needs as assessed by the LAS Coordinator and the Tutorial Center Coordinator. These assessments are based on requests from schools and departments as well as individual faculty and students. LAS also gears its offerings to the requirements of grants such as Title V, Student Equity, and the Basic Skills Initiative. The LAS Coordinator is a member of several College wide committees and initiatives, including the Student Success Sub-Committee and the Student Equity Planning Committee where he collaborates with a wide range of students, faculty, staff and administrators. LAS also works closely with programs and initiatives such as EOPS, DSS, and the Student Veterans Organization.

### SELF EVALUATION

The College provides adequate access to the Library and LAS to meet the needs of students and personnel responsible for student learning programs. Comparable services are provided to Distance Education (DE) students and students at the HECs through online tutoring, online Library reference service, online research resources, and face-to-face services at the HECs.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

## DESCRIPTIVE SUMMARY

The College ensures effective security and maintenance for the Library, Learning Assistance Services (LAS), and other areas where learning support services are provided.

The Library and LAS follow College procedure as outlined in the Emergency Response and Procedures Manual ([II.C.66](#)). Evacuation area maps and instructions are posted in all areas of the buildings. In conjunction with the Library, LAS staff and faculty have emergency procedure training on an annual basis. The Library and ASC each house an automated external defibrillator (AED) and staff training on its use was completed in January 2015. Building security in each area is facilitated by staff alarm codes. The Dean of Instructional Support Services (ISS) authorizes which employees hold building keys. In both the Library and ASC, College Police personnel regularly patrol the buildings and respond to unusual incidents. Security cameras are placed in both the ASC and the main Library on the Chula Vista campus.

Further, the Library has established an Emergency Preparedness Manual, and a copy of it is located at each service point ([II.C.67](#)). To guard against theft, the Library's book collection is secured by 3M gates and security system ([II.C.68](#)). The Library is also a member of the San Diego/Imperial County Libraries Disaster Response Network (SILDRN) ([II.C.69](#)).

LAS materials are stored securely. Textbooks, fee-based testing materials, and files are stored in locked cabinets and follow a check out procedure. Excel and Access files with tutor data and student data are located on a shared drive on the secured campus network. Student tutorial contacts are stored on the campus network via SARS GRID and SARS Trak. Access to these files is limited to select personnel and are password protected. Each system provides a record of user access.

Maintenance of the Library and LAS facilities is also a top priority. In spring 2015 the Library was given approval to replace some of its aging study carrels on the second floor, and a new automatic door is to be installed in the Multimedia area of the Library ([II.C.70](#)). In addition, in spring 2015, the Library upgraded its 37 security cameras and installed five new cameras in various Library locations ([II.C.71](#)). LAS is chiefly responsible for the ASC, which is a smaller space than the Library, and as such, needs less maintenance. In spring 2015, LAS was given

approval to install three new study cubicles in the ASC. The facilities in other LAS locations, such as the Library Interdisciplinary Tutoring Center (ITC) and HECs, are overseen by the personnel in charge of those areas.

## SELF EVALUATION

The College maintains effective security and ensures maintenance for the Library, LAS, and other areas where learning support services are provided. The College recognizes that investment in the maintenance and security for its Library and other learning support services increases the effectiveness of instructional support services.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

## DESCRIPTIVE SUMMARY

The College relies on and collaborates with a variety of outside institutions to support the needs of students and instructional programs.

There are several examples of Library collaborations through formal agreements.

- **QuestionPoint 24/7 Chat Reference Service:** The Southwestern College Library is a member of this cooperative of academic libraries, which provides reference service to both traditional and Distance Education (DE) students 24 hours a day, seven days a week, from any location as described in Standard II.C.1.b. The Library collects and analyzes usage statistics and evaluations from students who are using the service to identify potential areas of improvement in service ([II.C.72](#)).

- **San Diego/Imperial Counties Community Colleges Learning Resources Cooperative (SDICCLRC) Joint Powers Agreement:** All College faculty have access to a shared collection of closed-captioned videos which are selected and maintained by a Media Committee consisting of librarians from the consortium's colleges. Southwestern College faculty media requests are delivered to the campus by San Diego County Office of Education (SDCOE) staff. The consortium collects and distributes usage statistics for the media program. In addition to the media collection, SDICCLRC funds pay for the QuestionPoint annual subscription ([II.C.73](#)).
- **San Diego/Imperial County Libraries Disaster Response Network (SILDRN):** This network of local libraries organizes materials and procedures for disaster recovery resources. The group meets periodically to evaluate new information and update procedures as needed ([II.C.74](#)).
- **Sirsi/Dynix:** The integrated library system (ILS), Sirsi/Dynix Horizon, is used at all of the College's libraries as a discovery tool for students, staff, faculty, and community members who are conducting research. New modules will be added in summer 2015 to improve functionality and usability. In 2013, the Library initiated presentations from ILS and discovery tool vendors to reevaluate the existing system and to explore ways to improve workflows and relevant research results for the College community. As a result of the evaluation process, the Library chose to upgrade the Sirsi/Dynix system ([II.C.35](#)).
- **Online Computer Library Center (OCLC) Membership:** OCLC enables Southwestern College Libraries to borrow requested titles from other libraries in the U.S. for Southwestern College Library users in a timely manner via Interlibrary Loan (ILL) agreements. Statistics on ILL transactions are reviewed each year. The OCLC system is also used for copy cataloging in the Library's Technical Services area ([II.C.75](#)).
- **California Community College Library Consortium:** The Community College League, in partnership with the Council of Chief Librarians, conducts a program of cooperative buying that greatly benefits the Library by providing economy of scale, standardized contracts, centralized negotiations, and streamlined record keeping. Statistics of database and e-book usage are collected and evaluated annually, and they are used to inform decisions regarding continuation of database subscriptions and evaluation of e-book purchasing models ([II.C.76](#)).

Learning Assistance Services collaborations include:

- Membership in the Association of Colleges for Tutoring and Learning Assistance (ACTLA)
- Membership in the College Reading and Learning Association (CRLA)
- Membership in the Western eTutoring Consortium
- Use of SARS GRID and SARS Trak licensed software to monitor and record all tutoring contacts
- College Reading and Learning Association (CRLA) certification is renewed every three years, requiring a process of self-evaluation following CRLA guidelines ([II.C.77](#)).

## SELF EVALUATION

Cost-saving contracts with consortia and outside vendors allow the Library and LAS to maximize the quality and number of resources available to students, thereby contributing to several College goals, including stewardship of financial resources and improvement of student learning. Contracted services are reviewed on a continuous basis to ensure they meet users' needs. For example, librarians review electronic database subscriptions annually, incorporating information such as feedback from students and faculty, database usage statistics, and product reviews. LAS reviews student access numbers for online services via the Western eTutoring web site to track usage trends. As the service is relatively new, more time is needed for relevant statistics to be compiled. LAS also conducts numerous online surveys to assess student success qualitatively.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## DESCRIPTIVE SUMMARY

The College, area faculty, and classified employees evaluate Library and other learning support services to assure their adequacy of meeting identified student needs. This includes providing evidence that Library and other learning support services achieve stated student learning outcomes (SLOs). Qualitative and quantitative data regarding student learning

are used as the basis of improvement and are reported in program review.

### Library

In support of the Library's mission and in recognition of its unique role as a provider of both information and services, Library faculty and staff identified student learning outcomes (SLOs) and administrative unit outcomes (AUOs). Library faculty assess SLOs following the academic program review cycle ([II.C.78](#)), and results are stored in eLumen and reported in program review ([II.C.79](#)). The AUOs follow the administrative program review cycle ([II.C.80](#)). Results are stored in the College's SharePoint database and reported in program review.

Library faculty and staff gather and review a variety of additional quantitative and qualitative data in review of the Library's learning support services. Internal statistics cover a number of different areas, including the Library's instructional programs, its online resources, and its service desks. Circulation statistics showing the number of check outs for various types of materials are also analyzed ([II.C.81](#)).

Additionally, the Library collects and incorporates the following information into evaluating and improving resources and services:

- Working with the College's Institutional Research, Planning, and Grants Department, the Library has been included in the Campus Climate surveys from Fall 2010 through Spring 2014 ([II.C.16](#)) ([II.C.82](#)).
- The Library also partnered with Institutional Research to develop a survey to assess Library services and collections. The survey was administered online and at each of the Library's four locations in fall 2014 ([II.C.39](#)).
- Course-level surveys for Library instruction are also conducted ([II.C.83](#)) ([II.C.84](#)).
- The Library is participating in a statewide survey, expanded from a 2011 pilot project, to assess student use of technology in the Library. It was administered through the California Community Colleges Chancellor's Office in summer 2014 ([II.C.85](#)).
- Student and faculty users evaluate the Library areas of Circulation, Interlibrary Loans, Media Services, ITC and the Reference Desk. Informal comments for improvement are solicited at the service desks and through email on the Library's website. Feedback is also received from surveys submitted by students using the QuestionPoint 24/7 Chat Reference Service ([II.C.86](#)).
- Librarian liaisons communicate with discipline faculty to ensure that individual departmental needs are met.
- Librarians collaborate with discipline faculty through the curriculum process to ensure that curriculum is supported ([II.C.23](#)).

The Southwestern College Library gives input to and measures itself against libraries of its type. Statistics used for comparison include the number of books and journals, the number of interlibrary loans, circulation and reserves statistics, weekly public service hours, reference transactions, and full-time equivalent staff and faculty ([II.C.87](#)) ([II.C.88](#)) ([II.C.89](#)) ([II.C.90](#)).

In the fall 2014 student survey of Library resources and services, positive reviews were given of several areas, including an overall rating of the Library as "Excellent" or "Good" by 90 percent of respondents. Areas for improvement identified in the survey include expanding library hours, providing up-to-date technology resources, and addressing the increasing demand for study rooms ([II.C.39](#)).

### Learning Assistance Services (LAS)

In support of the Learning Assistance Services' mission and in recognition of its unique role as a provider of learning support services, LAS faculty and staff identified student learning outcomes (SLOs). LAS faculty and staff assess SLOs following the academic program review cycle ([II.C.78](#)), and results are stored in eLumen and reported in comprehensive program review.

LAS faculty and staff gather a variety of additional quantitative and qualitative data in review of the learning support services they provide. LAS collects internal and institutional surveys of students, faculty, and staff. LAS faculty and staff attend and present at school and department meetings, Academic Senate meetings, and Board of Trustees (Board) meetings. In addition, LAS staff make annual trips to the Higher Education Centers (HECs) to solicit feedback.

Survey data indicate that students feel they benefit from LAS programs. The LAS spring 2013-14 SLO survey revealed that 96 percent of students felt they had developed skills that would help them in their courses, and 96.8 percent of the students surveyed felt an increase in their confidence to succeed. This leads to students coming back for more tutoring, with 98.1 percent saying they would return for further sessions, demonstrating that students are feeling a positive connection with tutors ([II.C.91](#)).

LAS is dependent on technology to ensure an optimum level of service in its ITC computer labs. Feedback from faculty, staff, and committees ensures that Institutional Technology (IT) is able to respond to the needs for change or improvements for the computing services at ITC labs ([II.C.92](#)).

## **SELF EVALUATION**

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The Library and LAS regularly and systematically collect both qualitative and quantitative data to assess how well their services support student learning. This data is reviewed annually, reported in program review, and evaluated to create plans for improvement. The Library completed a comprehensive program review in 2012, and LAS completed theirs in 2011. Both areas complete program review snapshots every year. Data is used to request resources necessary to support student needs through the program review process. In addition,

formal assessments of SLOs and AUOs are analyzed to determine whether the Library and LAS are enhancing student achievement of identified learning outcomes ([II.C.93](#)).

The College meets the Standard.

## **ACTIONABLE IMPROVEMENT PLANS**

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None.

## STANDARD II.C. - LIBRARY AND LEARNING SUPPORT SERVICES

Standard II.C. Citation	Original Citation	Document File Name	Document Title
<a href="#">IIC.1</a>		<a href="#">IIC1_Lib_MissionStatement.pdf</a>	Library Mission Statement Webpage
<a href="#">IIC.2</a>		<a href="#">IIC2_AcademicSuccCntr_Webpage.pdf</a>	Academic Success Center Webpage
<a href="#">IIC.3</a>		<a href="#">IIC3_LibFac&amp;Staff_Webpage.pdf</a>	Library Staff Directory
<a href="#">IIC.4</a>		<a href="#">IIC4_Train&amp;ProfDev_Webpage.pdf</a>	Ongoing Training and Professional Development
<a href="#">IIC.5</a>		<a href="#">IIC5_GateCountStat_Webpage.pdf</a>	Gate Count Statistics
<a href="#">IIC.6</a>		<a href="#">IIC6_ITCSoftware_Webpage.pdf</a>	ITC Software
<a href="#">IIC.7</a>		<a href="#">IIC7_ComputerServ_Webpage.pdf</a>	Computer Services Webpage
<a href="#">IIC.8</a>	II.A.118	<a href="#">IIC8_DSS_Webpage.pdf</a>	Disability Support Services Webpage
<a href="#">IIC.9</a>		<a href="#">IIC9_LibraryLocations_Webpage.pdf</a>	Library Locations Webpage
<a href="#">IIC.10</a>		<a href="#">IIC10_LibraryOrient_Webpage.pdf</a>	Library Orientations Webpage
<a href="#">IIC.11</a>		<a href="#">IIC11_LibResrchGuide_Webpage.pdf</a>	Library Research Guides
<a href="#">IIC.12</a>		<a href="#">IIC12_OffCampAccess_Webpag.pdf</a>	Off Campus Access Webpage
<a href="#">IIC.13</a>		<a href="#">IIC13_SWCHistoryArchives.pdf</a>	SWC History, Archives
<a href="#">IIC.14</a>		<a href="#">IIC14_SolarEnergyDisplay.pdf</a>	Solar Energy Display
<a href="#">IIC.15</a>		<a href="#">IIC15_LAS_ProgRevRpt_2011.pdf</a>	LAS Program Review Report, 2011
<a href="#">IIC.16</a>	I.B.27	<a href="#">IIC16_ResearchUnit_Webpage.pdf</a>	SWC Research Unit Webpage
<a href="#">IIC.17</a>		<a href="#">IIC17_LAS_SemstrStatRpt_2000.pdf</a>	LAS Semester Statistical Reports, 2000—present
<a href="#">IIC.18</a>		<a href="#">IIC18_PowerStudyRpt.pdf</a>	Power Study Program Report
<a href="#">IIC.19</a>		<a href="#">IIC19_LAS_WkshpServRpt.pdf</a>	LAS Workshop Services Reports
<a href="#">IIC.20</a>		<a href="#">IIC20_Policy_Proc_2515.pdf</a>	Policy and Procedure 2515: Role and Scope of the Academic Senate: 10+1 Agreement
<a href="#">IIC.21</a>		<a href="#">IIC21_LibLiaisons_Webpage.pdf</a>	Library Liaisons Webpage
<a href="#">IIC.22</a>		<a href="#">IIC22_CurrAppProcess.pdf</a>	Curriculum Approval Process
<a href="#">IIC.23</a>	II.A.14	<a href="#">IIC23_Curricunet_Website.pdf</a>	SWC CurricUNET Webpage
<a href="#">IIC.24</a>		<a href="#">IIC24_LibCollDevGuidelines.pdf</a>	SWC Library Collection Development Guidelines
<a href="#">IIC.25</a>		<a href="#">IIC25_Lib_CompAcaProgRev_2012.pdf</a>	SWC Library Comprehensive Academic Program Review, 2012
<a href="#">IIC.26</a>		<a href="#">IIC26_ESLReaderColl_CV.pdf</a>	ESL Reader Collection, Chula Vista Campus Library
<a href="#">IIC.27</a>		<a href="#">IIC27_ESLReaderColl_HECSY.pdf</a>	ESL Reader Collection, Higher Education Center San Ysidro
<a href="#">IIC.28</a>		<a href="#">IIC28_LeisureReadColl_CV.pdf</a>	Leisure Reading Collection, Chula Vista Campus Library
<a href="#">IIC.29</a>		<a href="#">IIC29_LeisureReadColl_HECNC.pdf</a>	Leisure Reading Collection, Higher Education Center National City Library
<a href="#">IIC.30</a>		<a href="#">IIC30_LeisureReadColl_HECOM.pdf</a>	Leisure Reading Collection, Higher Education Center Otay Mesa Library
<a href="#">IIC.31</a>		<a href="#">IIC31_LeisureReadColl_HECSY.pdf</a>	Leisure Reading Collection, Higher Education Center San Ysidro Library
<a href="#">IIC.32</a>		<a href="#">IIC32_AACEN_NursAccrRpt.pdf</a>	AACEN Nursing Accreditation Report
<a href="#">IIC.33</a>		<a href="#">IIC33_WithdrawnVideos_2007-2008.pdf</a>	Withdrawn Videos, 2007–08
<a href="#">IIC.34</a>		<a href="#">IIC34_WithdrawnVideo_2015.pdf</a>	Withdrawn Videos, 2015
<a href="#">IIC.35</a>		<a href="#">IIC35_LibraryBasicSerch_Webpage.pdf</a>	Library Basic Search

Standard II.C. Citation	Original Citation	Document File Name	Document Title
<a href="#">IIC.36</a>		<a href="#">IIC36_LibSearchCenter_Webpage.pdf</a>	Library Search Center
<a href="#">IIC.37</a>		<a href="#">IIC37_FilmsOnDemand_Webpage.pdf</a>	Films on Demand
<a href="#">IIC.38</a>		<a href="#">IIC38_TutoringSchedules_Webpage.pdf</a>	Tutoring Schedules
<a href="#">IIC.39</a>		<a href="#">IIC39_LibSurvey_FA2014.pdf</a>	Library Survey, Fall 2014
<a href="#">IIC.40</a>		<a href="#">IIC40_LAS_SLOrpt_2011-2014.pdf</a>	LAS SLO Report, 2011 to 2014
<a href="#">IIC.41</a>		<a href="#">IIC41_TutorEvalRpt_2011.pdf</a>	Tutor Evaluation Report, 2011
<a href="#">IIC.42</a>		<a href="#">IIC42_Lib_CompAcaProgRev_2012.pdf</a>	SWC Library Comprehensive Academic Program Review, Criterion 4.0
<a href="#">IIC.43</a>		<a href="#">IIC43_LibOrient&amp;Workshops.pdf</a>	Library Orientations and Workshops
<a href="#">IIC.44</a>		<a href="#">IIC44_CollegeCatalog_pg.421.pdf</a>	2014–15 SWC College Catalog, p. 419 (PDF p.421)
<a href="#">IIC.45</a>		<a href="#">IIC45_Orientations_FA2013.pdf</a>	Library Research Orientations, Fall 2013
<a href="#">IIC.46</a>		<a href="#">IIC46_LibGuidStreamMedia_Website.pdf</a>	Library Guides, Streaming Media
<a href="#">IIC.47</a>		<a href="#">IIC47_LibraryGuidesTutorial_Webpage.pdf</a>	Library Guides Tutorial
<a href="#">IIC.48</a>		<a href="#">IIC48_PrimSourceWkshpAttend.pdf</a>	Primary Source Workshops Attendance
<a href="#">IIC.49</a>		<a href="#">IIC49_OtherWkshpAttend.pdf</a>	Other Workshops Attendance
<a href="#">IIC.50</a>		<a href="#">IIC50_BlkbdrInstrStats.pdf</a>	Blackboard Instruction Statistics
<a href="#">IIC.51</a>		<a href="#">IIC51_AnalysisSP2011_PrelimRslts.pdf</a>	Student Survey Analysis, Spring 2011, Preliminary Results
<a href="#">IIC.52</a>		<a href="#">IIC52_SLOPreSummary_2012.pdf</a>	AUO Pre Summary 2012
<a href="#">IIC.53</a>		<a href="#">IIC53_SLOPostSummary_2012.pdf</a>	AUO Post Summary 2012
<a href="#">IIC.54</a>		<a href="#">IIC54_MasterStats.pdf</a>	Master Statistics
<a href="#">IIC.55</a>		<a href="#">IIC55_AskALibrarian_Webpage.pdf</a>	Ask A Librarian Webpage
<a href="#">IIC.56</a>		<a href="#">IIC56_Questionpoint_Webpage.pdf</a>	QuestionPoint
<a href="#">IIC.57</a>		<a href="#">IIC57_CompAcaPR_LibCrse_RetRates</a>	SWC Library Comprehensive Academic Program Review, Library Courses, Retention and Success Rates
<a href="#">IIC.58</a>		<a href="#">IIC58_StudResponsibilities_Webpage.pdf</a>	Student Responsibilities
<a href="#">IIC.59</a>		<a href="#">IIC59_LASWC_WkspRpt.pdf</a>	LAS Writing Center workshop Report
<a href="#">IIC.60</a>		<a href="#">IIC60_LearningLinks_Webpage</a>	LAS Learning Links
<a href="#">IIC.61</a>		<a href="#">IIC61_LibraryHours_Webpage.pdf</a>	Library Hours Webpage
<a href="#">IIC.62</a>		<a href="#">IIC62_InterlibraryLoan_Webpage.pdf</a>	Interlibrary Loan Webpage
<a href="#">IIC.63</a>		<a href="#">IIC63_ResearchGuides_Webpage.pdf</a>	Research Guides Webpage
<a href="#">IIC.64</a>		<a href="#">IIC64_Etutoring_Webpage.pdf</a>	eTutoring
<a href="#">IIC.65</a>		<a href="#">IIC65_OnlineWritingLab_Webpage.pdf</a>	Online Writing Lab (OWL)
<a href="#">IIC.66</a>		<a href="#">IIC66_EmergResp&amp;ProcMan.pdf</a>	Emergency Response and Procedures Manual
<a href="#">IIC.67</a>		<a href="#">IIC67_EmergPreparedness.pdf</a>	Emergency Response Training
<a href="#">IIC.68</a>		<a href="#">IIC68_3MServAgreement.pdf</a>	3M Service Agreement
<a href="#">IIC.69</a>		<a href="#">IIC69_SILDNRN_Webpage.pdf</a>	SILDNRN: San Diego/Imperial County Libraries Disaster Response Network
<a href="#">IIC.70</a>		<a href="#">IIC70_Slide_Door_Installation.pdf</a>	Slide Door Installation
<a href="#">IIC.71</a>		<a href="#">IIC71_LibraryCameras.pdf</a>	Library Cameras
<a href="#">IIC.72</a>		<a href="#">IIC72_ChatWithaLibrarian_Webpage.pdf</a>	Chat with a Librarian

Standard II.C. Citation	Original Citation	Document File Name	Document Title
<a href="#">II.C.73</a>		<a href="#">II.C73_Sdicccrc_Website.pdf</a>	SDICCCCLRC: San Diego and Imperial Counties Community Colleges Learning Resources Cooperative
<a href="#">II.C.74</a>		<a href="#">II.C74_JointPowerAgeement.pdf</a>	SILDRN Joint Power Agreement
<a href="#">II.C.75</a>		<a href="#">II.C75_OCLC_Subscription.pdf</a>	OCLC Subscription
<a href="#">II.C.76</a>		<a href="#">II.C76_CommCollegeLibConsortium.pdf</a>	Community College Library Consortium
<a href="#">II.C.77</a>		<a href="#">II.C77_CRLA_Website.pdf</a>	CRLA: College Reading and Learning Association
<a href="#">II.C.78</a>		<a href="#">II.C78_AcademicProgRev_Webpage.pdf</a>	Academic Program Review Webpage
<a href="#">II.C.79</a>		<a href="#">II.C79_eLumen_SLORpts.pdf</a>	eLumen SLO Reports for LIB 110 and LIB 151
<a href="#">II.C.80</a>		<a href="#">II.C80_AA_AdminProgRev.pdf</a>	Academic Affairs Administrative Program Review
<a href="#">II.C.81</a>		<a href="#">II.C81_CirculationStats.pdf</a>	Circulation Statistics
<a href="#">II.C.82</a>		<a href="#">II.C82_EmpSatisfacSurvRpts.pdf</a>	Employee Satisfaction Survey Reports
<a href="#">II.C.83</a>		<a href="#">II.C83_StudSurvey_LIB151.pdf</a>	Student Survey for LIB 151
<a href="#">II.C.84</a>		<a href="#">II.C84_StudSurvey_LIB110.pdf</a>	Student Survey for LIB 110
<a href="#">II.C.85</a>		<a href="#">II.C85_CCC_StudLibTechSurvey.pdf</a>	California Community College Student Library Technology Survey
<a href="#">II.C.86</a>		<a href="#">II.C86_QuestionPoint_UserSurv.pdf</a>	QuestionPoint User Surveys
<a href="#">II.C.87</a>		<a href="#">II.C87_ACRL_Webpage.pdf</a>	ACRL 2013-14 Academic Library Trends and Statistics Survey
<a href="#">II.C.88</a>		<a href="#">II.C88_CCL_AnnLibDataSurvey.pdf</a>	Council of Chief Librarians Annual Library Data Survey
<a href="#">II.C.89</a>		<a href="#">II.C89_NatCenterforEdStats.pdf</a>	National Center for Education Statistics
<a href="#">II.C.90</a>		<a href="#">II.C90_Lib&amp;LearnResProgRpt.pdf</a>	Library and Learning Resources Program Report
<a href="#">II.C.91</a>		<a href="#">II.C91_SLO_LASRpts_2013-2014.pdf</a>	SLO LAS Reports, 2013–14
<a href="#">II.C.92</a>		<a href="#">II.C92_LAS_ProgRev_Snapshot.pdf</a>	LAS Program Review Snapshot
<a href="#">II.C.93</a>		<a href="#">II.C93_LearningOutcomesRpts.pdf</a>	Learning Outcomes Reports

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## STANDARD III

### Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- **Standard III.A.**  
Human Resources
  
- **Standard III.B.**  
Physical Resources
  
- **Standard III.C.**  
Technology Resources
  
- **Standard III.D.**  
Fiscal Resources

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**III.A. The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

### DESCRIPTIVE SUMMARY

To support student learning programs and services and to improve institutional effectiveness, Southwestern College employs qualified personnel. In its hiring process, the College follows the Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.1). When appropriate, other staff is hired according to state requirements or commonly accepted best practices.

The College ensures that personnel are treated equitably, and it provides opportunities for professional development through the Employee Services Division (Employee Services). Employee Services contains the Human Resources Department, the Staff Development Program, Campus Police, the Payroll Office, and the Benefits Office. Effective May 2015, the Staff Development Program was renamed the Professional Development Program as a result of the implementation of AB 2558 (III.A.2), legislation that requires all employees at a community college to participate annually in professional development. However, due to the recency of the name change, this program is referred to as Staff Development Program throughout this Self Evaluation Report.

Opportunities for professional development include workshops in a variety of areas, including instructional improvement, student support, new technologies, and leadership. In alignment with its mission statement, Southwestern College values the significant role played by persons of diverse backgrounds, and it works diligently to encourage and welcome such diversity. Staff Development offers a collection of workshops focusing on issues of equity and diversity for all current employees.

All employees are evaluated regularly and systematically. Staff, faculty, and administrator evaluations follow established timelines, processes, and procedures.

As with all of the College's planning, human resources planning is integrated with institutional planning. Employee Services aligns its processes and plans with the mission of the College and its institutional plans, including the Strategic Plan and the Educational Master Plan.

### SELF EVALUATION

As evidenced in the Standards below, the College understands the significance of maintaining a qualified and diverse workforce to support student learning programs and services and to improve institutional effectiveness. The College ensures equitable treatment of employees and offers all employees opportunities for professional development. Evaluations of all employees occur on regular cycles and are conducted systematically. Employee Services planning is aligned with institutional planning.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

### DESCRIPTIVE SUMMARY

Southwestern College assures the integrity and quality of its programs and services by employing personnel who are appropriately qualified in terms of education, training, and experience. College staff members are committed to student success.

The College's vision, mission, and values (III.A.3) are used as a guide when determining job duties and writing class specifications (III.A.4). The relevant dean or director works closely with the Human Resources (HR) Department to revise current class specifications or to develop new ones. New or revised class specifications for classified staff are reviewed by the Superintendent/President, the area vice president, and the Vice President of Employee Services prior to notification and negotiations, if necessary, with the union representing classified staff (III.A.5). New or revised class specifications for both academic and classified administrators undergo the same review process prior to being vetted by the union representing administrators.

Faculty class specifications are created and revised in a similar fashion. The starting point is the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Trustees (Board) in 1988 and updated periodically ([III.A.1](#)), or acceptable equivalency. Faculty class specification development or revision is led by the cognizant dean or director with the active participation of the appropriate discipline's faculty, as well as with the proper notification and the involvement of the union representing faculty.

The College has an established process for determining equivalency to minimum qualifications ([III.A.6](#)). The process is overseen by the Equivalency Committee, which is comprised of full-time faculty and representation from Human Resources. It is chaired by the Vice President of Academic Affairs. Procedures used by the Equivalency Committee are frequently reviewed by the Academic Senate in collaboration with the Vice President of Academic Affairs.

Academic administrators are required to meet minimum qualifications similar to those of faculty. Classified administrators must have at least a master's degree or possess an equivalent level of educational attainment through significant experience in excess of the minimum requirement in the functional area being hired. Classified and confidential employees must demonstrate their abilities through a combination of education and experience specifically related to the job classification.

Classified staff and both types of administrators may request a desk audit to determine the correctness of their classification and their salary placement. To ensure impartiality, the College engages an outside, independent classification consultant to conduct desk audits, classification studies, and salary surveys. The information gathered is then used by the consultant to draft classification specifications and/or to revise existing specifications.

Hiring processes at the College are designed to ensure the ultimate selection of the best qualified candidate. After the class specification has been finalized, the College engages in extensive advertising and outreach to attract a diverse pool of applicants. Job openings are posted on the College website ([III.A.7](#)) and distributed in a variety of print and electronic formats for both internal and external audiences.

Announcements are posted in the following sites and publications:

- The CA Community Colleges Registry
- UCSD Job Board
- SDSU Job Board
- Higher Ed Jobs
- Inside Higher Ed
- Chronicle of Higher Ed
- CalJOBS
- Diversity-jobs.com
- UT San Diego

Frequently, disciplines or fields may also have their own specialized trade publications and distribution lists. Based upon the recommendations and the experience of Human Resources and the hiring manager, these supplemental sites are added to the nine regular outlets listed above.

### **SELF EVALUATION**

As part of its ongoing program review process, the College identifies administrative unit outcomes (AUOs). AUOs can indicate the need for additional staffing, a change in organizational structure, or modifications in personnel deployment. AUOs that indicate a need for a substantial change in human resources are closely reviewed by the Cabinet and analyzed in relation to the overall mission, vision, and values of the College, in the context of available resources.

Currently the College has 231 full-time faculty members. All faculty meet the required state minimum qualifications to teach in their respective disciplines, and 42 (18 percent) exceed the state minimum qualifications by having a doctoral degree in their respective field. The College has 28 academic administrators and 38 classified administrators, all of whom meet the minimum qualifications listed in their respective class specification and 11 (17 percent) exceed minimum qualifications as they hold a doctoral degree.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that qualified personnel are selected to provide programs and services that enhance student success.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

## DESCRIPTIVE SUMMARY

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated, and comprehensive information is provided to the public and the College community through the College website ([III.A.7](#)). Job announcements and criteria are available online, along with employee contracts with the California State Employees Association (CSEA) and the Southwestern College Education Association (SCEA), salary schedules, and job descriptions ([III.A.8](#)) ([III.A.9](#)) ([III.A.10](#)) ([III.A.4](#)). Policy 7120: Recruitment and Hiring and Policy 5317: Minimum Qualifications Equivalency are posted on the College website ([III.A.11](#)) ([III.A.6](#)). Pursuant to state regulations, the College actively recruits from both from within and from outside the College to attract qualified applicants for all new and vacant positions.

All hiring criteria, including committee make-up, screening tools, and interview questions, are reviewed and approved by the Vice President of Employee Services, the Human Resources (HR) Department, and in consultation with the Superintendent/President. All job descriptions directly correlate to institutional mission and goals, and accurately reflect position duties, responsibility, and authority. All positions are generated from program review and prioritized through planning committees specifically selected for area expertise.

Prior to the start of an active recruitment process, faculty job announcements are reviewed by the appropriate academic dean, in collaboration with faculty from the respective department, to ensure that specific and emergent needs of the discipline, department, and College are represented. Faculty job announcements provide information about the College's mission, vision, and values. Job announcements list the minimum and desired qualifications, ideal candidate statement, and minimum education requirements that are specific to the academic discipline and the department's focus.

Discipline faculty play a central role in the selection of new faculty and have a strong role in establishing equivalency which is guaranteed through Policy 5317. Faculty in the department and discipline also take an active role in developing and writing job announcements and desired qualifications. College staff and faculty are involved in establishing screening criteria and participate on hiring committees per Policy 7120. All hiring committee members collaboratively determine interview questions and other assessment exercises.

The following criteria are used to determine the selection of faculty:

- Candidate must demonstrate knowledge of subject matter as required by the state ([III.A.1](#))
- Candidate must demonstrate effective teaching during application and interview processes

During the interview process incumbents are asked to perform a teaching demonstration, and they are required to provide writing samples and presentations as a component of the interview.

All degrees held by faculty and administrators are from accredited and recognized institutions of higher education. The grand majority of those degrees are from institutions accredited by recognized U.S. accrediting agencies. In compliance with Title 5, 53406, the College requires that all faculty and administrators hired hold degrees from accredited institutions ([III.A.6](#)). Degrees held by faculty and administrators from non-U.S. institutions are recognized only once equivalence has been established.

The College requires standard language on job announcements regarding foreign degrees and transcript evaluation, including translation if applicable. In the job announcement, the College refers applicants to an agency for transcript evaluation ([III.A.6](#)). The hiring committee sets hiring criteria based on each individual job description.

There are five required steps in the selection process: document review, personal interview, reference verification, final interviews, and final approval by the Board of Trustees (Board). In addition, the hiring committee may agree to use one or more of the following optional steps in the hiring process: telephone interview, campus tour, written activity, presentation, site visit, or other mutually agreed upon options. As noted above, all faculty interviewees are required to present a teaching demonstration which is evaluated during the interview by committee members.

Initial screening for meeting minimum qualifications is conducted in Human Resources. Once complete, further screening is conducted by hiring committee members based on transcripts, résumé, interview, and reference verification.

Faculty hiring committees are made up of either two or four faculty members, the responsible administrator, and a student representative. If the committee agrees, an optional classified staff member may be added. Educational administrators require a hiring committee made up of two administrators, two faculty members, a classified confidential employee, and a student body member. The hiring committee for a classified administrator is made up of two administrators and one classified bargaining unit employee. For classified employees, the hiring committee is comprised of the direct supervisor, two classified employees, and another employee designated by the Director of Human Resources.

Every hiring committee also includes an individual trained to monitor conformance with Equal Employment Opportunity (EEO) requirements. A Hiring Compliance Officer (HCO) joins the hiring committee from its inception and continues to meet with the hiring committee through the entire selection process. The Vice President of Employee Services is responsible for overseeing the overall screening and selection process, including preparation of job-related questions and other screening tools. A standard training is presented during the committee orientation process that includes EEO requirements, hiring policies and procedures of the College, confidentiality of the process, conflict of interest, and the requirements of applicable state regulations and federal non-discrimination laws.

The hiring committee develops an applicant screening device ([III.A.12](#)) which is used to evaluate an applicant based on minimum qualifications and attributes that are directly related to the job duties. The hiring committee also develops questions for candidates that are designed to extract knowledge of the discipline, as well as to evaluate problem-solving ability, communication skills, diversity awareness, and performance-related achievements. An interview rating form ([III.A.13](#)) is created which is used during the interview by each hiring committee member to score the responses given by the candidates.

Part-time faculty members are selected for hire by the academic deans in consultation with full-time faculty members from the discipline or the department. The HR Department continuously advertises for part-time positions. Deans, in collaboration with faculty members, screen applications for the best qualified candidates. Qualified candidates are contacted, and they remain in an eligible pool until there is a vacancy and a corresponding need to hire part-time faculty. Candidates for part-time faculty positions must also possess the required state minimum qualifications to be an instructor.

## SELF EVALUATION

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes that ensure the selection of personnel is clearly and publicly stated.

Job descriptions are designed to correlate with the institutional mission and goals, and to accurately reflect position duties, responsibilities, and authority. The Academic Senate appoints faculty members to each faculty screening committee. Faculty members assist in designing the hiring criteria, such as supplemental questionnaires, interview questions, and written and live exercises. As part of this process, peers evaluate a candidate's knowledge of the subject matter for effective teaching. Full-time and part-time faculty contribute to selection of new faculty.

Hiring committees for each job classification have appropriate representation. The committee develops a screening tool to evaluate each applicant during the initial application screening process. The tool is specifically designed to evaluate the applicant's ability to meet the requirements of the position as outlined in the job description and announcement. The initial interview for full-time faculty always includes a teaching demonstration designed for the applicant to exhibit the effectiveness of his or her teaching style and ability.

The HR Department ensures that faculty and administrators hold degrees from institutions that are accredited by U.S. accrediting agencies. All degrees from non-U.S. institutions are recognized only once equivalence has been established by the screening committee.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## DESCRIPTIVE SUMMARY

Performance evaluation processes are a subject of collective bargaining. Each bargaining unit contract has a section devoted to the process and to the frequency of performance evaluations ([III.A.14](#)) ([III.A.1](#)). The College's faculty is represented by the Southwestern College Education Association (SCEA). Classified Professional Employees are represented by the California School Employees Association (CSEA). Administrators have a newly formed union titled the Southwestern Community College District Administrators Association (SCCDAA), which is developing a contract with the District. Staff in the Confidential Employees Group are not represented by a union. Although not currently under a union contract, both administrators and staff in the Confidential Employees Group have evaluation timelines outlined in their individual employment contracts and in a procedures handbook ([III.A.16](#)) ([III.A.17](#)).

During the fiscal year, the College designates a time for permanent employees to receive performance evaluations. Prior to submission, the Human Resources (HR) Department prepares for the performance evaluation period by providing training for managers on how to write and conduct performance appraisals ([III.A.18](#)). Managers are encouraged to provide specific goals for classified professionals.

New classified employees have a probationary evaluation completed at their third, sixth, and tenth months of employment. If issues are identified during the probationary period, the employee has an opportunity to correct any deficiencies. Prior to the end of the probationary period, and if an employee continues to fall below the expectations of the position, the employee may be released from employment.

After probation, if any areas of performance fall below satisfactory, the manager must also submit a Performance Improvement Plan (PIP) that has specific improvement benchmarks. The evaluation contains a specific time frame for reviewing progress towards improvement for follow up within 30-90 days. Employees have the right to include a response to the evaluation, in particular if the evaluation contains derogatory information.

Faculty are evaluated per Article VI of the SCEA Contract ([III.A.9](#)), and all full-time and part-time faculty are regularly evaluated per the Tenure Review Handbook ([III.A.19](#)). Faculty are required to submit an individual professional development plan, which supports improvement. Successful evaluations for part-time faculty and the results of other metrics lead to vesting, which encourages ongoing, professional improvement ([III.A.9](#)).

The evaluation procedures for part-time faculty, tenure-track full-time faculty, and tenured full-time faculty differ in terms of frequency and process. Part-time faculty members are evaluated during their first year of teaching at the College and

thereafter at least every six semesters. Tenure-track full-time faculty members undergo a consecutive four-year review process and are evaluated at least once per academic year. Tenured full-time faculty members are evaluated at least once every three years.

Components of faculty evaluations include a self-evaluation, student feedback, peer review, and administrative review. Each part of the process has specific goals and criteria that must be met. For example, the self-evaluation process is in place to assist the faculty member in being more aware of his/her teaching objectives, premise, and techniques. The self evaluation also provides others in the review process with an understanding of the faculty member. Student feedback provides information directly from students about the faculty member's performance. There are slightly different processes depending on whether the faculty member is a classroom instructor, a counselor, or a librarian.

The administrators' performance appraisal form has twelve categories related to personal and professional characteristics, as well as a section related to establishing measurable goals to be accomplished during the course of the next evaluation period. If any of the areas being measured is noted as needs improvement or unsatisfactory, the manager must develop a Performance Improvement Plan (PIP). Classified and academic managers are evaluated every two years or as outlined in their employment contracts. New managers are given a first-year evaluation and thereafter evaluated every two years. Confidential employees are evaluated every three years after five years of service. New classified confidential employees are evaluated during the fiscal year as designated by the College.

The Board of Trustees (Board) participates in an annual self evaluation per Policy 2745: Governing Board Self-Evaluation ([III.A.20](#)) and Procedure ([III.A.21](#)). An annual training calendar was established to ensure that a regular and systematic rotation occurs, while the procedure outlines the process.

The Superintendent/President is evaluated according to Policy 2435: Evaluation of the Superintendent/President ([III.A.22](#)).

The HR Department reviews all performance evaluations as they are submitted. The purpose of this review is to identify College wide training needs, trends in performance, and areas of deficiencies. The review is also in place to ensure consistency in ratings for employees in similar departments doing like work.

## SELF EVALUATION

The Human Resources Department is committed to assisting managers in completing performance evaluations. Although it is difficult to obtain a one hundred percent completion rate of annual evaluations for classified employees in a timely manner, in general all evaluations are completed before the

following fiscal year. Factors that contribute to this delay in performance evaluations include the size of the institution, a negative minority view of the relevance of evaluations, and the amount of time it takes to complete formal evaluations.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that all personnel are systematically evaluated at stated intervals. The College has established written criteria to evaluate all personnel. Established processes are designed to effectively assess personnel with the goal of improvement.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

### **DESCRIPTIVE SUMMARY**

All faculty and others who are directly responsible for student progress toward achieving stated student learning outcomes (SLOs) are required to participate in elements of the SLO assessment process ([III.A.23](#)). Faculty are evaluated on their involvement in the assessment process through the Course Syllabus Checklist, which requires course SLOs be stated on the course syllabus ([III.A.24](#)). In addition, as part of the fall semester Opening Day activities, full-time faculty fulfill professional development requirements by meeting with discipline colleagues to discuss program review and SLO data. During this activity, attendees analyze and review data, create improvement plans, and begin the process of program review.

Policy 4350: Student Learning Outcomes and Administrative Outcomes ([III.A.25](#)) and Procedure 4350 ([III.A.26](#)) outline the role of faculty in SLOs and describe how the engagement in SLO assessment is used for evaluation purposes. In addition to assessing and discussing SLO data for academic courses, the College collects data for student services and administrative units. The College encourages the use of that data as a planning tool in the program review process. Employees in all areas collect data for administrative unit outcomes (AUOs). The Office of Institutional Effectiveness and the Staff Development Program work together to provide professional development opportunities, such as the SLO Academy, for all staff to improve their ability to fulfill these requirements ([III.A.27](#)).

The Student Outcomes and Achievement Review (SOAR) Committee facilitates College wide communication and assessment of SLO and student achievement data and evidence. In alignment with the College mission and strategic priorities, the SOAR Committee reviews, discusses, interprets, and assesses institutional student learning outcomes (ISLOs) and student achievement results for use in institutional dialogue as it relates to the improvement of student learning, student achievement, educational quality, and institutional effectiveness. Specifically, the SOAR Committee reviews ISLOs and achievement data in order to provide analysis and recommendations regarding its findings to the Shared Consultation Council (SCC). SCC members reference SOAR findings during the institutional prioritization process.

### **SELF EVALUATION**

It is evident that faculty value student learning and engage in ongoing assessment of SLOs at the course, program, and institutional levels. The Student Outcomes and Achievement Review (SOAR) Committee is one of the largest and most well-attended committees at the College. The quality, thoughtfulness, and innovation of faculty assessment of student learning are regularly highlighted during meetings through faculty presentations of assessment projects and the corresponding lively dialogue about the results.

Faculty create improvement plans and store them in eLumen. Policy and Procedure 4350 outline the role of faculty in the development and assessment of SLOs. Faculty engage in analysis of SLO data at Opening Day breakout sessions and SLO training sessions throughout the year. Faculty are directly responsible for student progress toward achieving stated SLOs. Although effectiveness in producing SLOs is not a specific component of the faculty evaluation, faculty have the opportunity to provide a comprehensive analysis of a selected course and to reflect on their teaching in the course.

Faculty, tutors, and others directly responsible for producing SLOs are required to participate in SLO assessment. The College community participates in in-depth dialogue and assessment of student learning. After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

### DESCRIPTIVE SUMMARY

The College promotes and upholds ethics as described in Policy 3050: Institutional Code of Professional Ethics ([III.A.28](#)). In addition to the Code of Ethics statements which govern the Board, the College, and the faculty, the College has a number of policies and procedures that serve as a framework, set expectations, and further reinforce the College's commitment to an expectation of ethical and professional behavior. A special task team was created to develop ground rules for collegiality. In 2011 the College developed and adopted Ground Rules for Civility. These ground rules are posted in all meeting rooms and offices. These guiding principles are widely applied throughout the College. This commitment to civility, with ongoing reinforcement, furthers the campus community's effort to maintain an environment of trust and respect and to solidify a firm foundation for the future.

Policy 4000: Academic Integrity ([III.A.29](#)) describes faculty responsibility to model ethical behavior. Policy 5307: Complaint Procedure ([III.A.30](#)) allows for employees to seek redress to hold each other accountable for any violation of professional behavior or ethics.

Procedure 3550: Drug Free Environment and Drug Prevention Program ([III.A.31](#)) gives notice to all employees of the prohibition and consequences of unlawful manufacture, distribution, dispensing, possession, or use of controlled substances (drugs). Compliance is required and is a condition of employment with the College.

Procedure 7370: Political Activity ([III.A.32](#)) prohibits employees from using College funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board. This policy prohibits political activity during an employee's working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during non-working time.

Procedure 7700: Whistleblower Protection ([III.A.33](#)) provides protection for employees from retaliation should they report suspected unlawful activities by other College employees. In addition to an overall expectation of professionalism in the College at large, individual departments may be governed by laws and regulations from an outside governing body as related to a specific professional industry.

### SELF EVALUATION

The institution's written code of professional ethics is found in Policy 3050: Institutional Code of Ethics. Other policies, as described above, also cover professional procedure and be-

havior regarding academic integrity, maintaining a drug-free environment, and political activity. The College also maintains procedures for filing complaints and whistleblower protections. After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that all members of the College community uphold a written code of professional ethics.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

### DESCRIPTIVE SUMMARY

Southwestern College uses a number of processes to continually assess the human resources needs of the organization. Program review is at the core of resource allocation, including human resources. Administrative unit outcomes (AUOs) that result from program review are evaluated, assigned priority in accordance with strategic goals, and integrated within the budget process.

Recently, the College lost staff throughout the organization due to the state budget crisis and an economic downturn. In 2011, the College offered an early retirement incentive to employees in order to reduce total staffing. This resulted in more than 40 academic and classified staff members leaving the College. This inducement, coupled with managed attrition, allowed the College to avoid layoffs. Over the course of the economic downturn, the College experienced a reduction of about 12 percent of full-time staff.

State regulations require districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES (as well as other factors). This number is known as the Faculty Obligation Number (FON). Although the College carefully assesses its faculty composition throughout each semester to ensure that its FON is being met, the College struggled to meet its FON in the 2013-14 academic year. However, by 2014-15, the College easily surpassed its requirement, as verified by the California Community Colleges Chancellor's Office in its annual FON Compliance Report. The College is on track to ensure compliance in future years. For 2014-15, the College exceeded its FON of 237.30, with an actual count of 250.16 ([III.A.34](#)).

Every year the Faculty Hiring Prioritization (FHP) Committee reviews actual and anticipated full-time faculty vacancies and composes a list, in rank order by discipline, of new tenure-track faculty to be hired. The FHP Committee is comprised of representatives from the Academic Senate and the Deans' Council, along with the Vice President for Academic Affairs and the Vice President of Student Affairs. The Cabinet reviews the resulting FHP list and determines the number of full-time faculty the College can hire each year from the list depending on the College's budget ([III.A.35](#)).

Academic and classified administrator positions are regularly reviewed in relation to the needs of the College. When vacancies arise, the Cabinet reviews each position carefully, with specific input from the Human Resources Department, to determine the need for the position in light of competing budget demands. The Vice President of Employee Services, in conjunction with the vacant position's relevant vice president, also reviews the vacancy to determine the correctness of its classification and whether alternatives to recruitment exist, such as reorganization.

For classified employees, each division vice president prioritizes positions through their own program review. The divisional prioritizations are then reviewed and reprioritized by the Cabinet, resulting in a College wide classified hiring list in ranked order, similar to the faculty FHP list. The Cabinet then determines how many of the prioritized positions can be hired each year, taking into account the staffing necessary to support student success or the instructional program, or to enhance the larger working and learning environment.

### SELF EVALUATION

The College maintains the number of qualified faculty with full-time responsibility for the College required by the FON; however, because full-time faculty best facilitate student learning, the College continues to rebuild its full-time faculty count. In 2014–15, the College added 15 new faculty positions, restoring many of the positions lost during the recession. In 2015–16 the College will continue this trend, adding eight new general fund full-time tenure track faculty and five counselors funded through state categorical moneys.

Increased revenue has also allowed the College to recover some lost ground in classified positions. Five new classified positions were added in 2014–15, with another ten planned for inclusion in the College's proposed budget for 2015-16.

After careful review, the College is in full compliance with this Standard. Through its established policies, procedures, and processes, the College ensures that a sufficient number of qualified full-time faculty, support staff, and administrators are employed, and that these employees provide the necessary services to support the institution's mission and goals.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

### DESCRIPTIVE SUMMARY

The College develops and reviews personnel policies and procedures and posts them publicly on its website for information and access ([III.A.36](#)).

The Office of the Vice President of Employee Services, in consultation with the Human Resources Committee, is responsible for maintaining, updating, and revising necessary policies and procedures. The Employee Services Division, primarily through the Human Resources (HR) Department, is responsible for the equitable and consistent administration of these personnel policies and procedures.

Systematic review of policies and procedures regarding the fair and equitable treatment of all employees and fairness in employment practices is mandated by Accreditation Standards. It is also an overall College practice. Throughout the year, personnel policies are reviewed through shared governance by the Human Resources Committee, and are then presented to the Shared Consultation Council (SCC) and the Board of Trustees (Board) for approval. After appropriate review and approval, the Human Resources Compliance Coordinator then vets all new or revised policies and procedures and posts them to the College website.

Collaboratively, the HR Department identifies the need for a personnel policy, and brings forward potential changes or additions for discussion at biweekly division staff meetings. The Human Resources Compliance Coordinator, under the supervision of the Vice President of Employee Services, drafts changes or policy additions for proposal to the Director of Human Resources. Once accepted, the proposed revisions or additions are sent to the Human Resources Committee.

### SELF EVALUATION

For the equitable and consistent administration of personnel policies, the HR Department monitors recommendations from the Community College League of California and the Association of California Community College Administrators (ACCCA), and it raises notable issues for discussion at bi-weekly staff meetings for eventual review by SCC. The Employee Services Division as a whole stays current with legislative changes in Education Code, Title 5, and Title IX regulations, and makes

recommendations for ongoing modifications throughout the fiscal year to ensure equity and fairness in policy administration.

During the 2014–15 fiscal year, a comprehensive review was begun by the Employee Services Division of all existing policies and procedures related to employment with the College. A variety of existing policies and procedures have been modified, stricken, or revised to modernize language and regulatory references in all practices. Notable improvements were made to keystone policies, such as those detailing equal employment opportunities and the prohibition of harassment and discrimination in the workplace ([III.A.37](#)) ([III.A.38](#)), as well as the primary process by which recruitment and hiring occurs at Southwestern College ([III.A.39](#)).

After careful review, the College is in full compliance with this Standard through its systematic development of personnel policies and procedures that are available for information and review. Additionally, the College ensures that policies and procedures are equitably and consistently administered through its HR Department, under the Division of Employee Services.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

### DESCRIPTIVE SUMMARY

Southwestern College values issues of equity and diversity as evidenced through Policy 3420: Equal Employment Opportunity ([III.A.37](#)) for equal employment opportunity, while Procedure 7120: Recruitment and Hiring states, “The District shall actively recruit from both within and outside the District work force to attract qualified applicants for all openings. This shall include outreach designed to ensure that all persons, including persons from protected groups, are provided the opportunity to seek employment with the District.” ([III.A.39](#)).

Policy 3430: Prohibition of Harassment and Discrimination ([III.A.38](#)) defines and engages in a prohibition against discrimination and harassment in the workplace and in hiring.

The District has an Equal Opportunity Employment Committee, formerly the Diversity and Equity Committee, which has the primary responsibility of addressing issues of workplace diversity.

### SELF EVALUATION

The College maintains policies to ensure opportunity for equal employment and open recruitment to attract a diverse workforce. It maintains clear guidelines regarding the prohibition against discrimination and harassment. The Equal Opportunity Employment Committee has been established to address issues related to workplace diversity.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and practices to ensure the College provides an appropriate understanding of and concern for issues of equity and diversity.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

### DESCRIPTIVE SUMMARY

The Board of Trustees (Board) has established policies that advocate, support, and ensure the fair treatment of the College’s diverse personnel. Board Policies include Codes of Ethics for both the Board and employees ([III.A.40](#)) ([III.A.28](#)); Equal Employment Opportunity ([III.A.37](#)); Prohibition of Discrimination and Harassment ([III.A.38](#)); Drug Free Environment and Drug Prevention Program ([III.A.41](#)); Freedom of Expression ([III.A.42](#)); Student Equity ([III.A.43](#)); Domestic Partners ([III.A.44](#)); and Whistleblower Protection ([III.A.45](#)).

The College’s vision is very specific about diversity and a commitment to being inclusive. The Vice President of Employee Services is the Equal Employment Opportunity (EEO) Officer for the College and has the lead role in investigating complaints and providing training to employees who serve on hiring committees. In addition to the various policies that define the appropriate treatment of employees and that support all institutional constituencies, there is extensive language in all union contracts that further define employee rights ([III.A.8](#)) ([III.A.9](#)).

Students can find procedures for reporting discrimination in the Student Handbook, which is available to all students and can be found in the Student Services Center, on the College website, and at the three Higher Education Centers.

The Dean of the School of Arts and Communication is the College’s designated Title IX Coordinator. The Vice President for Employee Services, the Human Resources Compliance Co-

ordinator, the Dean of Student Services, the Vice President for Student Affairs, the Chief of Police, and the Director of Athletics serve as the Title IX Steering Committee, ensuring consistent application of law, regulation, and policy. The committee also coordinates College wide outreach and training. All of these administrators have participated in an intensive training program to better understand the responsibility of their roles and the processes for investigation. In addition, the training program addresses the appropriate understanding of and concern for issues of equity and diversity.

The Human Resources (HR) Department ensures all newly hired employees are aware that the College is an equal opportunity employer by including an EEO statement on the HR Department website ([III.A.46](#)), on both the faculty and classified application forms, and on all job flyers. A College-trained EEO representative is present on all screening committees to ensure that committee members understand and follow EEO guidelines mandated by law and College policy. The HR Department conducts a standard EEO training at the orientation meeting of all screening committees.

The College also reaches out to specific student groups by bringing targeted services to them. Through Disability Support Services (DSS), the Student Services Area within the Student Affairs Division, and the Associated Students Organization (ASO), students have a variety of assistive resources available to access. The College also maintains a comprehensive Veterans' Resource Center to provide services to students who have served in the military. In addition to assistance with matriculation and academic issues, student veterans can obtain resources for post-traumatic stress disorder counseling, medical referrals, and assistance with claim forms.

In addition to cultural events and regular training opportunities, the College organizes professional development days for all staff twice per year, on semester Opening Days. The purpose of the professional development days is to gather all faculty and staff to update them on any new laws, developments, programs, and services available to staff and students, especially related to issues of diversity. Breakout sessions in each school or department then provide training customized to fit the needs and interests of both faculty and classified staff. For the first time, part-time faculty were included in Opening Day activities in January 2015, and this will now be a continuing practice.

In the College wide Campus Climate Survey administered in spring 2013, of those expressing an opinion, 70 percent of faculty and staff answered yes to the following question: "The College policies and practices demonstrate appropriate concern for issues of equity and diversity." ([III.A.47](#)).

Befitting a College with a diverse student population, much support is given to procedures and activities that promote cultural awareness and mutual respect in all aspects of College life. The Academic Senate also promotes diversity

through faculty serving as advisors for various student clubs such as the ABLE (Abilities Beyond Limitation through Education) Club, the Black Student Union, CUFI (Christians United for Israel), GSA (Gay Straight Alliance), Hispanas y Amigos, IDEAS @ SWC (Improving Dreams, Equality, Access, and Success), Laulima Hula Hui, the LDSSA Club (Latter-day Saint Student Association), MEChA (Movimiento Estudiantil Chicano de Aztla), Pagkakaisa, SHPE (Society of Hispanic Professional Engineers), SVO (Student Veterans Organization), and WISE (Women in Science & Engineering) ([III.A.48](#)).

College wide coordination and planning for diversity and inclusivity training is the responsibility of the Diversity Committee, co-chaired by the Vice-President for Employee Services and containing members from all of the College's constituent groups. Within the Employee Services Division, the Staff Development Program prepares, conducts, and evaluates the College wide training program with particular emphasis on equity and diversity. Opening Day, fall 2014, featured a speech by Dr. Jeffrey Duncan-Andrade, well-known for his TED Talk, "Growing Roses in Concrete" ([III.A.49](#)). Over the course of 2014–15, five other trainings specific to equity and diversity issues were presented and, beginning in March 2015, the Staff Development Program staff initiated workgroup-specific training on diversity and cultural sensitivity, an effort that will reach every employee, as well as members of the Board.

Annually, the Research, Planning, and Grants Department surveys all employees on perceptions of campus climate ([III.A.50](#)). Data collected is discussed across leadership groups and committees and is used to make plans for improvement. Although reported rates of campus morale are higher than they were in 2010, 2012–14 employee satisfaction surveys have shown dips in employee morale. These results prompted:

- The Shared Consultation Council (SCC) to develop goals to determine ways to improve morale
- Presentations made to the College Management Team (CMT) and SCC on improving campus morale ([III.A.51](#)) ([III.A.52](#))
- The Superintendent/President to establish the Southwestern College Fun Committee
- The College to develop an Actionable Improvement Plan for Campus Morale in the spirit of a focus on quality and for continuous improvement

## SELF EVALUATION

The Board has established a variety of policies to ensure support and fair treatment of the College's diverse personnel. These policies support equal employment opportunity, prohibition of discrimination and harassment, a drug-free environment, and freedom of expression. Additional policies address student equity, domestic partners, and whistleblower protections.

College leadership supports diversity by providing regular diversity training opportunities and a variety of cultural events open to employees, students, and the community. It employs an Equal Opportunity Officer and a Title IX Coordinator. Human Resources ensures that an Equal Employment Opportunity statement is listed in all job announcements and on the College website.

After careful review, the College is in full compliance with this Standard. The College's established policies, procedures, and practices ensure that both staff and students are given an appropriate understanding of issues of equity and diversity.

The College meets the Standard but recognizes that improvements can be made.

### **ACTIONABLE IMPROVEMENT PLANS**

As the College regularly and systematically reviews its processes, it makes improvements as deemed necessary. Although campus morale is assessed as better today than it was in 2010, recent reports of declines in employee morale has prompted College leadership to focus efforts towards improving campus climate. As a result, and to maintain a focus on quality and continuous improvement, an Actionable Improvement Plan for Campus Morale has been crafted. Please refer to the Actionable Improvement Plan for Campus Morale ([III.A.53](#)).

**III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.**

### **DESCRIPTIVE SUMMARY**

The Human Resources (HR) Department maintains Equal Employment Opportunity (EEO) records of all employees hired. Data is gathered from all applicants through a voluntary EEO questionnaire. The information collected through the EEO surveys is also used in completing the Integrated Postsecondary Education Data System (IPEDS) report, a requirement of the California Community Colleges Chancellor's Office.

The College follows all applicable laws regarding the collection of demographic data for employees. Demographic information is also collected via the Environmental Scan and new hire paperwork. Data thus collected is made available on the Office of Institutional Effectiveness website for purposes of public viewing and data analysis ([III.A.54](#)).

Key District demographic profiles are below:

### **DISTRICT**

	2010		2015	
Asian & Pacific Islander:	61,082	13%	62,297	13%
Black:	20,113	4%	17,859	4%
Hispanic:	282,136	59%	295,502	60%
American Indian:	1,295	1%	1,270	1%
White:	101,162	21%	99,211	20%
All Other:	12,479	2%	12,808	2%
	478,267		488,947	

**Source:** San Diego County Association of Governments (SANDAG), 2015

**STUDENTS**

	2010		2015	
Asian + Filipino + Pacific Islander:	3,355	14%	2,697	14%
African-American:	1,161	5%	1,075	5%
Hispanic:	14,133	61%	10,359	53%
American Indian/Alaskan Native:	139	1%	235	1%
White, Non-Hispanic:	2,957	13%	4,632	24%
Unknown / No response:	1,552	6%	547	3%
	23,297		19,546	

Source: Office of Institutional Effectiveness

**FULL-TIME FACULTY**

	2010		2015	
Asian:	22	9%	27	12%
Black	9	4%	12	5%
Hispanic:	60	24%	55	24%
Native American:	3	1%	2	1%
White:	134	55%	121	52%
Decline to State:	17	7%	14	6%
	245		231	

Source: Human Resources Department

**CLASSIFIED AND CONFIDENTIAL STAFF**

	2010		2015	
Asian:	45	13%	39	12%
Black	16	5%	13	4%
Hispanic:	146	41%	148	43%
Native American:	3	1%	2	1%
White:	121	34%	113	34%
Decline to State:	21	6%	21	6%
	352		336	

Source: Human Resources Department

The Office of Institutional Effectiveness regularly assesses the College's employment equity and diversity to determine its consistency with the College's mission. The College approximates the statewide average for distribution of staff by gender and for African-American (non-Hispanic) heritage, but it is above the statewide average for Asian-American staff and below the statewide average for Hispanic staff. The number of White staff is also below the statewide average, but it exceeds the District's white population by 32 percent.

Unsurprisingly, the ethnic and racial composition of the student body tracks closely to that of the District's population. While the percentages for classified and confidential staff are fairly close to the District's population, the faculty profile lags behind the District significantly in Hispanic representation. Overall, the College's Hispanic staff percentage is some ten percentage points higher than the statewide average ([III.A.47](#)).

The College casts a wide net for vacancies to attract the most diverse applicant pool possible. Initial applicant pools are reviewed for projected representation of historically unrepresented groups, with a goal of approximating the District's demographic profile. Once the initial pool is approved, applicants are then screened for minimum qualifications, resulting in the qualified applicant pool. The qualified applicant pool is then tested for adverse impact (i.e., determination if the screening for minimum qualifications disproportionately screened out minority applicants).

The College generally leaves positions "open until filled" to maximize the diversity and size of applicant pools. If the projected representation goal is not met, the first screening deadline may be extended so that additional recruitment efforts can be conducted. This allows greater operational flexibility and avoids the need to cancel and re-recruit, which can be disruptive to applicants and hamper diversity efforts.

Every effort is made to ensure that selection/screening committees include a diverse membership to bring a variety of perspectives to the assessment of applicant qualifications. To the extent possible, screening committees include members from historically underrepresented groups. Over the past three years the College has increased training for screening committees on diversity. The College has also increased its advertising budget to include recruitment fairs when necessary.

## SELF EVALUATION

The HR Department regularly collects Equal Opportunity Employment data on employees. The Office of Institutional Effectiveness regularly assesses the data to determine if employment equity and diversity remain consistent with the College's mission. Efforts are made to ensure a diverse pool of applicants for job announcements, and the College makes efforts to ensure a diverse group of employees participate on each hiring committee.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and practices. The College's record in employment equity and diversity is consistent with its mission.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

## DESCRIPTIVE SUMMARY

The College subscribes to, advocates, and demonstrates integrity in the treatment of all students and personnel. The College has adopted Ground Rules for Civility to maintain a respectful and productive dialogue, and it has posted these rules in all meeting rooms and offices.

The College's policies and procedures lay out the institution's commitment to ethical behavior. Policies and procedures specific to this topic include:

- Policy 2710: Conflict of Interest ([III.A.56](#)); Policy 2712: Conflict of Interest Code ([III.A.57](#)); a Policy 2715: Code of Ethics ([III.A.40](#)) are specific to the Board of Trustees (Board) and lay out their ethical and moral obligations.
- Policy 3050: Institutional Code of Professional Ethics ([III.A.28](#)) describes expected ethical behavior of students and personnel.
- Policy 3430: Prohibition of Harassment and Discrimination ([III.A.38](#)) outlines the proscribed behavior as well as providing (in the accompanying Procedure) a step-by-step process for students, employees, and other constituents to follow.
- Policy 4000: Academic Integrity ([III.A.58](#)) describes faculty responsibility to model ethical behavior.
- Procedure 5307: Complaint Procedure ([III.A.30](#)) allows for employees to seek redress and to hold each other accountable for any violation of professional behavior or ethics.
- Annual disclosure statement form 700 ([III.A.59](#)), which all administrators complete yearly, discloses financial interests and facilitates the prevention of conflicts of interest. Form 700 is filed with the California Secretary of State and is available online as a public document.

Specific to harassment and discrimination, Policy 3430 is available to all students, staff, and the general public on several webpages on the College website. The complaint form itself is embedded in Procedure 3430 and can be accessed from the Student Services Area, the Human Resources Department, and the Board Policies webpages. The form allows a complainant to address alleged discrimination based on race/ethnicity, religion/creed, color, national origin, ancestry, disability, gender, age, sexual harassment, sexual orientation, veteran status, or marital status.

Students, employees, or others may also go directly to the Superintendent/President, or any vice president or dean, to register a complaint in person. All attempts are made to resolve complaints at the informal level. All complaints, inquiries, concerns, problems, and appeals are taken seriously and responded to through a collaborative process that begins with an appropriate investigation initiated out of the Office of the Vice President for Employee Services, the Office of the Vice President for Student Affairs, or the Office of the Superintendent/President. Where there is a real or perceived conflict of interest, the College utilizes outside, independent investigators to determine the underlying facts of a situation giving rise to a complaint.

All new hires are required to read and acknowledge receipt and understanding of Policy 3420: Prohibition of Harassment and Discrimination. This Policy and its related Procedure are also referenced in the College catalog, the schedule of classes, on all job flyers and recruiting materials, and on the Student Services website. Consistent with California law AB 1825, all academic and classified administrators are provided sexual harassment training every two years, which is further supplemented with specialized information on sexual harassment avoidance and incident response.

Starting in fall 2014, the College began conducting specialized training for each work unit (school or department) on how to deliver exceptional customer service. As of March 2015, the College has completed about half of the unit-level trainings, with a goal of completion by the end of calendar year 2015.

### SELF EVALUATION

Staff members have the support of their supervisors and the Human Resources Department to seek assistance in situations where they feel they are treated unfairly. The College has provided consultants and trainers to assist with conflict resolution, mediation, and team building exercises. The College's Staff Development Program also facilitates workshops to assist managers and staff with developing their own conflict resolution skills ([III.A.60](#)).

Specific to bargaining-unit employees, efforts are made for continual communication and early conflict resolution via both formal and informal meetings between College management and the Southwestern College Education Association (SCEA), the California School Employees Association (CSEA), confidential employee representatives, and the Southwestern Community College District Administrators' Association (SCCDAA), facilitating open dialogue and collaborative problem solving with the goal of resolution outside of the negotiation process.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and practices to ensure the College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

### DESCRIPTIVE SUMMARY

The College regularly provides all personnel with appropriate opportunities for continued professional development to serve employee needs. The Staff Development Program conducts needs assessment surveys to determine needs and training and professional development interests. The Staff Development Committee is a shared consultation group to ensure all constituencies' needs are addressed. The College employs a Staff Development Coordinator, a faculty member, to coordinate activities for all constituencies and to meet California regulations regarding reporting requirements. Additionally the Staff Development Program is fully staffed with the following:

- A Training Services Coordinator for software training
- A Staff Development Program Coordinator

Funding for professional conference registration is available and distributed by the Staff Development Committee using approved criteria ([III.A.61](#)). Funds for conference and event registration that are available by application total \$12,000 for each faculty, administrative, and classified group per year (2012–13, 2013–14). Flex, Hurdle, and Educational Incentive credit are also offered for these conferences.

## SELF EVALUATION

Through the Staff Development Program, all employees are provided opportunities for continued professional development that serve their specific needs. The Staff Development Program regularly and systematically conducts surveys to determine employee professional development needs. The Staff Development Committee reviews the survey data and assists the Staff Development Coordinator in determining continued and future activities. The Staff Development Program maintains a Staff Development Program Coordinator and a Training Services Coordinator.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and practices to ensure the College provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLAN

None.

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

## DESCRIPTIVE SUMMARY

All full-time faculty members are required to participate in professional development activities for a minimum of 28 hours each academic year. Beginning with fall 2015, this requirement will be extended to all classified staff as well. The College's academic calendar devotes a four-hour session on Opening Day of fall and spring semesters to professional development for all staff (academic and classified). Beginning with spring semester 2015, part-time faculty are also paid to attend Opening Day training and development. Opening Day takes the form of a plenary session with a guest speaker skilled in a relevant topic, such as Dr. Jeffrey Duncan-Andrade's spring 2015 presentation, "Growing Roses in Concrete," in which he described successful efforts at outreach to disadvantaged minority youth in his native Oakland. Opening Day includes two additional hours of issue-specific training, as well as discipline-specific meetings that allow faculty, both full-time and part-time, to discuss student learning outcomes (SLOs).

The Staff Development Program Coordinator, within the Division of Employee Services, maintains records on all faculty and staff participation in training and professional development activities. This recordkeeping includes monitoring each full-time faculty member's 20-hour professional development

obligation outside of Opening Day attendance and participation.

Professional development offerings include in-person presentations and trainings, online classes and seminars, and the opportunity to attend off-site conferences, symposia, and training of benefit to the College. Faculty can develop an individual professional development proposal and submit it for approval. The curriculum within Staff Development is developed collaboratively by the Cabinet, department staff, and the Staff Development Committee, which includes representation from faculty, administrators, classified staff, and students. A new initiative within this program is to develop more classes led by College personnel. A sample of recent offerings include:

- In 2014 the Staff Development Program was instrumental in developing and implementing a successful Organizational Leadership Academy that invited all members of the College community to participate in workshops from Accreditation Basics to Student Learning Outcomes Assessment. The inaugural graduates of this program received their certificates of completion during Opening Day, fall 2014.
- The Training Services Coordinator trains all employees in new hardware and software. Recent training includes ROAR (emergency preparedness training), training in online teaching, eLumen, and using Blackboard (Online Learning Center).
- The College Management Team (CMT) received specific training from both internal and external sources on employee evaluation and on progressive discipline.

Full-time faculty members are eligible to apply for sabbatical and academic leaves after six years of continuous employment. Sabbatical leaves are intended for the continued professional improvement of the employee that will benefit the College, the instructional program, and specifically, the College's students. Each year, eligible faculty members submit sabbatical leave proposals that must provide detailed information about the project/learning experience and emphasize how the project connects with the College's vision, mission, and values. Upon return from sabbatical, faculty members are required to submit a written report of the activities during the leave, including copies of materials developed and/or transcripts of coursework completed, and substantive evidence of completion of all aspects of the sabbatical application purpose and plans. Faculty members may also present their work to the Board during a regular Board meeting.

Reassigned time, release time (for classified), and/or travel expenses may be provided for individuals to visit outside institutions for the purpose of observing new teaching or operational techniques, equipment, facilities, and programs. Applicants must demonstrate a clear relationship between the

activity and institutional improvement. All full-time employees are also able to participate in furthering their education, up to and including receiving additional degrees. Participants may qualify for a leave of absence or work schedule modification to facilitate the retraining and/or additional study. The program allows members to be reimbursed for tuition providing the unit member submits proof of course completion and attains a course grade of “C” or better. The College also provides an educational incentive in the form of up to three pay range increases to classified staff who attain specific credit-earned targets ([III.A.62](#)).

Throughout the academic year the Superintendent/President hosts informal luncheons and coffees at the College cafeteria, open to faculty, classified staff, administrators, and students. These informal “town hall” sessions provide an opportunity for students, employees, and the Superintendent/President to learn about each other’s educational and professional goals, share feedback and information, and ask questions about the College.

### SELF EVALUATION

Full-time faculty are required to participate in a minimum of 28 hours of professional development each academic year. Starting in fall 2015, all employees of the College are required to participate in professional development annually. The College meets employee professional development needs through a variety of activities including bi-annual Opening Day activities, task-specific workshops, presentations from experts outside of the organization, sabbatical leaves, and reassigned time.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and practices to ensure the College provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### DESCRIPTIVE SUMMARY

Evaluations for on-campus professional development activities are completed at the end of each activity using paper evaluations, online ‘Survey Monkey’ questionnaires, or small-group debriefing. All feedback data is analyzed by the Staff Development Coordinator, the Staff Development Training Coordinator, and the Staff Development Program Coordinator, and is shared with the Superintendent/President and cognizant vice presidents as appropriate.

The Staff Development Program maintains a Five-Year Professional Development Plan for the College, updating it annually through campus wide surveys of all employee groups ([III.A.63](#)). Improvements to current offerings and new offerings of programs stem from feedback from participants through both the annual survey and individual course evaluations. In addition to these methods, administrators and employees identify training and development needs specific to their program area through the program review process. Program review snapshots at the department/school level are aggregated into divisional priorities, and then these are further sorted into College wide priorities by the Shared Consultation Council (SCC) and the Cabinet. These priorities then integrate with the College’s budget and strategic goal processes.

### SELF EVALUATION

Feedback from these various sources has resulted in the College devoting significant additional resources to professional development activities. Course offerings have increased by approximately 50 percent over 2012-13 levels, and continue to expand. Adoption of advanced technology continues to be a high priority, and the College is in the midst of completing its implementation of Ellucian’s Colleague system for both student services and financial management applications. The College is also near completion of its transition from public folders to the SharePoint platform.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and practices to ensure the College, in collaboration with the participants, systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

### DESCRIPTIVE SUMMARY

Institutional planning is conducted at both the long-term strategic level and the annual operational level. The primary vehicle for Human Resource planning is program review. Program review ensures that each operational unit of the College (schools and non-academic departments) examines its staffing needs and challenges on an annual basis.

The recent recession forced the College to augment program review with further levels of analysis. Filling a vacancy requires approval of the Cabinet, using the following criteria:

- Does the position need to be filled?
- Does the class specification and/or level need to change?
- Could the job be accomplished more efficiently if restructured?
- What student learning outcomes (SLOs) or administrative unit outcomes (AUOs) have been identified by the program?
- How will the replacement or new position help the unit meet its goals as identified in program review?

To better manage the College's overall human capital, a Position Control position was added in 2013-14. This position maintains the College's Authorized Position List, against which all personnel actions are reviewed and recorded.

The annual budget process allows operating units to use their program review results to inform their upcoming budget request. Greater revenue from the state has allowed the College to regain some of the lost ground from 2009-13, but much remains to be done.

The Faculty Hiring Prioritization (FHP) process is another key method by which the College uses performance data to guide Human Resources planning. Annually, the FHP Committee reviews requests from all disciplines, and rank-orders them based on factors derived from program review. The annual FHP list is then transmitted to the Cabinet, which determines how many of the positions may be filled within projected resources. This ensures that new faculty hires track with student and institutional needs, and not just replace persons who have retired or departed.

### SELF EVALUATION

The best indicator of the College's success in this metric is weathering the economic downturn and state budget crisis without layoffs.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and practices to ensure the College, in collaboration with the participants, systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

## EVIDENCE FOR STANDARD III.A. - HUMAN RESOURCES

Standard III.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">III.A.1</a>		<a href="#">III.A1_CCCCO_Min_Quals.pdf</a>	CCCO Minimum Qualifications for Faculty/Staff
<a href="#">III.A.2</a>		<a href="#">III.A2_Assembly_Bill_No_2558.pdf</a>	Assembly Bill No. 2558
<a href="#">III.A.3</a>	I.A.1	<a href="#">III.A3_Policy1200_Mission.pdf</a>	Policy 1200: Institutional Mission, Vision, and Values
<a href="#">III.A.4</a>		<a href="#">III.A4_Job_Descipt_Webpage.pdf</a>	Job Descriptions Webpage
<a href="#">III.A.5</a>		<a href="#">III.A5_CSEA_Cont_New_Positions.pdf</a>	CSEA Contract 2012–15: New Positions or Classes of Positions
<a href="#">III.A.6</a>		<a href="#">III.A6_Policy5317.pdf</a>	Policy 5317: Minimum Qualification Equivalency Policy
<a href="#">III.A.7</a>		<a href="#">III.A7_Jobs_swccd_webpage.pdf</a>	SWC Jobs Webpage
<a href="#">III.A.8</a>		<a href="#">III.A8_CSEA_Contract.pdf</a>	CSEA Contract
<a href="#">III.A.9</a>		<a href="#">III.A9_SCEA_Contract.pdf</a>	SCEA Contract
<a href="#">III.A.10</a>		<a href="#">III.A10_SWC_SalarySch_Webpage.pdf</a>	SWC Salary Schedules Webpage
<a href="#">III.A.11</a>		<a href="#">III.A11_Policy7120.pdf</a>	Policy 7120: Recruitment and Hiring Policy
<a href="#">III.A.12</a>		<a href="#">III.A12_ScreeningCriteria_Form.pdf</a>	Screening Criteria Form
<a href="#">III.A.13</a>		<a href="#">III.A13_InterviewRating_Form.pdf</a>	Interview Rating Form
<a href="#">III.A.14</a>		<a href="#">III.A14_CSEA_Eval.pdf</a>	CSEA Evaluations
<a href="#">III.A.15</a>		<a href="#">III.A15_SCEA_Eval.pdf</a>	SCEA Evaluations
<a href="#">III.A.16</a>		<a href="#">III.A16_ClassEmpPerfEval_Form.pdf</a>	Classified Employee Performance Evaluation Form
<a href="#">III.A.17</a>		<a href="#">III.A17_Confidential_Eval.pdf</a>	Confidential Evaluation
<a href="#">III.A.18</a>		<a href="#">III.A18_MgmtTraingforPerform_Eval.pdf</a>	SWC Management Training for Performance Evaluation and Progressive Discipline, Spring 2014
<a href="#">III.A.19</a>		<a href="#">III.A19_TenureReview_Hdbk.pdf</a>	Tenure Review Handbook
<a href="#">III.A.20</a>		<a href="#">III.A20_Policy2745.pdf</a>	Policy 2745: Governing Board Self-Evaluation
<a href="#">III.A.21</a>		<a href="#">III.A21_Procedure2745.pdf</a>	Procedure 2745: Governing Board Self-Evaluation
<a href="#">III.A.22</a>		<a href="#">III.A22_Policy2435.pdf</a>	Policy 2435: Evaluation of the Superintendent/ President
<a href="#">III.A.23</a>		<a href="#">III.A23_AssessmentCycle_Webpage.pdf</a>	SWC The Assessment Cycle Webpage - SLO assessment Process
<a href="#">III.A.24</a>		<a href="#">III.A24_TenureRev_Forms_Webpage.pdf</a>	SWC Tenure Review and Evaluation Forms Website
<a href="#">III.A.25</a>		<a href="#">III.A25_Policy4350.pdf</a>	Policy 4350: SLO and AUO Assesemnt
<a href="#">III.A.26</a>		<a href="#">III.A26_Procedure4350.pdf</a>	Procedure 4350: SLO and AUO Assesemnt
<a href="#">III.A.27</a>		<a href="#">III.A27_SLOWorkshops.pdf</a>	SLO Workshops
<a href="#">III.A.28</a>		<a href="#">III.A28_Policy3050.pdf</a>	Policy 3050: Institutional Code of Professional Ethics
<a href="#">III.A.29</a>	II.A.134	<a href="#">III.A29_Policy4000.pdf</a>	Policy 4000: Academic Integrity
<a href="#">III.A.30</a>		<a href="#">III.A30_Procedure5307.pdf</a>	Procedure 5307: Complaint Procedure
<a href="#">III.A.31</a>		<a href="#">III.A31_Procedure3550.pdf</a>	Procedure 3550: Drug-Free Environment and Drug Prevention Program
<a href="#">III.A.32</a>		<a href="#">III.A32_Policy7370.pdf</a>	Policy 7370: Political Activity
<a href="#">III.A.33</a>		<a href="#">III.A33_Procedure7700.pdf</a>	Policy 7700: WhistleBlower Protection
<a href="#">III.A.34</a>		<a href="#">III.A34_FON_FA14.pdf</a>	Faculty Obligation Number, Fall 2014 Report

Standard III.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">III.A.35</a>		<a href="#">III.A35_FacultyHiringPriorComm.pdf</a>	SPDM Handbook: Faculty Hiring Prioritization Committee
<a href="#">III.A.36</a>	II.A.132	<a href="#">III.A36_GB_Policies_Webpage.pdf</a>	Governing Board Policies and Administrative Procedures Webpage
<a href="#">III.A.37</a>		<a href="#">III.A37_Policy3420.pdf</a>	Policy 3420: Equal Employment Opportunity
<a href="#">III.A.38</a>		<a href="#">III.A38_Policy3430.pdf</a>	Policy 3430: Prohibition of Harrassment and Discrimination
<a href="#">III.A.39</a>		<a href="#">III.A39_Procedure7120.pdf</a>	Procedure 7120: Recruitment and Hiring Procedure
<a href="#">III.A.40</a>		<a href="#">III.A40_Policy2715.pdf</a>	Policy 2715: Code of Ethics
<a href="#">III.A.41</a>		<a href="#">III.A41_Policy3550.pdf</a>	Policy 3550: Drug-Free Environment and Drug Prevention
<a href="#">III.A.42</a>		<a href="#">III.A42_Policy3900.pdf</a>	Policy 3900: Freedom of Expression
<a href="#">III.A.43</a>		<a href="#">III.A43_Policy5300.pdf</a>	Policy 5300: Student Equity
<a href="#">III.A.44</a>		<a href="#">III.A44_Policy7510.pdf</a>	Policy 7510: Domestic Partners
<a href="#">III.A.45</a>		<a href="#">III.A45_Policy7700.pdf</a>	Policy 7700: Whistleblower Protection
<a href="#">III.A.46</a>		<a href="#">III.A46_HumanResources_Webpage.pdf</a>	SWC Human Resources Webpage
<a href="#">III.A.47</a>		<a href="#">III.A47_CampusClimateReport.pdf</a>	Campus Climate Report
<a href="#">III.A.48</a>	II.B.38	<a href="#">III.A48_CampusClubs_And_Orgs.pdf</a>	SWC Campus Clubs and Organizations
<a href="#">III.A.49</a>		<a href="#">III.A49_Rosesinconcrete_Website.pdf</a>	"Growing Roses in Concrete" Website
<a href="#">III.A.50</a>		<a href="#">III.A50_NoelLevitzCollClim_Surv.pdf</a>	Noel-Levitz College Climate Survey
<a href="#">III.A.51</a>	I.B.51	<a href="#">III.A51_CMT_Agnda_10-15-13.pdf</a>	College Management Team Agenda, October 15, 2013
<a href="#">III.A.52</a>	I.B.52	<a href="#">III.A52_CMT_Min_10-15-13.pdf</a>	College Management Team Minutes, October 15, 2013
<a href="#">III.A.53</a>	I.B.12	<a href="#">III.A53_AIP_for_Campus_Morale_FINAL.pdf</a>	Actionable Improvement Plan for Campus Morale
<a href="#">III.A.54</a>	II.B.1	<a href="#">III.A54_FastFacts_2012-2013.pdf</a>	Fast Facts, 2012–13
<a href="#">III.A.55</a>		<a href="#">III.A55_CCCCOEthn-Gend_Headcount.pdf</a>	CCCCO Ethnicity/Gender Headcount
<a href="#">III.A.56</a>		<a href="#">III.A56_Policy2710.pdf</a>	Policy 2710: Conflict of Interest
<a href="#">III.A.57</a>		<a href="#">III.A57_Policy2712.pdf</a>	Policy 2712: Conflict of Interest Code
<a href="#">III.A.58</a>	II.A.134	<a href="#">III.A58_Policy4000.pdf</a>	Policy 4000: Academic Integrity
<a href="#">III.A.59</a>		<a href="#">III.A59_Form700.pdf</a>	Form 700
<a href="#">III.A.60</a>		<a href="#">III.A60_StaffDevelopment_Webpage.pdf</a>	SWC Staff Development Webpage
<a href="#">III.A.61</a>		<a href="#">III.A61_StaffDevRequest_Form.pdf</a>	Staff Development Request Form
<a href="#">III.A.62</a>		<a href="#">III.A62_CSEA_Ed_Incentive_Prog.pdf</a>	CSEA Contract: Educational Incentive Program
<a href="#">III.A.63</a>		<a href="#">III.A63_Procedure7160.pdf</a>	Procedure 7160: Professional Development

## III.B. PHYSICAL RESOURCES

**III.B. Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

### DESCRIPTIVE SUMMARY

Southwestern College builds and maintains physical resources to support student learning programs and services. It ensures that physical resources are safe and sufficient for the programs and services it provides. It also plans, builds, maintains, and upgrades or replaces physical resources as necessary to sustain continuous quality in programs and services. Ensuring that all physical resources maintain access, safety, and security assists the College in creating a healthful learning and working environment for all.

On a regular basis, the College evaluates its facilities and equipment to assess feasibility and effectiveness of its physical resources. This assessment takes into account utilization and other data. The College develops long-range capital plans that support institutional improvement goals and reflect the total cost of ownership of new facilities and equipment. Physical resource planning includes regular and systematic assessment of the effective use of physical resources and uses the results of the evaluation as the basis for improvement. As with all division planning at the College, physical resource planning is integrated with institutional planning.

### SELF EVALUATION

The College integrates its physical resource planning with institutional planning in order to ensure that physical resources, including facilities, equipment, land, and other assets, support student learning programs and services and lead to improvements in institutional effectiveness.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

### DESCRIPTIVE SUMMARY

The College provides sufficient and safe physical resources to support and to assure the integrity and quality of all its programs, regardless of location or means of delivery. The Office of Facilities, Operations, and Planning (FOP) and the Vice President for Business and Financial Affairs have the responsibility to ensure physical resources are safe, well maintained, and supportive of the educational mission of the College. At the forefront of facility planning and operations is a commitment to safety as evidenced by the multiple references to safety procedures in the FOP mission statement ([III.B.1](#)). The College employs a Director of Facilities, Operations, and Planning, separate supervisors to oversee Custodial Services, Maintenance Services, and Grounds Services, as well as an experienced staff of electricians, plumbers, carpenters, mechanics, and many others.

While FOP staff are trained to spot safety issues, all staff across the College are also encouraged to report perceived problems with facilities as a preventive measure. Requests for maintenance, custodial, or grounds services are processed through a computerized work request system, known as HEAT. In order to improve efficiencies and tracking of work requests, funding for new software for executing work requests has been approved and the new tracking software will be purchased in the 2015-16 academic year.

When planning for sufficient physical resources, the College follows California Community Colleges Chancellor's Office (CCCCO) procedures and protocols for assignable square footage (ASF). The College completes annual Space Inventory updates, submitted through the Facilities, Utilization, Space Inventory Options Net system (FUSION) and utilizes information to plan and to address space utilization needs ([III.B.2](#)). According to CCCCCO planning metrics, Southwestern College has sufficient classroom space to support its mission and the current weekly student count hours (WSCH). The College currently maintains 769,485 gross square feet of classroom, lab, and administrative space and 567,286 assignable square feet of classroom, lab, and administrative space. In addition to the campus in Chula Vista, the College operates three Higher Education Centers (HECs) and an aquatic center within its service area:

- Chula Vista (CV) campus ([III.B.3](#))
- Higher Education Center, National City (HECNC) ([III.B.4](#))
- Higher Education Center, San Ysidro (HECSY) ([III.B.5](#))
- Higher Education Center, Otay Mesa (HECOM) ([III.B.6](#))
- Crown Cove Aquatic Center (CCAC) ([III.B.7](#))

The HECs at National City and San Ysidro recently achieved center status in June 13, 2012, after submitting an application to the CCCCO. To achieve this status the College had to demonstrate the sustaining community need at those locations, and each site was required to provide evidence of sufficient student services, classroom space, counseling services, Library support, and nursing services. Southwestern College ensures safe and sufficient physical resources to support teaching and learning at all of its HECs and at the CCAC. All locations employ Community Service Officers and contract security services to ensure safety. In addition, as part of the College's capital bond program, the HEC at National City will be expanded, and plans are being developed to address the additional corresponding security and safety requirements for the site. Safety patrol services for the CCAC are provided by California Department of Parks and Recreation which is responsible for the Silver Strand area of Coronado, inclusive of the CCAC site.

In addition to security forces, each Center works with local authorities to undergo fire safety inspections and all are regularly inspected to ensure compliance with fire codes. Security cameras and alarm systems, controlled by College Police, are used and at all Center sites and a camera system has been fully funded for CCAC. The Southwestern College District Safety Officer makes regular visits to assess safety issues and compliance issues at all Centers.

The College's Office of Facilities, Operations, and Planning aligns its organizational goals to maximize the physical plant resources to support student achievement. Proposition R was approved on November 4, 2008. Chula Vista voters voted to authorize the sale of \$389,000,000 in general obligation bonds to be used for construction, reconstruction, or rehabilitation of College facilities, including the furnishing and equipping of its facilities; acquisition or lease of real property for its facilities; and construction management by College personnel. On March 14, 2012, the Southwestern College Board of Trustees (Board) unanimously voted to re-evaluate all Proposition R projects to determine the best use of bond funds and reassess its priorities, which led to the creation and passage of a Facilities Master Plan (FMP) ([III.B.8](#)) to help inform decision-making. Since 2009, several new facilities and renovation projects related to the FMP and Proposition R bond program have been completed or are in various stages of development and progress. Phase II of Proposition R has begun now that the Field House and Central Plant are complete. Several supporting projects and the Photovoltaic Energy project that provides three megawatts of solar energy to offset the College's utility costs have also been completed. Design and programming have begun on projects that include a Wellness Center, two Olympic-sized pools, a therapy pool, a two-court gymnasium, a performing arts building, and a two-story math and science building - all located at the Chula Vista campus.

In response to the needs of programs at the Higher Education Centers, the College takes steps to provide additional

assignable square footage when possible. The National City campus is nearing the construction phase of a two-story addition that will add classrooms and laboratories to meet the identified needs. These expansions include a clinic for the Medical Assistant program (MedOp) and a specialized lab space for the Medical Laboratory Technician (MLT) program. The expanded facility will also include laboratory classrooms for the Chemistry and Biology programs, and MLT and Microbiology will share lab rooms. The College relies heavily on the Facilities Master Plan (FMP) for determining facilities needs at the Centers, and the Educational Master Plan (EMP) and the FMP both support expansion for the Higher Education Center at San Ysidro which has historically suffered due to space limitations ([III.B.9](#)). Finally, in order to serve the program needs of several of its residence programs, the Higher Education Center at Otay Mesa has taken standard classroom space and renovated it to provide specialized space for the Nursing program in 2014. Renovations to support the Emergency Medical Technician/Paramedic program are underway.

In addition to addressing the sufficiency of physical resources, the College considers safety and security a top priority. An example of recent upgrades intended to improve safety and security on campus is the Blue Light parking lot and video surveillance project. This project provides Southwestern College with an ideal security solution by installing Emergency Phone Towers in 40 locations throughout the Chula Vista campus, as well as installations at the National City, San Ysidro, and Otay Mesa campuses. The vandal-resistant Emergency Phone Towers stand over nine feet tall. Emergency calls can be placed with a simple push of a button which initiates a flashing blue LED light at the top of the tower, providing a highly visible security resource. Each unit is also ADA compliant and is commonly used at various colleges and universities, parking facilities, shopping malls, medical centers, transit facilities, and other remote areas.

In addition, the College has begun a review of the current Safety Policy and expects a revision will be approved by early fall 2015. A final example of the institution's attention to safety is an ongoing assessment of College facilities to comply with the Policy: 3415 Universal Design ([III.B.10](#)).

## SELF EVALUATION

The College is in transition regarding its physical resources and facilities development due to the recovering statewide economy and the continuation of the Proposition R construction. New buildings are coming online, and the planning of other buildings and renovation projects are in various stages of development. The College continues to utilize the FMP as a guide to facility needs and the timelines for addressing those needs. The College also follows the direction of the Safety Committee in determining College safety and security priorities.

The College meets the Standard.

## **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

## **DESCRIPTIVE SUMMARY**

The College maximizes, maintains, evaluates, and improves physical resources on the campuses to support degree and certificate programs and to provide quality College services. The College regularly reviews and updates its Educational Master Plan (EMP) and associated supporting plans, including the Facilities Master Plan (FMP), to assure that it replaces its physical resources to maintain quality support for its programs and services. The College annually submits plans for scheduled maintenance and new facilities to the California Community Colleges Chancellor's Office (CCCCO) within the FUSION facilities database.

The intent of the College's FMP is to establish the short-term and long-term facilities needs of the College based upon the EMP. The objective of the FMP is to determine current and future space needs, to identify the building/facilities required, to establish building facilities priorities, to formulate project costs, and to recommend a resource allocation plan for the College.

Nine months in the making, the current FMP incorporates all the best and brightest ideas for meeting the educational needs of South County residents for the next twenty years. The plan incorporates career trends and assists in planning for facilities that will prepare students for four-year universities and high-paying jobs.

The FMP envisions a newly defined community interface for the Chula Vista campus with the development of the "Corner Lot Area," at the intersection of H Street and Otay Lakes Road, as well as with a strengthening of the academic core with newly constructed and intelligently remodeled buildings. The plan also includes improvements to each of the Higher Education Centers (HECs) in National City, San Ysidro, and Otay Mesa. As described in II.B.1., improvements to the National City campus will address the needs of local programs, and construction will begin soon. To address the growing program needs at San Ysidro, an Initial Project Plan (IPP) has been submitted into the CCCCCO FUSION database for match funding. The College has begun committee meetings to develop the necessary plans and documents to submit a Final Project Proposal that will qualify the project for state bond funding. Finally, Otay Mesa is receiving specific repairs and

upgrades related to the vocational programs at that campus. The impact on students and the goal of holistic learning serves as the foundation for the entire plan.

The College has submitted a revised five-year capital outlay plan and scheduled maintenance plan to the statewide FUSION database ([III.B.11](#)) ([III.B.12](#)).

## **SELF EVALUATION**

The College has completed projects intended to address the existing and projected needs of programs and services at each of the College sites ([III.B.13](#)). The College has entered into Phase II of its Proposition R program, the implementation phase of prior planning. As projects enter into the programming stage, assessments are made to assure that each upgrade or new building is an effective utilization of space and to assure the continuing quality necessary to support the College's programs and services ([III.B.14](#)).

The College meets the Standard.

## **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

## **DESCRIPTIVE SUMMARY**

The College constructs and maintains physical resources on all institutional sites to assure access, safety, security, and a healthful learning and working environment. In order to assure facilities are conducive to learning, the College has spent the past five years developing standards, rubrics, facilities processes, and facilities standard operating procedures to ensure focus on strategic initiatives and more closely align support services with the educational mission of the College. Using the Facilities Master Plan (FMP) as a blueprint, planning for new construction and facilities enhancements includes the Chula Vista campus as well as a sizeable addition to the Higher Education Center (HEC) at National City. In addition, the College's long-term (Strategic Plan) and short-term (program review) planning processes are designed to assist programs in communicating their needs to the administration and to the Office of Facilities, Operations, and Planning (FOP). These planning processes facilitate addressing needs up front, when possible, or addressing needs through long-term funding mechanisms, such as capital outlay funds, deferred maintenance funds, or bond measures if necessary.

While much of facilities management and operation falls to the determination of facilities professionals, the College has several oversight measures in place to assure the maintenance of its facilities. Along with the Superintendent/President's Office and the Vice President for Business and Financial Affairs, the Institutional Facilities Committee (IFC) ([III.B.15](#)) reviews the current state of College facilities operations and has a major role in planning. The IFC is a shared planning and decision-making committee in which all constituent groups have representation. The IFC is co-chaired by the Vice President of Business and Financial Affairs, or the Director of FOP, and a non-administrative co-chair selected by the committee. The IFC is a standing committee of the Shared Consultation Council (SCC) and plays a major role in long-term facilities planning, including review of the FMP and the prioritization of facilities needs identified in program review. As part of this process, the IFC performs the annual prioritization of equipment and facility needs, along with other duties related to facilities needs and planning based on the standards developed by the College.

In an effort to ensure a healthful and safe learning and working environment, the College inspects the condition of physical resources in an annual risk management assessment of the facilities at each College site ([III.B.16](#)). In the past several years, the Office of FOP has developed an infrastructure for responding to need that is based on a "Lead Tenant Concept," in which deans and directors are designated as the lead tenant of a space or building, and the lead tenant is the primary advocate for the condition and the serviceability of physical resources that support educational delivery ([III.B.17](#)). The lead tenant can request construction, alterations, and modifications for educational requirements.

Under Phase I of Proposition R, the College has just completed the Blue Light project that places emergency call systems and cameras throughout all parking lots and locations at the Chula Vista Campus and at each of the three HECs in National City, San Ysidro, and Otay Mesa.

Also, in order to prioritize needs and to improve service to the College, the Office of FOP has worked with other offices to develop furniture and classroom space standards, including an initiative to establish classroom standards for technology resources to maximize available funds. The Office of FOP has developed standard operating procedures for replying to requests for maintenance and custodial levels of service (LOS) to assist the Custodial Services Supervisor to prioritize critical areas of need given limited resources ([III.B.18](#)). Other areas of significance regarding physical resources are the development and passage of a College wide Smoke-Free Campus Policy in 2014 ([III.B.19](#)) and the development of a DSS (Disability Support Services) Transition Plan ([III.B.20](#)) to meet the changing needs of the College's disabled students and to maintain compliance with regulations. The Transition Plan provides goals and objectives that exceed code compliance for the ADA (Americans with Disabilities Act). Creation of the

plan involved direct input from focus groups, user groups, and advocacy groups like the ABLE (Abilities Beyond Limitation Through Education) Club, a student organization. The revision of the DSS Transition Plan was completed in 2014 and presented to IFC in January 2015. In addition, the Board approved Policy 3415: Universal Design ([III.B.10](#)) in March 2010 to support compliance with Title III of the ADA and to promote the values of diversity and inclusion.

While currently the position of Director of Facilities, Operations, and Planning is vacant, the College has contracted with a facilities management firm to support the College until the position is filled. The firm will prepare a review of the College's custodial and maintenance resources and provide a written assessment of its needs by July 1, 2015 ([III.B.21](#)).

### **SELF EVALUATION**

The College, like many colleges in recent years, has struggled to maintain aging facilities while facing enormous financial challenges at the statewide level, including the lack of funding for maintenance projects. This has created a backlog of projects and a crunch on the already strapped human resources in the area. However, even under these conditions, the College can point to many achievements, as highlighted above, in the development and management of the College's physical resources at its five locations.

The College seeks continuous quality improvement by addressing space needs, scheduled maintenance, and utilization of staff, in particular as it relates to appropriate custodial coverage for space that is to be added or has been added. A custodial and maintenance evaluation has been performed, and it recommended staffing changes that are currently underway to address new space and proposed space under the Facilities Master Plan. In addition, a new custodial position is scheduled to be hired in summer 2015 as a result of the program review planning process.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### DESCRIPTIVE SUMMARY

In order to ensure efficiency, effectiveness, and feasibility of physical resources when supporting the institutional programs and mission of the College, the College reviews space utilization and other relevant data regularly to plan and to evaluate its facilities and equipment. Planning follows two paths: an operational path and a shared-planning path, which includes a decision-making process that employs integrated planning.

To ensure appropriate planning in operations, the Director of Facilities, Operations, and Planning (FOP) maintains an annual assessment of scheduled maintenance projects and prioritizes projects while taking into account utilization of classrooms and laboratories. To assist this effort, the Office of FOP uses the Facility Condition Assessment Tool provided by the California Community Colleges League Foundation, also known as FUSION (Facilities, Utilization, Space Inventory Options Net). This tool assists the College in tracking the condition assessments of facilities and provides tools to develop cost modeling for maintenance projects. This tool also enables colleges to plan budgets and to create plans to pass bond measures. The listing of projects in FUSION is presented to the Institutional Facilities Committee (IFC) for broader communication to constituent groups ([III.B.22](#)). Also, in December 2013, the Office of FOP created its Capital Execution Plans (CEP) and Physical Plant Support to Student Success document to support planning ([III.B.23](#)). The CEP document assesses facilities conditions and the need to develop renovation planning beyond breakdown issues of the facilities. The College's FUSION entries address a five-year capital outlay plan as well as a comprehensive scheduled maintenance plan ([III.B.11](#)).

In addition to these planning processes, the institutional program review process and the input of the IFC provide planning guidance for the Office of FOP with respect to resource allocation that supports the College's mission and student success. Institutional program review provides an opportunity for programs to indicate how additional physical resources, including major equipment and facility renovations and upgrades, will help them achieve specific goals ([III.B.24](#)). All resource allocation requests are reviewed for planning purposes and prioritized, using agreed upon rubrics and criteria, as part of the Shared Consultation Council (SCC) prioritization process ([III.B.25](#)). The major equipment and facilities priorities determined by the IFC are integrated with other resource requests identified in program review, and a master list of resources needs is created and reviewed by the College's Budget Com-

mittee and the SCC. This process, along with the processes identified above, ensures physical resources support institutional programs and services.

### SELF EVALUATION

Planning and evaluation of physical resources and processes for prioritizing and executing maintenance and repair of physical resources is an ongoing and collaborative effort. As mentioned in III.B.1.a., the Lead Tenant Concept serves as an ongoing evaluation of physical resource conditions on all College properties. The Office of FOP conducts regular walk-throughs of spaces to review known issues and to gather information to address identified or not-yet-identified needs.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### DESCRIPTIVE SUMMARY

The College creates and maintains long-range capital plans to support institutional improvement goals that reflect projections of the total cost of ownership of new facilities and equipment. Long-range capital planning for space utilization and total cost of ownership planning for equipment have been partially addressed with the Facilities Master Plan (FMP) and the Educational Master Plan (EMP). High-cost programs that have greater demands for equipment and facilities rely on Perkins funding and other external sources to maintain adequate equipment and facilities for students; however, the needs for many programs, such as Fire Science, Nursing, and Dental Hygiene, rapidly change and are always challenged with equipment needs. In these cases, it is difficult for the College to maintain consistent levels of resources. Processes for integrating these needs into long-range capital planning are under review including a College wide Maintenance study, a Custodial Services study, and a Facilities Assessment Survey.

In 2013, the College completed a comprehensive Educational Master Plan ([III.B.26](#)), which generated the current Facilities Master Plan ([III.B.8](#)). These were developed in concert with the Office of Vice President of Academic Affairs to address facilities needs spanning decades into the future. These future needs were identified through a number of sources, such as program review, community forums, campus forums, and meetings with key constituent group leadership bodies, in-

cluding multiple presentations to the Institutional Facilities Committee (IFC) and the Shared Consultation Council (SCC). The FMP is a planned, strategic direction for the College to execute a capital improvement plan, and it is linked closely with the EMP.

The Executive Building Committee, comprised of the Superintendent/President, the Vice President of Academic Affairs, and the Vice President for Business and Financial Affairs, with technical support from the Proposition R Program Manager, guides execution of the capital improvement plan. All capital projects are listed in the annual Five Year Construction Plan required by state regulations. This plan is presented annually to the Board of Trustees (Board) in a June session for review and approval ([III.B.27](#)).

### SELF EVALUATION

As capital projects move forward in execution, responsible departments are included in briefings on the upcoming facilities. User groups, which typically include end users as well as support personnel, provide input and guidance into planning and design elements to ensure low total cost of ownership (TCO), which are incorporated into the design of the facility. One example of this is the Custodial Department having significant input into surface designs, as those personnel are responsible for cleanliness on a daily basis. In addition, the Grounds Department provides input into landscaping and irrigation designs to ensure ease of maintenance and to employ current water-saving technologies and techniques.

As capital projects move forward in construction, end users and facilities support departments are included in the development of Furniture, Fixture, and Equipment (FFE) listings, while conforming to College standards.

Recent projects include equipment (FFE type II) for maintenance of the synthetic field and modern floor cleaners for the Custodial department. These devices assure adequate support in maintaining and operating the newer facilities.

Department and unit program reviews incorporate staffing and equipment plans to maintain new additions of capital facilities. The focused comprehensive program reviews, as well as the annual program review snapshots, include staffing plans and requests that are vetted up through the Shared Consultation Council (SCC) prioritization process. These requests are also reviewed and prioritized by the IFC in its annual equipment and facilities prioritization process.

The annual budget development cycle is the process by which operational departments address annual needs of TCO for new facilities. This is where utility costs, additional maintenance service contracts, and additional staff labor to support new facilities are budgeted and addressed.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

### DESCRIPTIVE SUMMARY

Physical resource planning is integrated into the College's institutional planning process and the College systematically assesses the effective use of physical resources via the California Community Colleges Chancellor's Office (CCCCO) FUSION database. The results of those assessments inform the Facilities Master Plan (FMP). In 2013 the College created a FMP as a partner to its Educational Master Plan (EMP), both of which were developed from the College's mission, the College's 2012–15 Strategic Plan, and recent program review planning ([III.B.28](#)). The FMP acts as an overarching blueprint for physical resource planning and integrates short-term and long-term planning processes. This is a living document and may be amended as determined appropriate.

In addition to the FMP, the Office of Facilities Operations and Planning (FOP) works with the Shared Consultation Council's (SCC) Institutional Facilities Committee (IFC) to ensure integrated planning and constituent voices are a part of facilities management. The IFC is a shared planning and decision-making committee and is a standing committee of the SCC. As such, it is engaged in policy and procedure development, oversight of physical resource needs, and major equipment needs as identified in annual program review, and is consulted during the creation of long-term capital improvement plans. In addition, the Board of Trustees (Board) has approved policies highlighting the importance of the operations of physical resources (e.g., the Universal Design Policy and the Smoke-Free Campus Policy). These policies were developed a result of integrated planning discussions between the IFC, the Institutional Technology Committee (ITC), and the Shared Consultation Council, the College's primary shared planning and decision-making committee.

The College systematically assesses the effective use of physical resources through regular inspection of those resources and addresses needed modifications in program review. The results of these evaluations have formed the basis for making improvements. For example, the IFC has been engaged in discussion regarding furniture, fixture, and equipment standards and has participated in an ongoing discussion on the "21<sup>st</sup> Classroom" in collaboration with the Institutional Technology Committee (ITC).

## **SELF EVALUATION**

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Facilities planning and maintenance are challenges in good fiscal times, more so during economic downturns. The College's ability to integrate facilities needs into its planning processes has evolved positively since the 2009 Self Study. The role of the IFC has expanded to include consultation on the implementation of Proposition R bond projects. The Proposition R management team and architects of the new construction frequently brief the IFC. Additionally, the IFC has been an effective communication tool for voicing constituent opinion and concerns. Finally, the IFC performs the annual prioritization of equipment and facility needs identified in program review.

The College meets the Standard.

## **ACTIONABLE IMPROVEMENT PLANS**

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None.

## EVIDENCE FOR STANDARD III.B. - PHYSICAL RESOURCES

Standard III.B. Citation	Original Citation	Document File Name	Document Title
<a href="#">III.B.1</a>		<a href="#">IIIB1_FOP_MissionStatement.pdf</a>	Facilities, Operations, and Planning Mission Statement
<a href="#">III.B.2</a>		<a href="#">IIIB2_FUSION_Website.pdf</a>	FUSION Website
<a href="#">III.B.3</a>		<a href="#">IIIB3_SWCCD_Website.pdf</a>	Southwestern College Website
<a href="#">III.B.4</a>	II.B.6	<a href="#">IIIB4_HEC_NC_Webpage.pdf</a>	Higher Education Center, National City Webpage
<a href="#">III.B.5</a>	II.B.8	<a href="#">IIIB5_HEC_SY_Webpage.pdf</a>	Higher Education Center, San Ysidro Webpage
<a href="#">III.B.6</a>	II.B.7	<a href="#">IIIB6_HEC_OM_Webpage.pdf</a>	Higher Education Center, Otay Mesa Webpage
<a href="#">III.B.7</a>	II.B.9	<a href="#">IIIB7_CrownCoveAquaCtr_Webpage.pdf</a>	Crown Cove Aquatic Center Webpage
<a href="#">III.B.8</a>	I.A.7	<a href="#">IIIB8_Fac_Mast_Plan.pdf</a>	Facilities Master Plan
<a href="#">III.B.9</a>		<a href="#">IIIB9_HECSY_SpaceLimitations.pdf</a>	Higher Education Center San Ysidro Space Limitations
<a href="#">III.B.10</a>		<a href="#">IIIB10_Policy3415.pdf</a>	Policy 3415: Universal Design
<a href="#">III.B.11</a>		<a href="#">IIIB11_FUSION_Report.pdf</a>	FUSION Report
<a href="#">III.B.12</a>		<a href="#">IIIB12_Five-Yr_ConstructionPlan.pdf</a>	Five-Year Construction Plan
<a href="#">III.B.13</a>		<a href="#">IIIB13_Ed_Mast_Plan.pdf</a>	Educational Master Plan
<a href="#">III.B.14</a>		<a href="#">IIIB14_PropR_GB_Update.pdf</a>	Proposition R Board of Trustees (Board) Update
<a href="#">III.B.15</a>		<a href="#">IIIB15_IFC_Comm_Template.pdf</a>	IFC Committee Template
<a href="#">III.B.16</a>		<a href="#">IIIB16_SWACC.pdf</a>	SWACC Inspection Annual Report Webpage
<a href="#">III.B.17</a>		<a href="#">IIIB17_Tenant_Improv_Procedures.pdf</a>	Tenant Improvement Procedures
<a href="#">III.B.18</a>		<a href="#">IIIB18_Prioritization_MaintNeeds.pdf</a>	Prioritization of Maintenance Needs
<a href="#">III.B.19</a>		<a href="#">IIIB19_Policy3570.pdf</a>	Policy 3570: Smoking and Tobacco Products
<a href="#">III.B.20</a>		<a href="#">IIIB20_Access_Improv_Plan.pdf</a>	SWC College Campus Accessibility Improvements Plan
<a href="#">III.B.21</a>		<a href="#">IIIB21_UmstotProjectAgrmnt.pdf</a>	Umstot Project and Facilities Solutions Agreement
<a href="#">III.B.22</a>		<a href="#">IIIB22_IFC_Mtg_5-9-2014.pdf</a>	IFC Meeting Minutes May 9, 2014
<a href="#">III.B.23</a>		<a href="#">IIIB23_CEP_PhysicalPlantSupport.pdf</a>	Capital Execution Plans (CEP) and Physical Plant Support to Student Success
<a href="#">III.B.24</a>	I.A.24	<a href="#">IIIB24_Ann_Pro_Rev_Snapshot_2014.pdf</a>	Annual Program Review Snapshot, 2014–15
<a href="#">III.B.25</a>		<a href="#">IIIB25_IFCPriorRubrics.pdf</a>	IFC Prioritization Rubrics
<a href="#">III.B.26</a>	I.A.6	<a href="#">IIIB26_Ed_Mast_Plan.pdf</a>	Educational Master Plan
<a href="#">III.B.27</a>		<a href="#">IIIB27_GB_Mtg_6-18-2014.pdf</a>	Board Meeting Minutes, June 18, 2014
<a href="#">III.B.28</a>	II.A.125	<a href="#">IIIB28_EdAndFacMastPlan_Webpage.pdf</a>	SWC Educational and Facilities Master Plans Webpage

## III.C. TECHNOLOGY RESOURCES

**III.C. Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

### DESCRIPTIVE SUMMARY

Planning for the technology-related needs of the College has been increasingly formalized and integrated with College wide planning. The Technology Plan was constructed within the framework of the College wide strategic planning process, and it represents a confluence of the Strategic Plan and the strategic priorities fulfilling the mission in the following eight areas: Student Access; Student Success; Teaching and Learning; Economic, Workforce, and Community Development; Human Resources; Physical and Financial Resources; Organizational Effectiveness; and, Institutional Technology and Research. These areas all have deliverables for technology utilization, including its expansion and its integration in all aspects of College life. The Technology Plan provides an understanding of how Institutional Technology (IT) operates, and it outlines plans for technology needs. Lastly, the plan describes how technology utilization relates to the budget planning process. The Technology Plan, combined with the annual program review, is part of a process that both informs and integrates with the Strategic Plan.

The Institutional Technology Committee (ITC) is charged with overseeing and maintaining the Technology Plan (III.C.1). This committee was instituted after the ACCJC visit in 2009 and was based on recommendations from faculty. The ITC has representation by faculty, staff, and students throughout the campus environment, and it meets monthly. This cross-section of employees with student participation has proven valuable to the integration of institutional needs. The ITC provides monthly reports to the Shared Consultation Council (SCC) (III.C.2). A sub-committee of the Academic Senate, the Academic Technology Committee (ATC), provides faculty members at the College with a strong voice regarding technology (III.C.3). One of the goals of both of these committees is to evaluate and to prioritize requests for technology.

The IT Department is divided into two primary groups: the client service team and the infrastructure and systems support team. Although each group has a different focus and serves different groups on campus, the overall mission is the same - to provide the College with the effective technology and resources necessary to promote and to maintain excellent faculty and staff support, along with positive student success.

The network and server support team works primarily on the infrastructure throughout College facilities and in data centers to ensure a flexible, robust, and reliable server and other

network resources. The systems and programming support team primarily manages the College's Enterprise Resource System (ERP), known as Ellucian Colleague, where all aspects of the student information system are linked to finance and human resources data-related functions. The client support team is also divided into two groups: the Help Desk, which provides service to faculty and staff, and Administrative Desktop Support which provides classroom and lab assistance for instruction.

### SELF EVALUATION

Technology resources support student learning programs and services while improving institutional effectiveness. Technology is an important tool for all campus operations. Since the last Accreditation cycle the College has realized a steady stream of innovations and upgrades. The IT Department supports students, faculty, and staff as described in the 2011–15 Technology Plan (III.C.4) and the 2012–15 Strategic Plan (III.C.5). The IT program review identified two Administrative Unit Outcomes (AUOs): "Implement and monitor priorities detailed in the 2011–15 Technology Plan; and Provide seamless access to all District Institutional Technology resources through effective support of all hardware, software, network, and client services."

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.**

### DESCRIPTIVE SUMMARY

All technology resources are designed to enhance the operation and effectiveness of the institution. Recent network upgrades and redesign were successful and they will enhance College wide wireless capability to support any wireless device. Institutional Technology (IT) responded to multiple requests made through program review (III.C.6). Issues were documented, including insufficient wireless coverage, and IT

has designed a system to address these needs (III.C.7). Vital resource improvements have been upgraded at all College locations (III.C.8). Proposition R bond funds provided the necessary funding for these major foundational and systemic upgrades (III.C.9) (III.C.10).

The Academic Technology Committee (ATC) and Institutional Technology Committee (ITC) are effective in providing technology leadership and planning for academic and institutional operations. The ITC acts as the overarching College committee responsible for addressing issues related to institutional operations, instructional technology, and non-instructional technology throughout the College. These committees hold joint meetings as needs arise to discuss common technological concerns in order to make decisions about technology services, facilities, hardware, and software. These committees are also tasked with prioritizing non-instructional needs during the program review prioritization process and maintaining the Technology Plan (and accompanying implementation plan) for all technology except desktop computers. The desktop computer replacement process has an allocated annual budget. Although the budget for desktop replacement has increased in each of the last three years, it's still not enough funding to meet the established goal of desktops being no more than five years old. With the current analysis and deployment plan, the College was able to meet the five-year goal for administrative computers but not for academic computers. While most eligible computers were replaced on the academic side of the network, a small percentage of machines were not able to keep up with the five-year replacement cycle.

Desktop computer replacements are processed each year using a specific budget for that purpose and according to a list of aged computers (III.C.11). The Desktop Computer Replacement Process guidelines outline the process that is used to determine both eligible and ineligible equipment (III.C.12).

Although this process is not perfect because equipment age is not always the only factor to consider, it is a valuable tool to ensure the College can expect a consistent refreshment cycle for desktop computers. It has worked well enough that replacement of academic technology-related equipment, such as projectors, screens, podiums, and audio systems, is also under consideration. A current goal is that the first such replacement cycle will take place in the 2015-16 academic year.

The ATC, a standing committee of the Academic Senate, focuses on making recommendations to enhance and to improve the use of technology in instruction. The committee also prioritizes academic technology needs and makes recommendations to the ITC regarding those needs and instructional trends.

The Ellucian Colleague system provides core functionality to many areas on campus. Besides the daily functions required by the College, a new concept was initiated to bring addition-

al value to staff, faculty, and students with a wide-ranging plan called the Ellucian Action Plan (EAP). It was implemented to update many antiquated processes on campus, and it has provided automation and efficiency for many department operations. It was developed and implemented starting in 2013 to improve many facets of business processes in the areas of Finance, Payroll, Human Resources, Institutional Data, Student Services, Admissions and Records, and Counseling. The ongoing work is managed through the EAP site with each of the following areas containing their own SharePoint site:

- **Finance**

IT implemented Chart of Accounts to support financial management and budget planning. IT converted the previous Chart of Accounts structure to a newer and more proficient structure in November 2013 (III.C.13). This project has allowed the budgets to be re-implemented using standards and conventions from the California Community Colleges Chancellors Office (CCCCO) Budget and Accounting Manual (BAM). Budget management is not role-based, so security has been imposed where there was none before.

- **Payroll**

IT developed and implemented new Payroll software functions to support fiscal independence. The Payroll module was installed in October 2014, and the Payroll implementation began January 2015 (III.C.14). Up until June 2015, the San Diego County Treasurer's Office processed the College payroll. In December 2013 the County announced a move to a new payroll system requiring major fee changes and implementation of new processes. With these changes coming and the College looking to move to fiscal independence, this implementation and its corresponding move away from dependence on the County made sense. Another benefit of the change is that it eliminates the problem of double entry and data synchronization between two disparate systems.

- **Human Resources and Reporting**

The Human Resources Department began implementing a new reporting infrastructure known as Colleague Reporting and Operating Analytics (CROA) in February 2015 to provide insight into new institutional effectiveness reporting. IT worked collaboratively with the Staff Development Program staff to train over 50 employees in the use of Business Objects for reporting (III.C.15). Staff in the areas of Student Services, Academic Affairs, Human Resources, and Finance are now able to create many ad hoc reports that they previously had to ask IT to produce. Much of this activity is for the purpose of obtaining lists of IDs for sending batch email notifications. As a result, the process of communicating with students has improved by eliminating IT from the process.

- **Institutional Data**

IT supports using the Data Warehouse to provide data for program review and institutional effectiveness. IT provides assistance to the Office of Institutional Effectiveness in the use of this product from Blackboard Analytics. It has been providing analytical data for many years. Additional data resources include the Data Dashboard ([III.C.16](#)) and eLumen, the software used to collect SLO data. IT assisted in the migration to a Software as a Service (SaaS) implementation in 2014. Functionality now includes the export of data from Colleague and the linkage of eLumen through the network firewall for authentication ([III.C.17](#)).

- **Student Services**

Student Services are available online and through computer kiosks in the Cesar Chavez building (also known as the One-Stop Center) ([III.C.18](#)). The Ellucian Action Plan has identified and tracked progress on improvements in various areas of Student Services ([III.C.19](#)). Documentation can be found with the Office of the Dean of Student Services. Additionally WebAdvisor has been modified with a mobile application called GO. Kiosks in the One-Stop Center are available whenever the One-Stop Center is open.

- **Admissions and Records**

The College migrated from the XAP-based CCCApply application to the new Open CCCApply application in April 2014. The migration to the Open Board of Governors Fee Waiver (BOGFW) application occurred in May and June 2014.

- **Counseling**

The Student Education Planning (SEP) module software was loaded and initially configured in early 2013 with the start of the EAP project. While the technology has been installed and available, the rollout has been slow due to the impact of other necessary process changes across the College. The project went live in March 2015.

The College has made several improvements in the area of technology since the time of the last ACCJC visit. First, effort has been made to assist the College in the area of organized documentation with the implementation of the SharePoint Portal where both Committees (49 committees, taskforces, or councils) and Departments (56 departments, schools, offices, or centers) are structured ([III.C.20](#)).

Although technology permeates the campus, certain areas in SharePoint contain a wealth of technical knowledge and information. On the Committee side, the 21st Century Classroom Design Team uses planning documents such as Technical Design for Classrooms ([III.C.21](#)). Additionally, the ATC site and the ITC site are locations with planning documents related to technology.

The IT Department site contains many documents and sources relating to IT Department activity and accomplishments. In the area specifically relating to planning documents, the 2011–15 Technology Plan webpage ([III.C.22](#)) shows many links to areas that house IT Planning such as the 2011–15 Technology Plan itself and the Implementation Grid - Priorities for 2014 ([III.C.23](#)). The Technology Plan serves as the foundational document for technology at the College. It is also a dynamic document that is continuously reviewed, revised, and maintained ([III.C.4](#)). The IT program review snapshots create a yearly incremental perspective showing what was accomplished during the previous year and, specifically, where technology is headed in the next year ([III.C.24](#)).

In the area of specific projects, the SharePoint portal has become an invaluable asset to document and track large-scale projects such as the Proposition R funded Ellucian Action Plan (EAP) ([III.C.25](#)). This location shows the many task teams that have been or are currently working on sublevels of the EAP. These areas include Accounts Receivable, Admissions, Chart of Accounts, Communication Management, Data Governance, the EAC Implementation team, the Student Planning team, the Finance team, the Human Resources team, the Payroll team, the Portal Implementation team, the Reporting team, and the SQL Migration team.

The IT Department produced information regarding the replacement process for existing computers and the replacement process for new computers which are needed for newly established requirements through the program review process ([III.C.26](#)).

The IT Department snapshot and program review for 2014–15 is an updated report on the current status of the IT Department at the College ([III.C.24](#)). It is based on the 2013–14 snapshot for IT ([III.C.27](#)). Prioritization of technology needs through program review (both instructional and non-instructional) is handled through each of the technology committees utilizing an established set of rubrics ([III.C.28](#)) ([III.C.29](#)). New evaluation criteria for replacing technology, especially computers, are used to determine the areas of greatest need.

## SELF EVALUATION

The College assures that all technology support meets the needs of all areas of the institution. College leaders engage in regular dialogue, review, and planning of technology infrastructures to meet campus needs. Information technology at the College is utilized by students to learn what the College has to offer, to register for classes, and to complete coursework. The faculty use technology both to manage their courses and to deliver instruction. This includes, but is not limited to, developing curriculum (CurricUNET), managing class rosters and grades (WebAdvisor and Blackboard), communicating with students (campus email and Blackboard), and teaching in a distance learning environment. Staff employ technology for purchasing, scheduling, managing student data, communi-

cating, and completing their daily work. The College provides access to important data for all segments of the College for the purpose of integrating data-driven resources into the program planning process. Faculty have access to the CCCC information system, Data Mart, for statewide comparisons in the areas of success, retention, and student achievement.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that technology support provided is designed to meet the needs of learning, teaching, College wide communications, research, and operational systems.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

### DESCRIPTIVE SUMMARY

Professional support has been enhanced with Institutional Technology (IT) Department staff continuing to provide a high level of service. The IT Department was reorganized so that support personnel are always available to address situations as quickly as possible for students and faculty in the classroom, as well as for support staff and administration. To build a more collaborative support strategy in the classroom, audio-video support was moved from Facilities to IT.

The IT annual program review snapshot is designed to evaluate Help Desk efficiency and technology support infrastructure. Professional support needs, such as staffing, are evaluated in the program review process. Using the results of program review, three positions were filled to support the campus and a fourth is in recruitment. The most recent 2014–15 IT snapshot shows the status of staff requirements and projects ([III.C.24](#)).

A 21<sup>st</sup> Century Classroom Design Team was created, and this group helped to develop furniture, fixtures, and equipment plans. User groups were assembled to create design standards that were documented in the *Southwestern Community College District Interior Space Design Guidelines* ([III.C.30](#)), revised and approved October 21, 2014, and the *Technical Design Guide for Southwestern Classrooms* ([III.C.21](#)).

User input regarding technology needs is generated through student surveys ([III.C.31](#)), as well as through technology support. The IT Department has a dedicated phone line with text capabilities to provide real-time support to faculty working in a classroom. Names and contact information for IT support are published College wide. Technology support hours and IT contact information for the main campus and Higher Education Centers (HECs) can be found at Support Hours on the IT webpage ([III.C.32](#)) ([III.C.33](#)).

The goal of IT is to provide the best academic technical support possible within a reasonable period of time to minimize any impact to instruction. Goals and objectives for the provision of proper support have been established ([III.C.34](#)).

The Help Desk provides non-emergency support for all employees across the campus. The Help Desk tracking logs provide a snapshot of support on the administrative side of the network, including faculty and staff resource requirements. The following table represents the number of Help Desk requests received, served, and tracked between July 1, 2013 and June 30, 2014.

Please note:

- Numbers do not include Help Desk interactions that occurred after 4 p.m.
- Numbers do not include Active Directory student worker accounts and Active Directory hourly accounts, which reset each semester.

Area	Number of Help Desk Tickets	Number of Phone Calls	Number of Email Threads	Notes
Help Desk (Operations)* Daily Average - 58	2,330	3,972	7,176	*Overlap between the number of tickets and number of calls and email.
Smart Classroom Support	N/A	753	314	*12 month period starting with September 2012

For a comparison, the data for the 2012–13 year is presented below:

Area	Number of Help Desk Tickets	Number of Phone Calls	Number of Email Threads	Notes
Help Desk (Operations)* Daily Average - 58	1893	3675	5945	*Overlap between the number of tickets and number of calls and email.
Smart Classroom Support	N/A	676	230	*12 month period starting with September 2012

The data shows there was a 14 percent increase in Help Desk Operations and a 15 percent increase in Smart Classroom Support between the 2012–13 and 2013–14 academic years.

The following technological support needs are provided to students, faculty, and staff:

- **Learning**
  - Learning Management System (Blackboard) support
  - Smart Classrooms
- **Teaching**
  - Blackboard support
  - Online Learning Center
- **Communications**
  - Emergency response system
  - New website requirements
  - SharePoint for committees and departments
- **Research**
  - Data Warehouse
  - eLumen
  - Class Climate software
  - Operational systems
  - New servers

Technical support for Blackboard is only available externally with the vendor.

Network and Systems Infrastructure enhancements have included the server environments. During the opening week of spring 2014, and several other prior semesters' starts, the College's Ellucian Colleague system was largely unresponsive for several days due to its inability to handle sustained peak loads. Upon evaluation it was determined that the system's processors (CPUs) were maxed out, and there were no options to upgrade the system. Due to this overload, people trying to log in to the system were regularly getting messages that no licenses were available.

A new system was purchased and installed in August 2014 consisting of the newest IBM Unix processor (Power 8) with ample amounts of memory. In addition, an evaluation and re-configuration of the system to optimize web connections was completed in October 2014. No additional licenses were purchased because it was determined it was not necessary.

Over the course of registration and opening week for spring 2015, the system was monitored. At peak loads, the system registered about one-quarter use of available processors, as opposed to 100 percent on the old server. License usage averaged about 83 percent at peak during opening week with the peak lasting in the range of two to three hours. This would indicate there is room for growth in the use of system resources, and that licensing is, at present, optimal.

Telecommunication Infrastructure Design Standards inform architects and are revised as needed. The Network Design Standards provide information that applies to the network infrastructure at the College ([III.C.35](#)). This document was of great benefit during the network modernization project, which was funded by Proposition R. The core of this project included a complete replacement of all network switches in all the Internal Distribution Frames (IDFs) in over 80 locations throughout all College sites ([III.C.8](#)). The new switch infrastructure supported much higher network bandwidth that was used to deliver much more advanced services in security with the Blue Light parking lot video surveillance project and the wireless enhancement project ([III.C.10](#)).

New software purchases and upgrades include Ellucian, with all corresponding modules replacing the foundational structure previously provided by Colleague. A CurricUNET Meta Module has been explored and is in the vetting process. New software in Human Resources provides a much needed position control inventory. New software in Facilities has been purchased to track buildings as they go online and offline. eLumen, the system used for tracking SLO data, has also been upgraded ([III.C.17](#)).

### **SELF EVALUATION**

The IT Department has been reorganized to better support personnel, faculty in the classroom, and students, and to improve the efficiency of the Help Desk. Data and information gathered through student surveys and the technology support webpage was used to make improvements to technology support across the institution. The data and information collected was used to set goals for academic technical support and to make several infrastructure enhancements.

The College has recently updated software and upgraded memory to handle increased loads on the server. It has also acquired new software packages to manage position control inventory, to track buildings as they go online or offline, and to track student learning outcomes results.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

### **DESCRIPTIVE SUMMARY**

The College provides quality training for effective application and use of information technology. The Staff Development Program offers training in Office applications, including SharePoint, in-house systems, Colleague, and related applications. The Staff Development Program site includes links to many aspects of training for staff. Additionally, IT maintains an IT Staff Training Log ([III.C.36](#)).

Academic technologies supported include the College's Learning Management System (Blackboard) and various web development applications. Departments on campus maintain the content of their own webpages using software that allows for timely updates of information critical to students. Additional data-driven pages were developed to display degree requirements, course descriptions, and department contact information.

Staff of the IT Help Desk and the Online Learning Center (OLC), under the direction of Instructional Support Services (ISS), provide just-in-time training and support via phone, email, and webinars. Online resources for student self-help have been improved in areas such as WebAdvisor, online frequently asked questions, and expanded website information for both face-to-face and Distance Education (DE) students. In-person, drop-in orientations for students who are taking online, hybrid, or web-enhanced courses are led by Library faculty at the beginning of the semester and prior to the second session. Disability Support Services (DSS) also provides services and support ([III.C.37](#)). Their mission is to develop an inclusive, accessible, and sustainable educational environment at the College that promotes student success through innovative accommodations, programs, training, and partnerships with students, educators, and the community.

A "Train the Trainer" method of training faculty and staff has been established for Colleague projects. Initial training is provided by IT staff, and then expertise is disseminated by those trained staff members to their co-workers. Additionally, IT established contractual partnerships with several reliable and knowledgeable vendors, who also provide training to staff. The College regularly engages employee feedback about Ellucian, including concerns and suggestions for product improvement. IT maintains frequent contact with other institutions, both statewide and nationally, to stay up-to-date on best practices and to ensure the use of state-of-the-art technology solutions to run network services and to provide hardware and software to the College.

Specialized training in an online or face-to-face format is available for IT staff through the California Community College Colleague User Group (3CDUG) and the Chief Information Systems Officers Association (CISOA). The OLC staff participates in Blackboard-sponsored training and @ONE training for distance education topics. This allows staff to stay current on best practices, state standards, and federal distance education policies.

A highly qualified Staff Development Program Coordinator was hired in 2014, providing global support to the College community. Some of the training services provided include:

- eLumen training for academic and student services units, and administrative unit outcomes (AUOs) trainings in the future ([III.C.38](#))
- Regular training on topics such as eLumen, Business Objects, communications management, Office, SharePoint, and iPads ([III.C.39](#))

The Library and Academic Success Center provide additional services including:

- Workshops for staff on Library resources and services
- Tutoring to support computer classes for students ([III.C.40](#))
- Training with Library vendors

Content Management System (CMS) website training with the Web Marketing Content Strategist and the Institutional Technology Coordinator includes:

- Smart Classroom training with instructional lab technicians by request ([III.C.34](#))
- Ongoing training and support services, as outlined in the Technology Plan, to meet needs for productivity for non-instructional and instructional technologies
- As-needed training provided by IT for faculty and staff on Smart Classroom use
- CurricUNET Training with Instructional Support Services (ISS) staff

The College assesses the need for information technology training and the provision of other types of information, either written or in a live, electronic format, for students and personnel engaged in online, hybrid, and web-enhanced courses. Additionally, the College provides student and faculty orientations. Individual departments and administrators are responsible for working with students and faculty who may need extra help. The College monitors support levels to determine training needs at any time. Communication with faculty and other College personnel helps determine institutional needs.

Blackboard training provides instruction in the following areas:

- Gradebooks
- Assessments
- Multimedia
- Content creation
- Groups
- Course reporting
- Assessing need by
  - Solicitation of instant feedback from training
  - Working with College community to advise what training is needed
  - Monitoring retention, faculty performance, and course organization to determine if training is being used

## SELF EVALUATION

Training for students and personnel is provided through multiple venues and formats. The needs of technology-driven courses are addressed in a number of ways. Support and maintenance for classrooms providing student technical training and technology access have been addressed through cooperative efforts between the Staff Development Program and Institutional technology. Instructional departments are actively involved in specifying technology use, and outside of the classroom there are additional support services for training students: Library information literacy workshops and courses, computing labs, and individualized learning centers. Additional instructional labs include those in Computer Information Systems (CIS) and the Library.

After careful review, Southwestern College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that the institution provides quality training in the effective application of its information technology to students and personnel.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs**

## DESCRIPTIVE SUMMARY

The prioritization process for technology begins with the annual program review snapshot. The faculty, staff, and administrators then determine and prioritize lists of equipment

needs, including technology. This process allows all staff members to provide input and to advocate for resources needed to improve student learning and student support. As the program reviews are collected and sorted, the Academic Technology Committee (ATC) and the Institutional Technology Committee (ITC) receive items specific to their area of emphasis. The ATC receives instruction-based technology requests and the ITC receives all other requests. Once the ATC evaluates and prioritizes their requests, they are then submitted to the ITC, where all technology requests for the College are considered.

The technology needs for all of the offices and departments outside of the classroom are assessed when units identify and prioritize needs in consultation with the Institutional Technology (IT) Department and during the prioritization process that stems from the annual program review. There is more than one process to evaluate need, depending on the scope or complexity of the technology request. Hardware and software are evaluated for their effectiveness in helping units meet their program outcomes. Technology requests generally include identifying budgets and resources, noting specifications/requirements and compliance issues, and establishing priorities.

Regular updates and maintenance of technology generally occurs within the context of a unit's specified budget, using the campus requisition process. However, it is often necessary to replace technology or to purchase new technology that affects multiple areas of College, therefore requiring consultation with IT. This is when the budget augmentation process is initiated. Such projects may include the installation of classroom technology, the upgrade of the network infrastructure, or the addition of new technology to support student services.

The College systematically acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. In 2013 the ITC piloted a computer replacement plan. The plan was continuously reviewed and updated for quality and efficiency throughout 2014 ([III.C.11](#)).

The IT Department developed a regular maintenance schedule which has been adhered to. IT provides, supports, and maintains software for computer workstations and servers used by staff, faculty, and students in offices, open labs and classroom labs throughout the College. IT also provides, supports, and maintains specialty instructional software to support specific academic programs ([III.C.41](#)).

Additional needs assessment and coordination is sometimes required with each of the Higher Education Centers (HECs) based on the unique requirements for their specific programs.

Specific hardware and software needs are identified and prioritized through the program review process. Every year departments and units submit requests for resources through

program review. The ITC prioritizes all technology requests, and the ATC prioritizes instructional requests. Both committees follow guidelines when evaluating requests ([III.C.42](#)). The quality control process led to several improvements including the following:

- The ITC identified criteria for replacement of desktop and laptop computers for staff and student users ([III.C.28](#)). The ITC and ATC worked collaboratively to identify criteria for replacing instructional and non-instructional computers.
- An institutional software definition was agreed upon in order to plan for future College wide software resource needs.
- The ATC created a definition of academic software to assist in prioritizing resource needs during budget development ([III.C.43](#)).

During the course of 2014, several upgrades were made to the College infrastructure which included the Network Modernization project and the Ellucian Action Plan (EAC). The Network Modernization project, which was funded by the Proposition R bond fund, has proven to be of great value to the College. As mentioned in III.C.1.a., this project included replacement of all network switches in all the Internal Distribution Frames (IDFs) on all College sites ([III.C.8](#)). Improved bandwidth has allowed for implementation of the Blue Light parking lot video surveillance project and the wireless enhancement project ([III.C.10](#)). The institution provides for the management, maintenance, and operation of its technological infrastructure and equipment via procedures outlined in the Technology Plan ([III.C.4](#)).

## SELF EVALUATION

A decision-making framework exists at the College to ensure that technology investment decisions are in fact aligned with overall College priorities, outlined in the 2012–15 Strategic Plan and the 2011–15 Technology Plan. These plans inform the College of technology needs and proposed solutions. Annual evaluations of infrastructure and systems are made and may result in the addition of new services and improved infrastructure. The annual program review process provides yearly updates to the Technology Plan. Regular evaluations of the age of existing equipment (faculty and staff computers, smart classroom equipment, printers, scanners, and other necessary peripherals) are made. This analysis leads to subsequent recommendations for the replacement of outdated equipment or upgrade to a newer technology. Office technology is provided to each full-time employee, and access to equipment is provided on a shared basis to part-time faculty and part-time staff. The Desktop Computer Replacement Plan ([III.C.44](#)) and process assists the College with the funding and analysis mechanism that benefits students, faculty, and staff with updated technology. The plan includes machines that are eligible for update in 2014–15 ([III.C.45](#)). As mentioned previously, additional budget funding is required to maintain a five-year replacement plan.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that the institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services**

### **DESCRIPTIVE SUMMARY**

The Institutional Technology (IT) Department is involved with all of the other departments on campus through mutual partnerships to enhance the use of technology. This includes the development, maintenance, and enhancement of technology services throughout the College's network. The IT Department has developed many new systems and applications to create required functionality to benefit faculty, staff, and students. In other cases, enhancing current technology has been leveraged to build efficiencies resulting in significant improvements.

As with many services provided by the IT Department, special attention is focused on the Total Cost of Ownership (TCO). This includes evaluation of all initial startup costs along with the maintenance and support requirements over a period of time. Part of this process includes a regular review of established systems and applications to ensure compliance with current institutional goals and objectives.

The College distributes and uses technology resources to support the enhancement of its programs and services. The IT Department has documented its values of Shared Planning and Decision-Making (access, currency, reliability, and providing support) within the Technology Plan that enables adaptability and responsiveness to needs identified in program review, as well as needs that develop in the short term ([III.C.4](#)). Systems and infrastructure are reviewed in the annual program review process and plans are developed from the status of the infrastructure.

The institution makes decisions regarding the use and distribution of its technology resources through program review and the Technology Plan. The College has made provisions to assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty. It has

outlined detailed procedures in the Technology Plan, with corresponding oversight from the ITC and the ATC. Through evaluating the effectiveness of these processes, the following recommendations for improvement were made:

- Revision of Policy: 3035 Acceptable Use Policy ([III.C.46](#)). The ITC has begun the process of revising this policy.
- The IT Department responded to multiple complaints about insufficient wireless coverage and is designing a system to address those needs ([III.C.10](#)).
- Blackboard was migrated to cloud hosting rather than hosting on a local server in order to increase reliability and accessibility ([III.C.34](#)).

The College has policies and procedures in place to ensure the institution has reasonable infrastructure for currency and sustainability. The recent design of the network upgrade was intended to support College wide wireless capability for any wireless device. The College has determined through an established review process that the procedures are fairly and equitably managed via the Technology Plan and the program review prioritization process.

### **SELF EVALUATION**

The IT Department is well ingrained into the campus community and has a pivotal role in developing, maintaining, and enhancing the many applications and systems at the College. Input regarding technology needs is regularly collected by IT staff that serve on various College committees. In other cases, ideas for efficiency and improvement come from IT staff who have expert knowledge and skills.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that the distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

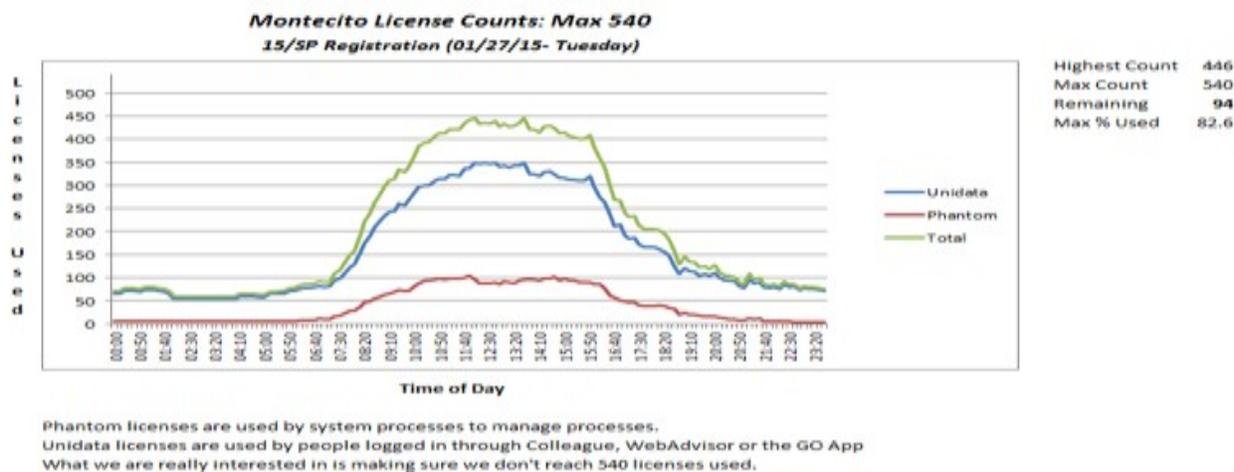
## DESCRIPTIVE SUMMARY

Technology resource planning is integrated with institutional planning. The Technology Plan was designed specifically to support the mission, program review, the Educational Master Plan, (III.C.47) and the 2012–15 Strategic Plan (III.C.48). The institution regularly and systematically assesses technology resources and uses the results for evaluation and improvement. To support this planning effort, the Institutional Technology Committee (ITC) created a Technology Plan in 2011 (III.C.22). The Technology Plan includes an Implementation Grid that is updated annually (III.C.23).

The College will begin writing the new Technology Plan in spring 2015 and is expected to finish no later than fall 2015. A

review of the College mission and Strategic Plan is completed when updating the Implementation Grid and Technology Plan, and the mission is considered throughout the criteria for annual prioritization of technology resource allocation needs. Current program reviews are also part of the prioritization process.

Monitoring is provided by the ITC and the Academic Technology Committee (ATC), the committees responsible for driving the Technology Plan. Monitoring includes evaluating the technology infrastructure, such as servers and networks, during peak use periods and assessing its effectiveness to support the periods of highest need. The following chart shows license usage:



IT completes a program review snapshot review annually and a comprehensive program review every six years (III.C.49). Regular Change Management meetings with representatives from each area in IT are conducted to discuss technology needs and performance throughout the College.

The College ensures that facilities decisions are developed from program review results, institutional needs, the Educational and Facilities Master Plans, the Strategic Plan, program review, and prioritization. The ATC and the ITC are responsible for recommending technology decisions for program and service needs.

The institution prioritizes needs when making decisions about technology purchases via a process outlined in the Technology Plan. The College annually reviews previous allocations of technology and makes adjustments when determined necessary.

## SELF EVALUATION

Technology resource planning and institutional planning are integrated and aligned with the mission of the College. Currently, the ITC and the ATC are working together to review and update the Technology Plan. Both the ITC and the ATC monitor use of the Technology Plan, and the plan is used for determining allocations in technology during the program review process. At the end of each program review cycle, the College reviews past and future allocations in technology and makes adjustments as needed.

After careful review, the College is in full compliance with this Standard through its established policies, procedures, and processes to ensure that technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

## EVIDENCE FOR STANDARD III.C. - TECHNOLOGY RESOURCES

Standard III.C. Citation	Original Citation	Document File Name	Document Title
<a href="#">III.C.1</a>		<a href="#">IIIC1_ITC_Webpage.pdf</a>	ITC Webpage
<a href="#">III.C.2</a>		<a href="#">IIIC2_SCC-Webpage.pdf</a>	SCC Webpage
<a href="#">III.C.3</a>		<a href="#">IIIC3_ATC_Webpage.pdf</a>	ATC Webpage
<a href="#">III.C.4</a>		<a href="#">IIIC4_Tech_Plan-2011-2015.pdf</a>	SWC 2011–15 Technology Plan
<a href="#">III.C.5</a>	I.B.13	<a href="#">IIIC5_Strat_Plan_2012-2015.pdf</a>	SWC 2012–15 Strategic Plan
<a href="#">III.C.6</a>		<a href="#">IIIC6_ATC_ITC_CombinedProgRev.pdf</a>	ATC ITC Combined Program Review Priorities for 2011–12
<a href="#">III.C.7</a>		<a href="#">IIIC7_WirelessTechMod_Plan.pdf</a>	Wireless Technology Modification Plan Approval, Board of Trustees, September 11, 2013
<a href="#">III.C.8</a>		<a href="#">IIIC8_NetworkMod_InfrastructureUpgrad.pdf</a>	Network modernization and infrastructure upgrade project-SCCD Tech Mod.
<a href="#">III.C.9</a>		<a href="#">IIIC9_EllucianAction_PlanProject.pdf</a>	Ellucian Action Plan Project
<a href="#">III.C.10</a>		<a href="#">IIIC10_EnterprseWireless_NetwkProj.pdf</a>	Enterprise Wireless Networking Project
<a href="#">III.C.11</a>		<a href="#">IIIC11_InstsComp_AnnReplcmntProc.pdf</a>	Institutional Computer Annual Replacement Process
<a href="#">III.C.12</a>		<a href="#">IIIC12_InstsCompReplcmnt_2013.pdf</a>	Institutional Computer Replacement, 2013–14
<a href="#">III.C.13</a>		<a href="#">IIIC13_Finance_ChartofAccounts.pdf</a>	Ellucian Implementation Update: Finance Chart of Accounts System
<a href="#">III.C.14</a>		<a href="#">IIIC14_Payroll_System.pdf</a>	Ellucian Implementation Update: Payroll System
<a href="#">III.C.15</a>		<a href="#">IIIC15_HumanResources_System.pdf</a>	Ellucian Implementation Update: Human Resources System
<a href="#">III.C.16</a>	I.B.27	<a href="#">IIIC16_ResearchUnit_Webpage.pdf</a>	SWC Research Unit Webpage
<a href="#">III.C.17</a>		<a href="#">IIIC17_IPA_Rpt_eLumenTraining.pdf</a>	IPA Journal Announcing eLumen Update and Trainings
<a href="#">III.C.18</a>		<a href="#">IIIC18_StudServ_CampRsrce_Webpage.pdf</a>	SWC Student Services and Campus Resources Webpage
<a href="#">III.C.19</a>	II.B.75	<a href="#">IIIC19_EllucianActionPlan_Rpt.pdf</a>	Ellucian Action Plan Report
<a href="#">III.C.20</a>		<a href="#">IIIC20_Comm_Departmnts_Sites.pdf</a>	Committees and Departments SharePoint Sites
<a href="#">III.C.21</a>		<a href="#">IIIC21_TechDesignforClassrooms.pdf</a>	Technical Design for Classrooms (SWC IT Design 2-22–15)
<a href="#">III.C.22</a>		<a href="#">IIIC22_Tech_Plan_Webpage.pdf</a>	SWC 2011–15 Technology Plan Webpage
<a href="#">III.C.23</a>	II.A.11	<a href="#">IIIC23_Tech_Plan_Grid.pdf</a>	2014 Technology Plan Implementation Grid
<a href="#">III.C.24</a>		<a href="#">IIIC24_IT_Snapsho_2014-2015.pdf</a>	2014–15 IT Snapshot
<a href="#">III.C.25</a>		<a href="#">IIIC25_TaskForce_for_EAP.pdf</a>	Task Teams for Ellucian Action Plan on SharePoint
<a href="#">III.C.26</a>		<a href="#">IIIC26_DesktopRplcmnt_ProgRev.pdf</a>	Desktop Replacement and Program Review
<a href="#">III.C.27</a>		<a href="#">IIIC27_IT_Snapsho_2013-2014.pdf</a>	IT Snapshot, 2013–14
<a href="#">III.C.28</a>		<a href="#">IIIC28_ITCRubric.pdf</a>	ITC Rubric
<a href="#">III.C.29</a>		<a href="#">IIIC29_ATCRubric.pdf</a>	ATC Rubric
<a href="#">III.C.30</a>		<a href="#">IIIC30_InteriorSpDesign_Guidelines.pdf</a>	SWCCD Interior Space Design Guidelines
<a href="#">III.C.31</a>	II.B.10	<a href="#">IIIC31_StudSatSurvey_2014.pdf</a>	Student Satisfaction Survey, 2014
<a href="#">III.C.32</a>		<a href="#">IIIC32_Institutional_Tech_Webpage.pdf</a>	SWC Institutional Technology Contact Webpage

Standard III.C. Citation	Original Citation	Document File Name	Document Title
<a href="#">IIIC.33</a>		<a href="#">IIIC33_TechSupportHrs_FA2014.pdf</a>	Technology Support Hours, Fall 2014
<a href="#">IIIC.34</a>		<a href="#">IIIC34_Inst.CompSupport.pdf</a>	Instructional Computing Support Procedures
<a href="#">IIIC.35</a>		<a href="#">IIIC35_NetworkDesignStandards.pdf</a>	SWC Network Design Standards
<a href="#">IIIC.36</a>		<a href="#">IIIC36_ITStaff_TrainingLog.pdf</a>	IT Staff Training Log
<a href="#">IIIC.37</a>	II.A.118	<a href="#">IIIC37_DSS_Webpage.pdf</a>	SWC Disability Support Services Webpage
<a href="#">IIIC.38</a>		<a href="#">IIIC38_eLumen_Training.pdf</a>	eLumen Training
<a href="#">IIIC.39</a>		<a href="#">IIIC39_StaffDevelopment_Wrkshps.pdf</a>	Staff Development Workshops
<a href="#">IIIC.40</a>	II.C.2	<a href="#">IIIC40_AcademicSuccCntr_Webpage.pdf</a>	Academic Success Center Webpage
<a href="#">IIIC.41</a>		<a href="#">IIIC41_InstSoftware_LibProc.pdf</a>	Institutional Software Library Procedures
<a href="#">IIIC.42</a>		<a href="#">IIIC42_EvalCriteriaForInstrCompLab.pdf</a>	Evaluation Criteria for Instructional Computer Lab Upgrade
<a href="#">IIIC.43</a>		<a href="#">IIIC43_AcaSoftwareDefinition.pdf</a>	Academic Software Definition, Criteria, and Acquisition Process
<a href="#">IIIC.44</a>		<a href="#">IIIC44_ComputerReplacementCriteria.pdf</a>	SWC Institutional Computer Annual Replacement Criteria
<a href="#">IIIC.45</a>		<a href="#">IIIC45_CompReplacmntNumbers.pdf</a>	Computer Replacement Numbers, 2014–15
<a href="#">IIIC.46</a>		<a href="#">IIIC46_AcceptableUsePolicy.pdf</a>	SWC Acceptable Use Policy
<a href="#">IIIC.47</a>	II.A.125	<a href="#">IIIC47_EdAndFacMastPlan_Webpage.pdf</a>	SWC Educational and Facilities Master Plans Webpage
<a href="#">IIIC.48</a>	II.A.124	<a href="#">IIIC48_StratPlan2012-15_Webpage.pdf</a>	SWC 2012–15 Strategic Planning Webpage
<a href="#">IIIC.49</a>		<a href="#">IIIC49_Int_ProgRev_Webpage.pdf</a>	Institutional Program Review Webpage

## III.D. FINANCIAL RESOURCES

**III.D. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.**

### DESCRIPTIVE SUMMARY

Southwestern College's overall budget for the 2014–15 academic year as presented to the Board of Trustees (Board) on September 10, 2014, is \$86,275,659. Prudent and effective management of the budget is accomplished through several mechanisms. The College develops budget assumptions that are based on short-term and long-term considerations, including employee benefit obligations and the statewide fiscal picture. To ensure integrity, the College complies with all regulatory agencies, such as the Accrediting Commission for Community and Junior Colleges (ACCJC), by providing annual reports on the fiscal health of the College as well as regular reports to the State of California that are mandated by California Education Code. The Office of the Vice President of Business and Financial Affairs is responsible for submitting an Annual Financial and Budget Report (CCFS-311) to the California Community Colleges Chancellor's Office (CCCCO) and quarterly reports are provided to the Board.

### SELF EVALUATION

Since the institution's last self evaluation, and despite the recent years of financial downturn, the College successfully managed financial resources to adequately support all of its student learning programs and services and to improve institutional effectiveness. The College accomplished this by working with employees to cut costs (including a shared, temporary five percent pay decrease in 2013-14), by seeking new revenue sources such as facility rentals, and by establishing long-term solutions for rising utility costs by installing solar energy panels to offset the rising costs of electricity. Even with these initiatives, resources allocation in recent years has been challenging, and the College has relied on its planning processes to distribute limited resources. The College's prudent financial decisions, which are based on a budget development process that is integrated with institutional planning processes and the more optimistic budget outlook statewide, support the College's short-term and long-term solvency.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.1. The institution's mission and goals are the foundation for financial planning.**

### DESCRIPTIVE SUMMARY

Financial planning is integrated with and supports all institutional planning, and it is aligned with the College's mission and goals. Planning processes such as the Strategic Plan and program review form the foundation for this planning. The College's resource allocation and budget processes are described in strategic planning documents, which include a cyclical review of the College's strategic direction and the linking of its foundational principles, mission, core values, and goals to its financial planning process. The College began development of its current Strategic Plan in 2010, culminating in the Board-approved 2012–15 Strategic Plan.

Financial planning as an institutional process begins with program review. The purpose of the College's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services in order to invest in each unit's future.

The intent of the program review process is to promote student-centered service and academic excellence by engaging all College units in self-examination and self-improvement. The review process is broad-based, accessible, and integrated into other College wide processes, such as accreditation, budget, and planning. The information gathered and analyzed in program review is an integral part of institutional planning, decision-making, personnel development, program improvement, and optimal utilization of the College's budgetary resources.

### SELF EVALUATION

The College has implemented an assessment tool that informs decision-making when allocating resources to best serve students. The Strategic Plan renewal process consists of an annual review of strategic priorities and corresponding updates to plans to achieve annual College goals. Program review ensures that all resource allocations serve the College mission.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

### III.D.1.a. Financial planning is integrated with and supports all institutional planning.

#### DESCRIPTIVE SUMMARY

Financial planning is integrated with institutional planning. This integration relies on program review goals and strategic planning goals to inform budget development. Staff identify goals annually that support the College mission and its strategic planning priorities. Staff then identify resource needs in program review and use evidence to demonstrate how those needs are supported by data, including student learning outcome data. Within program review, staff also identify how their goals and resource requests support one or more of the College's eight strategic planning priorities:

- Priorities Fulfilling Our Mission:
  - Student Access
  - Student Success
  - Teaching and Learning
  - Economic, Workforce, and Community Development
- Priorities Strengthening Our Institution:
  - Human Resources
  - Physical and Financial Resources
  - Organizational Effectiveness
  - Institutional Technology and Research

Under Physical and Financial Resources, the College commits to the following: "Southwestern College will act in a responsible, accountable, and transparent manner in budget and financial matters, and will actively and ethically seek outside sources of funding in order to preserve financial solvency." Within program review, requests for resource allocations estimate costs and whether those costs are one-time or ongoing (III.D.1).

Ongoing costs are considered to allow the institution to plan for future funding. Other planning documents, including the 2013 Educational Master Plan (III.D.2), the 2013 Facilities Master Plan (III.D.3), and the 2011–15 Technology Plan (III.D.4) are used in the creation of short-term and long-term resource planning.

The College also employs a process to prioritize the resource needs that cannot be addressed in the budget development process, but either may be addressed through other funding mechanisms, such as unexpected, one-time funds, or may be integrated into long-term budget planning. This process is called the Shared Consultation Council (SCC) prioritization process. The process is managed by the Institutional Program Review Committee (IPRC), which is a shared planning and decision-making committee of the SCC. An example of using the prioritization process is the College's recent installation of College wide wireless Internet service for students and staff. This was a phased project, managed over several years, and based on the demand described in program review

(III.D.5) (III.D.6). In another instance, in December 2013, the Financial Services Office completed a conversion to the standard Chart of Accounts structure as set forth in the California Community Colleges Chancellor's Office Budget and Accounting Manual (BAM) (III.D.7). Together with achieving financial independence, this update will improve College fiscal planning and tracking of expenses within the context of the College's mission, goals, and strategic planning priorities.

As strategic planning is a constant consideration of the Board of Trustees (Board), budget assumptions are reviewed within the context of strategic planning priorities and the statewide fiscal picture prior to beginning the budget development cycle. These assumptions influence budget development and are based on program review and short-term and long-term institutional planning. The Board receives monthly budget updates and makes decisions based on these reports. The Office of the Vice President of Business and Financial Affairs is responsible for presenting the budget to the Board, and the Board holds workshops designed to understand all aspects of budget planning. Also, the Office of Institutional Effectiveness provides multiple presentations annually to the Board on institutional planning and student achievement.

#### SELF EVALUATION

Since the College's 2009 Self Study, there has been an ongoing effort to improve the College's financial planning structure in order to integrate long-term and short-term planning processes. Since that visit, several College policies and administrative procedures have been created, approved, and put into practice to support integrated planning into the future. The result has been more transparency and accountability in the budget development process. The College's Budget Committee and Strategic Planning Committee share the goal of sound integrated planning to support institutional effectiveness and planning.

The College meets the Standard.

#### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### DESCRIPTIVE SUMMARY

The College utilizes a number of strategies to ensure that the College constituencies and those personnel directly responsible for financial matters understand the complexity of the budgeting process, including the fluctuating availability

of state apportionment, categorical funds, and other external grants. In order to ensure institutional planning is based on a realistic assessment of financial resources, budget managers are trained regularly and are made aware of local and state-wide fiscal situations, and budget information is communicated to campus leadership.

Prior to the beginning of the budget development process, budget managers are trained to understand major assumptions that impact short-term and long-term financial planning. In addition to ongoing training for Finance officers, the financial offices of the College participate in statewide organizations. For example, the Vice President of Business and Financial Affairs (VPBFA) serves on The Association of Chief Business Officials Board, and both the Vice President and the Director of Finance have served on ACCJC visiting site teams. Furthermore, the VPBFA and College budget managers annually attend the Governor's Budget Workshop in Sacramento to keep abreast of prospective state revenues for early financial planning.

The College provides accurate information regarding available funds, including annual budget reports indicating ongoing and anticipated fiscal commitments. These assumptions are presented to the Board, and information is provided on the Budget Central website ([III.D.8](#)). Also, in late spring between the development of the tentative and final budget for the College, the Budget Committee is charged with reviewing the Shared Consultation Council (SCC) prioritization list of resource needs identified in program review to determine both potential impacts to budget assumptions and potential funding sources. The Institutional Program Review Committee (IPRC) updates the purchase status of items on that list in order to demonstrate how the College's expenses are tied to strategic planning goals to support student success. For instance, in spring 2015 the Budget Committee discussed methods to improve the tracking of expenses made from the prioritization list. The Budget Committee also discussed ways to utilize the budget management module within the Elucian software to report how strategic planning links to budget development and expenses. Currently these links are often made manually as notations.

## SELF EVALUATION

The College has systematically improved the realistic assessment of financial resources during the processes for budget preparation. The effectiveness of the Budget Committee has allowed for a wider dialogue among constituent group leaders, leading to a greater understanding of the sources of funding and the budget assumptions across the campus. Also, staff have developed a more realistic assessment of available funds by participating in statewide professional organizations. All of these developments have helped the College to develop a better understanding of where money comes from, how it is spent, and what planning processes are vital to budget preparation.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

## DESCRIPTIVE SUMMARY

To assure financial stability, short-range financial plans are made in conjunction with long-range financial priorities. Tentative budget planning takes into account long-range liabilities, such as the projects detailed in the Facilities Master Plan (FMP) and bond management, obligations to salaries and benefits, fixed institutional operational costs, and other anticipated costs. The College has several key long-term planning documents and processes, such as the Educational Master Plan (EMP), the FMP, a five-year Technology Plan, a five-year Construction Plan, and other plans that establish budget needs for outlying years. In addition, the Financial Services Office includes in its budget assumptions any future liabilities and makes short-term decisions with those long-term obligations in mind. In order to ensure long-term fiscal viability, the Board of Trustees (Board) has established Policy 6210: General Fund Reserve ([III.D.9](#)) that establishes a mandatory reserve fund level at five percent in order to protect the College's short-term and long-term fiscal viability.

The College plans for payments of long-term liabilities and obligations including debt, health benefits insurance costs, and building and maintenance costs. In the 2014–15 annual budget presented to the Board, the spending plan addressed many long-term liabilities, including contributions to the State Teachers Retirement System (STRS) and the Public Employee Retirement System (PERS). The 2014–15 adopted budget also includes funds for scheduled maintenance. The College provides funds for Other Post-Employment Benefit (OPEB) obligations annually, using either the Annual Required Contribution or the pay-as-you-go method. The OPEB liability is relatively small for the size of the College - \$9.7 million in outstanding liability as calculated by the most recent actuarial study that is required ([III.D.10](#)). Southwestern College has set aside over three million dollars in an irrevocable trust for the OPEB liability.

Related to this, the College is cognizant of long-term plans that require additional resources, and it plans accordingly. For example, the College established a computer replacement

fund in 2010 that would, by design, grow every year. Long-term budget planning was required to plan for this growth. The computer replacement fund is administered through a prioritization process established by the College's shared planning and decision-making committee, the Institutional Technology Committee (ITC), and is agreed upon and implemented in conjunction with the Academic Senate's Academic Technology Committee (ATC), along with representatives from all constituent groups on the ITC ([III.D.11](#)).

## SELF EVALUATION

The College has taken several steps since the 2009 Self Study to address long-term financial obligations in terms of its workforce and its plans for addressing institutional need. Approximately 86-88 percent of the College's annual budget goes to employee salary and benefits ([III.D.12](#)). In order to better manage the long-term needs of the workforce, attempts have been made to mitigate those long-term liabilities through early retirement incentives in 2011 and 2015. The College addresses its short-range financial plans through newly adopted or revised policies and procedures, along with annual budget calendars that are linked to planning ([III.D.13](#)) ([III.D.14](#)).

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

## DESCRIPTIVE SUMMARY

Southwestern College clearly defines and follows its guidelines and processes for financial planning and budget development. It has a clear and defined budget preparation process that allows opportunity for input from representatives of all constituent groups. Procedure 6200: Budget Preparation ([III.D.15](#)) establishes the College's Budget Committee, which is a standing committee of the Shared Consultation Council (SCC) and has a membership comprised of representatives of all major constituent groups as identified in Policy 2510: Shared Planning and Decision-Making ([III.D.16](#)).

The primary role of the Budget Committee is to review the budget development process and to identify goals for achievement, as well as to create or to revise legally-required or recommended College policies and procedures relevant to the financial health of the College ([III.D.17](#)).

The following policies and procedures are used to guide planning and budget development:

- Policy 6303: Fraud
- Procedure 6303: Fraud
- Policy 6320: Investments
- Policy 6330: Purchasing and Contracts
- Policy 6700: Civic Center and Other Facilities Use
- Procedure 6700: Civic Center and Other Facilities Use

The Budget Committee establishes an annual calendar for its budget development process that relies on program review goals and resource requests, supported by strategic planning priorities, to inform budget managers as they create budgets for their schools, offices, or divisions ([III.D.13](#)). The Budget Committee makes recommendations for macro-level resource allocations consistent with institutional values and the overall mission. In order to ensure constituents have an opportunity to participate in financial planning and budget development, all departments are required to submit an annual program review snapshot indicating resource needs to be considered during budget development. Budget Committee meetings are open to the public, and the committee's documentation is housed in the College's intranet document management system, SharePoint. One example of engagement by all constituents that led to improvement is the funding of the SCC prioritization list. Beginning with the 2014–15 budget year, a line item of \$100,000 has been established to for this priority list of one-time expenditures. This practice was a result of collaborative discussion at the Budget Committee and recommendations to the Vice President of Business and Financial Services. The Board approved the budget with this new funding.

## SELF EVALUATION

In recent years, The Budget Committee has made great progress in the creation of policies and procedures for basic budgeting practice. In 2013, the committee created and approved Policy 6200: Budget Development ([III.D.18](#)) and then, in 2014, it created and approved Policy 6250: Budget Management ([III.D.19](#)). These policies were subsequently approved by the Board and implemented through procedures established by the Budget Committee and approved by the SCC. In addition, the Budget Committee is drafting an administrative procedure to accompany Policy 6300: Fiscal Management ([III.D.20](#)) which will further establish the principles of fiscal management that guide the institution in all situations regarding budget development and implementation. The committee expects completion of this policy and procedure in spring 2015. The Board recently approved policies related to community facility rental and regarding procurement and fraud that have helped to strengthen the College's financial integrity.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.**

## DESCRIPTIVE SUMMARY

The College assures financial integrity and the responsible use of financial resources through a variety of means in the Business and Financial Affairs Division. While budget and financial transactions are initiated and reviewed at the department or program level, they are closely monitored by the Financial Services Office. In addition to daily and monthly review of financial transactions, the Financial Services Office analyzes all financial documents to ensure accuracy and credibility, and it prepares quarterly budget reports to disseminate throughout the College ([III.D.8](#)).

The annual budget is developed with input from each department and program through the deans and budget managers, and guided by program review. Each department or program budget has a designated budget manager. Additional resource requests are matched with appropriate revenue sources and formally prioritized for funding ([III.D.6](#)). Following adoption, the budget is available online for all departments or programs. Subsequently, financial reports are also accessible online as they are posted to the Budget Central website.

In order to ensure that all decision-making bodies have the most recent and reliable budget information for planning, the Office of the Vice President of Business and Financial Affairs (VPBFA) and the Financial Services Office provide monthly updates to the Board of Trustees (Board), which are accessible to all constituency groups at the College. Such updates include reports on the fiscal health of the College, as well as updates concerning current bond programs. In addition, the Financial Services Office holds budget development workshops for the Board that are open to the public ([III.D.21](#)). The Financial Services Office complies with all state requirements for posting public notice of activities related to the development and approval of the budget.

The College complies with all audit requirements and conducts an annual independent financial audit. The by-product of this audit is a document that details the issues identified by certified public accountants that could enhance financial controls. Any audit findings or recommendations are communicated to appropriate College leadership and constituents, and to the Budget Committee, the Shared Consultation

Council (SCC), and the Board. Action plans are developed and implemented expeditiously in response.

## SELF EVALUATION

All College financial documents, including the budget and independent audits, have a high degree of credibility and accuracy, and they reflect appropriate allocation and use of financial resources to support student learning programs and services. The College has consistently received unmodified “clean” opinions from its independent auditors on its financial statements, which is evidence of a high degree of accuracy and credibility with respect to financial documents ([III.D.8](#)).

The College regularly monitors and updates its budgets based on the most current information. It also shares and discusses this information publicly with all appropriate governance groups.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

## DESCRIPTIVE SUMMARY

In preparing financial documents, Southwestern College maintains a high degree of credibility and accuracy, and the College uses financial resources to support student learning programs and services. The College maintains an internal auditor ([III.D.22](#)), who directly manages the financial operations of the College, while the Office of the Vice President for Business and Financial Affairs is responsible for all of the reporting. The College maintains electronic records of all financial transactions. In August 2013, the Board determined that by January 2015, the College would become fiscally independent from the County Office of Education by managing its own payroll and purchasing services ([III.D.23](#)). Fiscal independence gives the Board authority to issue warrants without the direct oversight or approval of the County Office of Education or the County Auditor.

On an annual basis, the College engages an independent auditor. Every year, the auditor’s findings conclude that the financial statements of the College are represented accurately, and that the financial position of fiduciary funds of the

College and its practices are in accordance with accounting principles generally accepted in the United States. The College makes its auditor reports public on its Budget Central website. In addition to the independent auditor, the College employs an internal auditor and engages in many other practices intended to provide timely and accurate financial information. These practices are outlined in the College's Special Report to the ACCJC submitted in April 2013, and are explained in relevant Chapter 6: Business and Financial Affairs policies, such as Policy 6200: Budget Preparation ([III.D.18](#)), Policy 6250: Budget Management ([III.D.19](#)), and Policy 6300: Fiscal Management ([III.D.20](#)). Audit findings are communicated to campus leadership and constituents, including the Board, through the Budget Central website and presentations during regular Board meetings and workshops ([III.D.8](#)) ([III.D.21](#)). While the audit findings are consistently positive, opinions of the College's budgeting practices are mixed among employees, as discussed in section III.D.2.c.

### **SELF EVALUATION**

The College has embarked on many initiatives intended to make its budgeting processes and allocations more efficient, transparent, and effective. Recently, the College updated its budget development infrastructure with the installation of Chart of Accounts software to be consistent with Budget Accounting Manual (BAM) expectations ([III.D.7](#)). In addition, the Office of the Vice President of Business and Financial Affairs has expanded its financial reporting to include more detailed information about personnel ([III.D.24](#)). Based on recommendations in the April 2013 Special Report to ACCJC, and in preparation for the move to fiscal independence from the County Office of Education, new positions have been created to ensure accuracy in financial matters, such as a Payroll Director position, a Position Control Technician, and an internal auditor. Finally, the creation of Policies 6200, 6250, and 6300 are intended to increase transparency of budget practices, and the College revised its Policy and Procedure 3300: Public Records in October 2012 to clarify public access to information.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **DESCRIPTIVE SUMMARY**

Southwestern College responds to external audit findings in a comprehensive and timely manner. The College commis-

sions an external audit annually and, in 2014, it hired an internal auditor as a follow-up to its own recommendation in its April 2013 ACCJC Special Report regarding business practices ([III.D.25](#)). The College has completed all action plans established in that report to support the institution's financial integrity.

The annual external audit is reviewed by the Board of Trustees (Board) prior to submission to the California Community Colleges Chancellor's Office, prior to the end of each calendar year, and prior to the beginning of the budget development cycle ([III.D.26](#)). The findings of the auditor are communicated appropriately to the College. The Management Discussion and Analysis (MD&A) section provides an overview of all financial statements, and, if needed, this document would contain a response to and an explanation of audit findings. Additionally, the College provides budget and audit information to the College community in the following ways: via all-staff email, via the Superintendent/President's monthly newsletter, via constituent representatives on the College Budget Committee, and at the Shared Consultation Council (SCC) when warranted.

### **SELF EVALUATION**

The College has consistently earned "clean," unqualified audits with no negative findings in the past three years ([III.D.27](#)).

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

**III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.**

### **DESCRIPTIVE SUMMARY**

The College communicates appropriate budget information via meetings, through global emails, in community forums, and on the College website. Budget information is communicated to internal constituents through the bi-weekly Budget Committee meetings, and it is disseminated via global emails to all staff. The Superintendent/President's newsletter also provides budget updates, including important steps in the development of the annual budget, as well as statewide and local assumptions. In addition, the Vice President for Business and Financial Affairs provides Staff Development workshops on statewide community college funding and the development of the local budget as part of the College's Organizational Leadership Academy (OLA). The Board of Trustees (Board) hosts public budget workshops, typically in April or May,

which are open to all constituents (III.D.21) (III.D.28). The Board receives quarterly budget updates as well, and it has a standing agenda item regarding the College's construction bond program. The College's Office of Communications, Community and Government Relations provides information through the Budget Central website (III.D.8). Community forums are held prior to the adoption of the annual budget by the Board to give the public opportunity for input (III.D.13) (III.D.29).

Although the College's financial health is accurately reflected in reporting, the feeling among employee groups is mixed regarding the credibility of the budget development process and the amount of information communicated. The 2014 Campus Climate Survey (III.D.30) indicated a significant level of dissatisfaction with the College's budget development process, and its efforts to communicate the process (III.D.31). There was a slightly better level of satisfaction among employees that the College makes sufficient budgetary resources available to achieve important objectives (III.D.32). For example, the vast majority of respondents placed great importance on the statement "My department has the budget needed to do its job well;" however, the mean of responses was a 2.5 satisfaction level on a 1-5 Likert scale. In addition to actions mentioned in section III.D.1.d., the Budget Committee is making attempts to address these sentiments through increased training opportunities for staff working with budgets, and by working with the College's Organizational Leadership Academy professional development program to provide workshops on statewide and local budget issues and on how to navigate the College's intranet in order to find documents more readily.

### SELF EVALUATION

Budget development and financial information for the College is disseminated in a timely manner and in many formats and venues that allow input and comment from a wide variety of constituent groups. The College acknowledges the need to work with faculty and staff more closely on budgetary matters by offering Staff Development opportunities on budgeting so that all staff understand how the College budget is developed and, specifically, how decisions are made regarding budget allocations.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### DESCRIPTIVE SUMMARY

The College ensures that all short-term and long-term debt instruments, including grants, are used in the manner and for the stated purpose for which they were acquired. The use of bonds, Certificates of Participation, and other financial instruments follow policy and adhere to all applicable laws. Grant administration and fundraising activities are conducted according to Board-adopted policies and administrative procedures approved by the Shared Consultation Council (SCC). The College has a thriving Foundation that raises auxiliary funds to support student opportunities, such as scholarships. It is a 501(c)(3) organization with a Board of Directors consisting of community members and staff. The Foundation regularly prepares a funding report.

Financial resources that are not tied to the general apportionment allocation are used with integrity and following approved procedures. Policy 3280: Grants (III.D.33) and its accompanying Procedure (III.D.34) establish the protocols for grant implementation to ensure expenditures are consistent with grant parameters. The Office of Institutional Effectiveness, working closely with faculty, helped the College to secure a U.S. Department of Education award of \$2,397,000 over five years for its Puertas al Futuro (Doorways to the Future) grant application. To ensure proper oversight, the College has employed a coordinator for the grant to oversee the transparent and effective use of funds. The Research, Planning, and Grants Department is supported by the Financial Services Office and the Office of the Vice President of Business and Financial Affairs (VPBFA) to ensure proper accountability in grant implementation. In support of this accountability, the VPBFA is involved in the review and approval of all grants. In addition, the College's finance officers assist in the implementation of categorical grants, such as the Student Success and Support Program (SSSP) grant; Cal Grants; Disability Support Programs and Services (DSPS) funds, the Mathematics, Engineering, Science Achievement (MESA) project; and other ventures sponsored by the Associated Students Organization (ASO). Each initiative is managed by a separate manager in Student Services and the Office of the Vice President for Business and Financial Affairs, as well as with an internal auditor, to give greater assurance to the community that the College adheres to best practices.

Also, the College's fundraising efforts through its Foundation and facility rental program are conducted transparently. The facilities rental program must follow procedures established in Policy 6700: Civic Center and Other Facilities Use (III.D.35) which provides that educational purposes take priority when prioritizing use requests, and pricing is based on requirements outlined in the California Education Code.

## SELF EVALUATION

The College ensures that all financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. All expenditures follow College policy and adhere to all applicable laws. Use of grant monies follow Policy and Procedure 3280: Grants to ensure expenditures stay within grant parameters. The VPBFA works closely with staff in the Research, Planning, and Grants Department in the review and approval of all grants to further ensure accountability. Monies received through grants or fundraising are conducted transparently.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of the assessment are used for improvement.**

## DESCRIPTIVE SUMMARY

The College's internal control systems are evaluated and assessed regularly for validity and effectiveness, and assessment results are used for making improvements. The Board of Trustees (Board) reviews all internal control reports, and the Office of the Vice President for Business and Financial Affairs (VPBFA) is responsible for implementing any changes based on the assessment of the process. With input from the Budget Committee and the Board, staff have modified monthly and quarterly reports to compare ongoing general fund expenses and to monitor cash flow, in addition to the quarterly 311 reports, submitted to the state California Community Colleges Chancellor's Office ([III.D.12](#)).

As a result of evaluating its processes for special funds, such as bond implementation and grants, the College has addressed and overcome great challenges regarding recent bond programs and the public trust. These issues have been addressed in past reports, and the College's significant steps to address these items that have led to greater internal controls and accountability are detailed in the Special Report submitted to the Commission in April 2013 ([III.D.25](#)). See Policy and Procedure 6330: Purchasing and Contracts for detailed information on the College's internal control systems ([III.D.36](#)) ([III.D.37](#)).

## SELF EVALUATION

The College evaluates its internal control systems for validity and effectiveness and uses the results to make improvements.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

## DESCRIPTIVE SUMMARY

The College regularly reviews and updates its financial policies and procedures. The following Policies and Procedures have been recently reviewed and updated to assure sound financial practices and financial stability:

- Policy 6100: Delegation of Authority
- Policy and Procedure 6200: Budget Preparation
- Policy 6210: General Fund Reserve
- Policy and Procedure 6250: Budget Management
- Policy 6300: Fiscal Management
- Policy and Procedure 6303: Fraud
- Policy 6320: Investments
- Policy 6330: Purchasing and Contracts
- Policy and Procedure 6700: Civic Center and Other Facilities Use

All of the policies and procedures listed above are posted on the College website ([III.D.14](#)).

Procedure 6300: Fiscal Management is currently being developed and reviewed by the Budget Committee. This procedure addresses current best practices and adherence to educational and procurement codes. This procedure gives direction to assure that the proper planning is integrated into the budget development process and the ongoing management of funds.

## SELF EVALUATION

The College establishes and reviews its financial policies and procedures within its participatory governance structure. All financial policies and procedures are developed, reviewed, and recommended through the Budget Committee, a standing committee of the Shared Consultation Counsel (SCC). The SCC then reviews and recommends policies to the President/Superintendent, which are then sent to the Board for approval. The SCC reviews and makes recommendations for all policies and procedures related to Chapter 6: Business and

Financial Affairs. All of Chapter 6 of the Southwestern College Policies and Procedures Manual, which focuses on business policies and procedures, has been updated or reviewed, and new procedures have been implemented for fiscal management that assure sound financial practices and stability ([III.D.14](#)).

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

### DESCRIPTIVE SUMMARY

The College has sufficient cash flow and reserves to maintain fiscal stability. The College's general fund and restricted fund revenue sources and expenses are approximately 100 million dollars. Revenue sources are primarily from state apportionment. While distributions of funds from the state have been deferred in previous years, the College has been able to use short-term loans to achieve adequate cash flow. Current budget projections indicate that borrowing will not be necessary to achieve adequate cash flow for the projected budget year. The Financial Services Office provides a quarterly cash flow analysis and projections to the Board. The Board has required the College to maintain a reserve of no less than five percent of the College's general fund since 2010. Policy 6210: General Fund Reserve requires the Board to review its reserve annually ([III.D.9](#)).

While the College recognizes sources of short-term borrowing, the Office of the Vice President for Business and Financial Affairs maintains an infrastructure of services intended to mitigate risk. The College supports an Office of Procurement, Central Services, and Risk Management to generate and employ appropriate strategies for risk management and to develop contingency plans for financial emergencies and unforeseen occurrences. This ensures support of the College's educational programs and institutional goals while pursuing opportunities to incorporate efficient procedures, processes, standards, and technology to improve efficiency. The Office provides a unified purchasing system that ensures integrity and fairness, with centralized responsibility for oversight of solicitation, vendor selection, vendor negotiation, award of contracts, contract management, reporting, disposal of surplus property, and event support, while stringently adhering to the various educational, government, and public contract codes, as well as Board-approved policies.

Also, the College participates in the Statewide Association Of Community Colleges Joint Powers Authority (SWACC), which is an insurance pool for workers' compensation and property and liability claims. The College continues to employ strategies to reduce the frequency and severity of claims, including a pre-employment examination for some employees. The College is showing progress in reducing these claims, as rebates from the insurance fund are applied to additional liability prevention measures. Finally, the College employs a Safety Officer who regularly provides evaluations and recommendations for safe working conditions.

### SELF EVALUATION

The College currently has a balanced budget and sufficient cash flow and reserves to maintain stability. It engages in risk management strategies and contingency planning to prepare for unforeseen events, such as a significant drop in enrollment or in state funding.

Due to the California Community College System's funding mechanisms, cash flow can be a challenge in the months leading up to the beginning of the calendar year, just prior to receiving the apportionment owed to the College based on attendance accounting for the past year. Should the need for additional money arise, the College has access to short-term borrowing through the TRANS (Tax Revenue Anticipation Note) program, or by receiving an advance from the County Treasurer/Tax Collector. However, the College has not needed to avail itself of these resources in recent years due to budget management and a sacrifice on the part of College employees who accepted a five percent reduction in pay in 2012-13. Due to the improving financial situation statewide and the College's financial management efforts, all employees have seen those salary cuts restored in 2013-14, and employees have been reimbursed for their contributions. The College has, at times, incurred debt by short-term borrowing from the County Office of Education. Section III.D.3.e provides more detail.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

## DESCRIPTIVE SUMMARY

The Office of the Vice President for Business and Financial Affairs (VPBFA) manages all financial matters, institutional investments, and assets of the College. Student Services works closely with the Financial Services Office to manage student financial aid disbursements. The College has approved policies and procedures to manage external financial activities. Policy 6250: Budget Management and Policy 6300: Fiscal Management and their accompanying Procedures guide the oversight of these activities. To ensure proper fiscal management of the Southwestern Community College Foundation, an independent audit is performed annually (III.D.27). In addition to the annual audit, beginning in the budget year 2014–15 the College has funded internal audits to assure proper controls and procedures are in place and followed (III.D.38).

## SELF EVALUATION

The College has taken steps in recent years to improve efficiency and oversight over financial transactions with an upgrade to the College's Enterprise Resources and Planning (ERP) software system, which included standardization of the financial Chart of Accounts. Also, the College is developing a business plan that cites existing policies and procedures to improve the management of financial transactions pertaining to revenue generating enterprises, grants, and scholarships. The plan is expected to be completed during the 2015-16 academic year.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

## DESCRIPTIVE SUMMARY

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations. The Office of the Vice President for Business and Financial Affairs (VPBFA) is responsible for producing actuarial studies every two years wherein the long-term liabilities are calculated based on retiree populations and the likelihood of adding to that population (III.D.40). Also, the College invests in the Statewide Association Of Community Colleges Joint Powers Authority (SWACC), which is an insurance pool for workers' compensation and property and liability claims to address long-term

funding liability (III.D.39). The College budgets for the Annual Required Contribution as prescribed in the most recent actuarial (III.D.40). The College plans for Other Post-Employment Benefits (OPEB) that include compensated absences, retiree health care, and other employee related obligations. The actuarial plan to determine the OPEB is prepared as required every two years (III.D.40). The College is fully compliant with GASB (Governmental Accounting Standards Board) 43 and 45. The Office of the VPBFA ensures future liabilities are accounted for, including OPEB.

## SELF EVALUATION

In order to ensure appropriate resources for the payment of liabilities and future obligations, including the OPEB, the College has deposited additional funds into a trust organized by the California Community College League. The total computed OPEB unfunded liability is currently \$9.7 million dollars. The College has deposited over three million dollars into the trust. In addition to significant investment into the trust, the College is committed to budgeting for the Annual Required Contribution (ARC). These practices have ensured continued funding of these long-term liabilities.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

## DESCRIPTIVE SUMMARY

The College plans for Other Post-Employment Benefits (OPEB) that include compensated absences, retiree health care, and other employee-related obligations. The actuarial plan to determine the OPEB is prepared as required annually (III.D.40).

## SELF EVALUATION

The College is fully compliant with GASB (Governmental Accounting Standards Board) 43 and 45. The Office of the Vice President for Business and Financial Affairs ensures future liabilities are accounted for in the actuarial plan for OPEB.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### DESCRIPTIVE SUMMARY

Under the direction of the Office of the Vice President for Business and Financial Affairs (VPBFA), the College conducts an annual assessment and allocates resources for the repayment of locally incurred debt instruments that affect the financial condition of the institution. The College has previously incurred debt by borrowing from the San Diego County Department of Education or through the use of the Tax Revenue Anticipation Note (TRAN) program to alleviate deficits in cash flow due to the Community College of California's delayed funding mechanism. However, the College has not needed to avail itself of these options recently.

### SELF EVALUATION

The need to incur local debt is rare for Southwestern College. A loan from the San Diego County Department of Education was requested during times of significant deferrals from the state. All loan payments for that locally incurred debt were paid back within the proper time frame ([III.D.27](#)).

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

### DESCRIPTIVE SUMMARY

The College engages in systematic monitoring and management of student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The Office of the Vice President for Business and Financial Affairs (VPBFA) budgets for an expected shortfall in payback rates of financial aid in order to maintain budget stability. In addition, the VPBFA develops budget assumptions that include expected revenue streams, including state apportionment. These assumptions are reviewed by the Budget Committee and revised by the VPBFA's Office as needed to adjust to any state funding fluctuations. Finally, the Financial Services Office works closely with Student Services to maintain compliance with all federal requirements.

In an effort to reduce the default on student loans, the College has contracted with Higher One, a firm that manages student resources, to develop additional strategies for managing student debt. Southwestern College has partnered with Higher One to provide a new method for receiving financial aid refunds and disbursement, as well as for managing money distributed to students through the use of the Southwestern College Access Card. Students are now able to choose how they receive their funds – having it electronically deposited to their current checking account, continuing to receive a paper check, as in the past, or having funds deposited electronically to a new Higher One checking account ([III.D.41](#)). Also, in order to manage and monitor student default rates on loans, the College participates in the state COTOP (Chancellor's Office Tax Offset Program) in order to recoup losses incurred by bad debt ([III.D.42](#)).

### SELF EVALUATION

The College monitors and manages student loan default rates in compliance with federal regulations. The VPBFA budgets for possible shortfalls or fluctuations in financial aid payback rates and in state apportionments. The College maintains a contract with Higher One to assist in the management of student resources, allocation of funding, and student debt. The College participates in COTOP in case it needs to recoup losses due to bad debt.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

### DESCRIPTIVE SUMMARY

To maintain the integrity of the institution, the College has policies and procedures in place to ensure that all contractual agreements with external entities align with the mission, goals, and policies of the institution. The College ensures that contractual agreements with external entities serve the mission and goals by having approved policies and procedures to govern those agreements. These include Policy 2710: Conflict of Interest ([III.D.43](#)), Policy 6330: Purchasing and Contracts ([III.D.36](#)), and Policy and Procedure 6200: Budget Preparation, which directs the budget preparation process to support the College mission ([III.D.15](#)). In addition, the College follows con-

tract code and regulations provided for in Policy 2712: Conflict of Interest Code ([III.D.44](#)) and Policy 2715: Code of Ethics ([III.D.45](#)). In order to maintain the integrity of these policies and procedures, the College regularly reevaluates them and makes changes when appropriate.

### SELF EVALUATION

Several Board policies address guidelines for contracts and who can enter into them, while establishing mechanisms that ensure that appropriate provisions in contracting maintain the integrity of the institution.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

### DESCRIPTIVE SUMMARY

The College maintains policies and procedures within Chapter 6: Business and Financial Affairs of the Southwestern College Board Policies Manual that address the financial management and practices of the College. The College regularly reviews and revises policies in order to ensure financial management practices are effective. The College relies on Policy 6300: Fiscal Management to assess and evaluate financial management practices. In accordance with Title 5, Policy 6300 ensures that adequate internal controls exist; fiscal objectives, procedures, and constraints are communicated to the Board and employees; adjustments to the budget are made in a timely manner, when necessary; the College uses adequate management information systems to provide timely, accurate, and reliable fiscal information; and responsibility and accountability for fiscal management are clearly delineated.

Procedure is currently being written for Policy 6300 and will provide a comprehensive explanation of the financial management practices of the College ([III.D.20](#)). These procedures will include effective practices for the expenditure of one-time revenue, the management of long-term liabilities, and most financial actions undertaken by the College.

### SELF EVALUATION

Chapter 6 of the Southwestern College Board Policies Manual contains policies and procedures that offer detailed explanations of the financial management practices at the College. The policies and procedures posted are regularly reviewed and updated in order to ensure that financial practices are up-to-date, that adequate internal controls exist, and that financial objectives, procedures, and constraints are accurately communicated to appropriate constituencies in a timely manner.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

### DESCRIPTIVE SUMMARY

The College integrates financial planning with institutional planning by relying on program review goals and strategic planning goals to inform budget development. Staff identify goals annually that support the College mission and its strategic planning priorities. Staff identify resource needs in program review, and they are required to demonstrate how those needs are supported by evidence, including student learning outcome data, and to outline how their goals and resource requests support one or more of the College's eight strategic planning priorities. Annually, the College develops a master prioritization list that tracks funding of items ([III.D.6](#)). This process ensures that goals and requests for resources are aligned with the College mission. Within program review, requests for allocations estimate costs and whether those costs are one time or ongoing. Ongoing costs are considered to allow the institution to plan for future and ongoing funding liabilities. Other planning documents, including the 2013 Educational Master Plan ([III.D.2](#)), the 2013 Facilities Master Plan ([III.D.3](#)), and the 2011–15 Technology Plan ([III.D.4](#)), are used in the creation of short-term and long-term resource planning.

### SELF EVALUATION

Financial integrated planning has been a major focus of the Budget Committee and Strategic Planning Committee since the Commission's recommendation in 2010 related to the need for integrated planning. Soon after receiving the Commission's recommendations, the College created a compre-

hensive program review process in order to facilitate resource allocation and needs through an annual self evaluation that includes data. This was especially challenging as these procedures were created during a time of great fiscal uncertainty statewide. As the years have progressed, the Budget Committee, working with the Institutional Program Review Committee and the Strategic Planning Committee, continue to investigate ways to make the evaluation and resource allocation processes easier and more efficient, including moving to an online program review process and better tracking of expenses incurred as a result of program review evaluation ([III.D.1](#)).

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

None.

## EVIDENCE FOR STANDARD III.D. - FINANCIAL RESOURCES

Standard III.D. Citation	Original Citation	Document File Name	Document Title
<a href="#">III.D.1</a>	I.B.18	<a href="#">IIID1_Int_ProgRev_Webpage.pdf</a>	SWC Institutional Program Review Webpage
<a href="#">III.D.2</a>	I.A.6	<a href="#">IIID2_EdMast_Plan.pdf</a>	Educational Master Plan
<a href="#">III.D.3</a>	I.A.7	<a href="#">IIID3_Fac_Mast_Plan.pdf</a>	Facilities Master Plan
<a href="#">III.D.4</a>	III.C.4	<a href="#">IIID4_Tech_Plan-2011-2015.pdf</a>	SWC 2011–15 Technology Plan
<a href="#">III.D.5</a>		<a href="#">IIID5_2011-2012_PrioritizationList.pdf</a>	2011–12 Prioritization List for 2012–13 Funding
<a href="#">III.D.6</a>		<a href="#">IIID6_2012-2013_PrioritizationList.pdf</a>	2012–13 Prioritization List for 2013–14 Funding
<a href="#">III.D.7</a>		<a href="#">IIID7_Budget_Accounting_Manual.pdf</a>	Budget and Accounting Manual
<a href="#">III.D.8</a>	II.A.122	<a href="#">IIID8_BudgetCent_Webpage.pdf</a>	SWC Budget Central Webpage
<a href="#">III.D.9</a>		<a href="#">IIID9_Policy6210.pdf</a>	Policy 6210: General Fund Reserve
<a href="#">III.D.10</a>		<a href="#">IIID10_BFS_and_IndepAudit_2012-2013.pdf</a>	Basic Financial Statements and Independent Auditor's Report, 2012–13
<a href="#">III.D.11</a>	III.C.44	<a href="#">IIID11_ComputerReplacementCriteria.pdf</a>	SWC Institutional Computer Annual Replacement Criteria
<a href="#">III.D.12</a>		<a href="#">IIID12_FinRpt_31IRpt_FY2013.pdf</a>	Financial Report for Fiscal Year 2013–14 (311 Report)
<a href="#">III.D.13</a>		<a href="#">IIID13_BudgetCalendar_FY2014.pdf</a>	FY 2014–15 Budget Calendar
<a href="#">III.D.14</a>		<a href="#">IIID14_Chp6_BusFinAffairs_Webpage.pdf</a>	Chapter 6: Business and Financial Affairs Policy and Procedures Webpage
<a href="#">III.D.15</a>	I.B.32	<a href="#">IIID15_Proc6200_Bdgt_Prep.pdf</a>	Procedure 6200: Budget Preparation
<a href="#">III.D.16</a>	I.B.29	<a href="#">IIID16_Policy2510_SPDM.pdf</a>	Policy 2510: Shared Planning and Decision Making
<a href="#">III.D.17</a>		<a href="#">IIID17_BudgetCommTemplate.pdf</a>	Budget Committee Template from Shared Planning and Decision Making Handbook
<a href="#">III.D.18</a>	I.B.31	<a href="#">IIID18_Policy6200.pdf</a>	Policy 6200: Budget Preparation
<a href="#">III.D.19</a>	I.B.33	<a href="#">IIID19_Policy6250_Budget_Mgmt.pdf</a>	Policy 6250: Budget Management
<a href="#">III.D.20</a>		<a href="#">IIID20_Policy6300.pdf</a>	Policy 6300: Fiscal Management
<a href="#">III.D.21</a>		<a href="#">IIID21_BudgetWkshp_5-13-15.pdf</a>	Budget Workshop, Board of Trustees (Board) Meeting Agenda, May 13, 2015
<a href="#">III.D.22</a>		<a href="#">IIID22_InternalAuditor_JobDescript.pdf</a>	Internal Auditor Job Description
<a href="#">III.D.23</a>		<a href="#">IIID23_GB_Agnda_FiscalIndep.pdf</a>	Fiscal Independence Board Agenda, August 2013
<a href="#">III.D.24</a>		<a href="#">IIID24_Adopt_Tent_Bdgt_FY2015.pdf</a>	Adoption of Tentative Budget, Fiscal Year 2015–16, Board Agenda, June 10, 2015
<a href="#">III.D.25</a>		<a href="#">IIID25_SpecialRpt2013.pdf</a>	2013 Special Report to ACCJC
<a href="#">III.D.26</a>		<a href="#">IIID26_IndepAudit_GB_1-14-15.pdf</a>	Independent Audit Reports, Board Agenda, January 14, 2015
<a href="#">III.D.27</a>		<a href="#">IIID27_IndepAuditRpt_2013-2014</a>	Basic Financial Statements Single Audit, State Compliance and Other Supplementary Information with Independent Auditor's Report, 2013–14
<a href="#">III.D.28</a>		<a href="#">IIID28_GBNews_Webpage.pdf</a>	Governing Board News Webpage
<a href="#">III.D.29</a>		<a href="#">IIID29_GB_BdgtWkshp_Presentation.pdf</a>	Governing Board Budget Workshop Presentation
<a href="#">III.D.30</a>	III.A.47	<a href="#">IIID30_CampusClimateReport.pdf</a>	Campus Climate Report

Standard III.D. Citation	Original Citation	Document File Name	Document Title
<a href="#">IIID.31</a>		<a href="#">IIID31_NLSurvey_StatAnalysis.pdf</a>	Noel-Levitz Survey: Statistical Analysis, Campus Culture
<a href="#">IIID.32</a>		<a href="#">IIID32_NLSurvey_GapAnalysis.pdf</a>	Noel-Levitz Survey: Gap Analysis, Campus Culture
<a href="#">IIID.33</a>		<a href="#">IIID33_Policy3280.pdf</a>	Policy 3280: Grants
<a href="#">IIID.34</a>		<a href="#">IIID34_Procedure3280.pdf</a>	Procedure 3280: Grants
<a href="#">IIID.35</a>		<a href="#">IIID35_Policy6700.pdf</a>	Policy 6700: Civic Center and Other Facilities Use
<a href="#">IIID.36</a>		<a href="#">IIID36_Policy_6330.pdf</a>	Policy 6330: Purchasing and Contracts
<a href="#">IIID.37</a>		<a href="#">IIID37_Procedure6330.pdf</a>	Procedure 6330: Purchasing and Contracts
<a href="#">IIID.38</a>		<a href="#">IIID38_InternalAudit_TrustAccounts.pdf</a>	Internal Audit: Trust Accounts
<a href="#">IIID.39</a>	III.B.16	<a href="#">IIID39_SWACC.pdf</a>	SWACC Inspection Annual Report
<a href="#">IIID.40</a>		<a href="#">IIID40_ActuarialStudy.pdf</a>	2014 Actuarial Study of Retiree Health Liabilities
<a href="#">IIID.41</a>		<a href="#">IIID41_Higherone_Webpage.pdf</a>	Higher One Website
<a href="#">IIID.42</a>		<a href="#">IIID42_COTOP.pdf</a>	Chancellor's Office Tax Offset Program (COTOP)
<a href="#">IIID.43</a>	III.A.56	<a href="#">IIID43_Policy2710.pdf</a>	Policy 2710: Conflict of Interest
<a href="#">IIID.44</a>	III.A.57	<a href="#">IIID44_Policy2712.pdf</a>	Policy 2712: Conflict of Interest Code
<a href="#">IIID.45</a>	III.A.40	<a href="#">IIID45_Policy2715.pdf</a>	Policy 2715 Code of Ethics



## STANDARD IV

### Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

#### ■ **Standard IV.A.**

Decision-Making Roles and Processes

#### ■ **Standard IV.B.**

Board and Administrative Organization

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## IV.A. DECISION-MAKING

**IV.A. The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

### DESCRIPTIVE SUMMARY

Southwestern College recognizes the importance of ethical leadership for making sound decisions to ensure institutional effectiveness and to improve student learning. This importance is reflected in the College's values, goals, and strategic priorities. The values guide how the institution thinks and acts – essentially defining the character of the organization. They are formally articulated in Policy 1200: Institutional Mission, Vision and Values and listed here with emphasis added to indicate the importance of ethical behavior ([IV.A.1](#)).

- *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

The overarching goals of the College are defined in three areas. First, the Strategic Plan states the three-year plan with its goals. Second, the Superintendent/President assesses and revises her goals annually and assures that they integrate into and support the Strategic Plan. Third, the Board of Trustees (Board) members annually assess and revise their goals. Again, these goals are integrated into and support the Strategic Plan ([IV.A.2](#)).

The 2012–15 Strategic Plan has two sets of priorities: those that fulfill the College mission and those that strengthen the institution. It is within the latter that ethical leadership is most evident. Specifically, the Human Resources goals state that a key objective is: “to create and sustain a culture of inclusion at SWC that . . . promotes trust, respect and collaboration.” Additionally, the Organizational Effectiveness goals state that the College will:

- Support, promote and sustain shared planning and decision-making through the Shared Consultation Council as the central point of constituency review and approval of institutional infrastructure processes.
- Review and update College policies and approve procedures for such policies with full constituency input.

The Superintendent/President has four goal areas which are updated each year. One of the goals is to improve culture and climate, mutual trust, and respect. The first objective for 2014–15 was to restore collegiality and hope. Each year, the CEO works to ensure a leadership presence by visiting all schools and centers at least once each semester. She also conducts monthly coffee chats, open to all staff. In addition, each month a block of office time is set aside for any staff member or student to meet privately with the Superintendent/President. These meetings have allowed a much greater exposure for the CEO with the goal of more effectively encouraging all staff to embrace a student-centered culture and to contribute to decision-making and student-centered actions.

The Board also sets annual goals. Their 2014–15 goals included a Campus Climate goal area which aligns with the Organizational Effectiveness and Human Resources strategic priorities. Specifically, the Board's goals are to:

- Foster a climate of trust and collegiality by modeling civility and respect and continuing to adhere to the Board's ethical standards
  - Engage in periodic informal assessment of the Board
  - Uphold established protocols for Board/CEO communication
  - Address instances of perceived trustee managing of staff work
- Expect and support administrative and constituency efforts that promote a respectful campus culture
  - Participate in “listening tours”
  - Promote and uphold a collaborative approach to collective bargaining

Leadership and governance roles of staff, faculty, administrators, including the Superintendent/President, and committees are defined in the Shared Planning and Decision Making Handbook ([IV.A.3](#)). Student membership on committees is listed in individual committee templates. The Strategic Planning

Committee, a standing committee of the Shared Consultation Council (SCC), is responsible for facilitating handbook updates. The handbook is regularly and systematically reviewed, revised, updated, and approved by the SCC. Governance roles and processes are designed to ensure institutional decisions support student learning programs and services.

## SELF EVALUATION

Southwestern College recognizes the value of utilizing contributions of leadership from all constituencies across the institution to ensure effective decision-making and support of continuous quality improvement of the institution. Since 2010, the College has taken great care to define governance roles for all groups, as evidenced in goal-setting and tracking by its leadership.

Adherence to Board policy and goals is actuated through the Superintendent/President and is exemplified in practices of the Shared Consultation Council, the Academic Senate, the Associated Student Organization, employee association bodies, and all sub-committees and standing committees of these entities.

The College has made great strides in restructuring and updating its shared planning and decision-making processes. The revised structures and processes, detailed in the Shared Planning and Decision Making Handbook, have been embraced by College leadership and are widely accepted and practiced across the institution. The Board maintains its role as a policy-making body, and its policies guide institutional practices. Shared decision-making and planning supports the continuous improvement of student learning programs and services.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

## DESCRIPTIVE SUMMARY

Southwestern College leaders have created an environment for empowerment, innovation, and excellence for all College constituencies. Individual faculty and staff are encouraged through different means and venues to contribute to institutional excellence. Leadership and an environment of empowerment and innovation for individual faculty and staff have also been established with the College's Opening Day activities. For the fall 2012 Opening Day, College leadership, in collaboration with the Staff Development, organized activities focused on student success. The College has established a Student Success and Completion Agenda using the Student Success Initiative and data from the CCC Scorecard on student completion as the foundation. The Student Success and Completion Agenda is comprised of three initiatives that were directly derived from the Opening Day breakout sessions in fall 2012 and spring 2013 (IV.A.4). The three initiatives for 2013–14 were:

- Student Success Initiative #1: Degree Audit (Student Education Planning)
  - Implement new Student Education Planning and Degree Audit
  - Identify and prompt students eligible for certificate or degree to petition for award
- Student Success Initiative #2: Analyze Completion Rates by Program
  - Analyze existing student and program data
  - Obtain and analyze additional student and program data
  - Provide a welcoming environment
- Student Success Initiative #3: First Year Experience Program
  - Develop summer bridge components prior to assessment or placement with guarantee of placement if successfully completed

These three initiatives were derived from the grassroots up, from the first all-constituency breakout session in fall 2012, and have since become the fiber of the College's macro-level action plans. The first initiative, which focuses on degree audit, is being addressed as part of the Ellucian Action Plan (EAP), which is to implement the Student Education Planning module. Full implementation began in spring 2015.

The second initiative, to analyze completion rates by program, is seated primarily in the Academic Affairs division. Detailed analysis began in 2013, and it is a continuous process. This work is resulting in curriculum changes which include unit reductions, program discontinuance, and the implementation of a compressed calendar. Additionally, customer service training has been, and continues to be, a focus of Human Resources work via the Staff Development Program.

The third initiative is focused on establishing a First Year Experience (FYE) program. The College initiated this concept with a summer boot camp in 2014. In October of 2014, the College was awarded a \$2.4 million Title V grant that includes FYE as a primary focus, based on the previous development of this initiative.

Furthermore, as Student Success and Support Program (SSSP) and Student Education Planning (SEP) funds became available to the College, foundational work began in the 2012 Opening Day breakout sessions that eventually became the basis for the SSSP and SEP plans. Through these plans and their implementation, the College leaders have created an environment for empowerment, innovation, and excellence.

In addition to these initiatives, numerous groups at the College are involved with creating an environment of trust and respect that fosters institutional excellence. All groups across the College work diligently to improve policies, procedures, and practices related to ethical and effective leadership. The primary groups in which this work is done are the Associated Student Organization (ASO), the Academic Senate, the College Management Team (CMT), the Board of Trustees (Board), the Shared Consultation Council (SCC) and its standing committees, and the Southwestern College Foundation. In addition to these regular groups, the entire employee body comes together twice a year in Opening Day sessions which have effectively served to create an environment for empowerment, innovation, and institutional excellence.

The SCC serves as the primary shared planning and decision-making body of the College. The SCC makes recommendations to the Superintendent/President regarding strategic planning, policy and procedure approval, issue management, and campus communication. The SCC regularly reviews its Operating Principles ([IV.A.5](#)), with the last approved revision on October 15, 2014.

The SCC conducts an annual self-evaluation and sets goals. These goals include the responsibilities and the expected behaviors of committee members. During the 2014 annual SCC retreat, one of the four annual goals approved was to improve morale across the College. There were four strategies identified to support this achievement of this goal. One strategy was to recommit to having the Ground Rules for Civility posted in every meeting room. This was completed using a newly designed poster format, which was distributed to all offices and is displayed in meeting rooms. Additionally, each SCC member agreed to make a commitment to ethical behavior and to uphold the Ground Rules.

The SCC has also accomplished considerable work in improving effective discussion, planning, implementation, and evaluation. At each of the three previous annual retreats, the SCC members have set a goal of improved communication and have taken actions to achieve this. At these retreats, the SCC members also discussed and recognized opportunities

for improvement for decision-making and related processes. For example, at the 2012 retreat, the SCC established a task force that recommended improvements to the policy and procedure development, review, and approval process which were adopted by the SCC ([IV.A.6](#)). Additionally, at this retreat it was established that the SCC would model their meetings after the Board of Trustees (Board); where one meeting per month would be a business meeting to address action items and the second meeting would be dedicated to training, communication, and information. This model has been effective and is still being followed.

At the 2013 SCC retreat, the previous year's goals were reviewed and assessed, and a new set of goals were established and adopted. The four goals clearly provide evidence that SCC encourages its members, who represent all constituencies, to take the initiative in improving practices and processes to ensure that effective discussion, planning, and implementation take place. The goals are provided here ([IV.A.7](#)):

1. Establish regular and effective two-way communication between standing committees and the SCC, among SCC members, and between SCC members and their constituents.
2. Advocate for student achievement-centered decision-making which improves success metrics and promotes District success initiatives.
3. Improve morale by valuing personal initiative and creative solutions and model proactive leadership through increased self-awareness, responsibility and accountability.
4. Explore and define collegial consultation and the difference between it and operational decision-making.

At the 2014 SCC retreat, the committee members again reviewed their previous year's goals and assessed performance. It was acknowledged that the previous year's fourth goal had not been achieved. The committee reaffirmed the appropriateness of the basic goal areas and modified them as follows ([IV.A.8](#)):

- Strengthen regular and effective two-way communication among SCC members and their constituents.
- Advocate for student achievement centered decision-making and promote District success initiatives.
- Improve morale across the District.
- Determine which policies and actions should come under the purview of the SCC and which should remain local operational decisions.

This process of annually reviewing past goals, assessing performance, and then re-establishing new or revised annual goals is evidence that the SCC practices continuous quality improvement and does so as an example to all other shared governance committees.

The Academic Senate is a strong and dedicated faculty body that has a long history of creating an environment for faculty empowerment and initiative. The Senate By-laws state decision-making protocol ([IV.A.9](#)) for the Senate, its senators, and its committees. Additionally, the Senate is continuously reviewing policies and procedures specific to faculty, as well as participating on task forces for other areas of policy and procedure development, review, and approval.

Some recent examples of the Senate's work to support ethical leadership include the following:

- A Senate Core Curriculum Ad Hoc Committee (2012-13) established criteria for prioritizing curriculum offerings ([IV.A.10](#)).
- A moratorium was placed on new Distance Education (DE) courses in fall 2011 and, in spring 2012, a DE Task Force was established to address DE deficiencies. This effort has provided ideas for improvement which are now leading to planning and implementation ([IV.A.11](#)).
- The Organizational Leadership Academy (OLA), established in fall 2013, created an all-constituency, inclusive environment for leadership empowerment ([IV.A.12](#)).
- The compressed calendar decision successfully moved forward through the passing of a resolution in spring 2013 via parliamentary debate. The Senate also effectively participated in the Calendar Committee, co-presenting seven forums and a webinar ([IV.A.13](#)).
- The Senate has a long history of Faculty Recognition Awards, which create an environment that values educational innovation and honors part-time faculty as well as full-time faculty members and faculty teams ([IV.A.14](#)) ([IV.A.15](#)).

The Academic Senate President serves as the co-chair of SCC with the Superintendent/President. The title of co-chair is not an honorific distinction. The Senate President fully assists in the development of the agenda, the facilitation of meeting discussion and debate, and the drafting of all summaries and minutes. The SCC's strength is in great part due to the exemplary performance of co-chair duties. Each of the SCC's standing committees repeats this leadership model with a Senate-appointed faculty co-chair serving with an administrator. In many cases, the Senate co-chair is the Senate President. While this is a significant time investment, it allows the Senate President to be fully versed in the various initiatives of the College, and it assures a variety of venues for Senate and faculty leadership. This further demonstrates the implementation of participatory governance at Southwestern College.

The Associated Student Organization (ASO) is the official recognized voice of the College's student population, which includes over 19,000 students. All currently-enrolled students are members of the ASO. Through Policy and Procedure

5400: Associated Student Organization, the ASO is recognized as the official student voice in the College's consultation process.

The ASO President/Student Trustee holds the constitutional duty to appoint ASO representatives to College committees and boards, with Senate approval ([IV.A.16](#)). This includes four seats on the SCC, and one or more seats on various campus wide standing committees. The ASO participates in monthly Student Campus Relations (SCR) meetings with the Superintendent/President. Chaired by the ASO President/Student Trustee, these meetings are intended to create ongoing dialogue related to campus climate matters and to address overarching student needs and concerns. The ASO has recently participated in a number of campus wide initiatives and discussions, including the new compressed academic calendar, the Student Equity Plan (SEP), the SSSP budget proposal, and administrative procedure revisions for Procedure 5530: Student Rights and Grievances, Procedure 5500: Standards of Student Conduct, Procedure 4235: Credit by Examination, and Procedure 4101: Independent Study.

The ASO President also serves as the Student Trustee. In this role, the student is seated with the Board and is considered a full member at Board meetings ([IV.A.17](#)). The student may participate in discussions, receive Board-related materials (except for closed session items), and have an advisory vote. They may receive additional privileges at the Board's discretion, which in recent years have been granted to the fullest extent allowed under policy.

The ASO Executive Board holds a planning retreat at the start of each semester. In addition, there is an ASO Senate retreat in the fall, and a spring Leadership Retreat for student leaders who are involved in campus clubs and organizations. Retreats provide an intensive, developmental experience for student leadership. Training sessions are led by College personnel, as well as other student leaders, utilizing a peer-to-peer model of teaching and learning. Retreats not only provide education to students, but they also provide a space to build trust and create strong networks among students, resulting in the development of healthy working relationships.

During the retreats, discussion sessions have included College and ASO function and organization. These sessions help students to understand how the College functions, as well as applicable procedures for the handling of finances, resolution writing, event planning, and representation in shared governance. Communication workshops educate students in the areas of public relations and professionalism, as well as in strategies for improving interpersonal relationships through teamwork and conflict resolution. Students also learn leadership development through established models, such as "Leadership for Social Change" and personality assessments.

The College Management Team (CMT) meets monthly, with an annual summer planning retreat, and it serves as a training and professional development venue for all administrators. These meetings have evolved over the past three years in response to the assessed needs of the management team and in close collaboration with the Southwestern Community College District Administrators Association (SCCDAA).

The evolution of CMT is evident. To begin with, in January of 2012, the management team underwent ethics training ([IV.A.18](#)) ([IV.A.19](#)). This training was in response to the procurement allegations at the time concerning Proposition R projects, and took place at the direction of the new Superintendent/President who leads the management team. CMT members then reflected on what they wanted CMT meetings to accomplish. Prior to this, CMT meetings had primarily been a vehicle for the CEO to provide updates to managers, but had not been perceived by the management team to be a forum for open discussion nor an effective vehicle for training.

Next, the CMT reviewed and approved its “Statement of Purpose” in March 2013 ([IV.A.20](#)). It was agreed that the Superintendent/President convenes and facilitates the CMT meetings. The mission statement developed by the entire body states that CMT is, “a forum for examining information and engaging in open discussion among the college management team to best implement the mission of the District.” Also, the group defined major functions of CMT, which included relevant training for management. These changes demonstrate the empowerment that has occurred in this body, moving it from a passive forum to a participatory forum of idea exchange and professional development.

For example, the first CMT meeting in the 2014–15 academic year was conducted in September, and it reflected the summer retreat decision to have every regular CMT meeting be a training session. This first training session was focused on civil discourse as a means of helping administrators to set an example of how to discuss difficult topics while still maintaining morale and continuing to build a culture of inclusiveness. As an important gesture of inclusiveness, the CMT members invited all constituency leaders to attend and all did, including students ([IV.A.21](#)).

As the ultimate institutional leaders, the Board members strongly support collegial consultation and set the tone for the College through their meetings and the manner in which they engage constituency groups. The agenda for the Board meeting is organized in a manner that allows the various constituency groups and administrative reports to be provided prior to the Board addressing business-related items. This change in agenda structure was in direct response to the constituency leaders requesting that these reports be moved from the end of the agenda to the beginning of the agenda. This practice began in January 2011 ([IV.A.22](#)). In addition, each regular Board meeting reserves a place on the agenda for the ASO to make a presentation regarding its accomplishments

and activities. More details regarding the Board and its role in creating an environment for empowerment, innovation, and institutional excellence is provided in Standard IV.B.

The Southwestern College Foundation, founded in 1982, is a 501(c)(3) organization that functions as a fundraising body, assisting the College by providing scholarships to students and grants to support co-curricular activities that promote student success and enrich the student learning experience. In alignment with the Board’s Code of Ethics policy, the Foundation developed new Code of Ethics and Conflict of Interest policies that were adopted by the Foundation’s Board of Directors on May 22, 2012 ([IV.A.23](#)).

Further, the Foundation developed a Vendor Solicitation Policy, which was approved in January 2014 to ensure that charitable solicitation of donations from existing or potential College vendors are processed professionally, efficiently, and ethically ([IV.A.24](#)).

Foundation Board Directors participate in College strategic planning efforts, graduation activities, distinguished student scholarship award ceremonies, Opening Day activities, and other appropriate special events that celebrate the advancement of College programs and services. The Foundation Board also conducts annual retreats to better understand future funding needs of the College. Southwestern College Board representatives and the Superintendent/President participate in this annual leadership retreat, which helps to reinforce the already meaningful fundraising engagement between the College and the Foundation.

## SELF EVALUATION

All the lead governance bodies of the College are effective groups for which evidence readily demonstrates a well-functioning system of empowerment and initiative. Beyond these formal governance bodies, there is an environment that encourages all staff members to participate in improving processes, as evidenced by the creation of the three student success initiatives.

The SCC is an effective body that provides faculty, staff, administrators, and students with a venue for collegial consultation. It demonstrates itself to be a group that practices continuous improvement by leading in the execution of the planning, implementation, and assessment framework. It consistently works to improve the decision-making processes of the College, assuring transparency as well as providing a forum for discussion and issue management. As described above, the Academic Senate, ASO, CMT, and the Foundation efficiently and effectively allow for discussion and implementation of decisions within their recognized areas of responsibility.

The Board members are deeply committed to the empowerment of all employees and students. They demonstrate

this commitment in how they conduct their regular business meetings and via the topics they address in their special workshop meetings. They are student focused and provide a policy framework in which the College functions ethically, effectively, and transparently.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

### DESCRIPTIVE SUMMARY

The College believes that high quality decision-making and planning is dependent upon a collaborative process among all constituent groups ([IV.A.17](#)) ([IV.A.25](#)). Policy and Procedure 2510 establish the foundation for providing faculty, classified professional, administrator, and student participation in decision-making processes. Policy and Procedure 2515 articulate the specific role of the Academic Senate and reference the “10+1” areas of Senate decision-making responsibility ([IV.A.26](#)).

In alignment with Policies and Procedures 2510 and 2515, there are specific handbooks that further describe the role of each constituency group in decision-making. The Shared Consultation Council (SCC) has codified its decision-making processes in the Shared Planning and Decision Making Handbook ([IV.A.3](#)). This handbook is reviewed annually and updated as needed. The last revision was in 2014.

The Academic Senate operates according to its By-Laws and its Constitution ([IV.A.9](#)). The classified staff are represented by the California School Employees’ Association (CSEA) in both contractual and shared governance matters, as there is no separate classified senate ([IV.A.27](#)).

The administrators are represented by the Southwestern Community College District Administrators Association (SCCDAA) and have approved handbooks that formalize both academic and classified administrators agreements with the District ([IV.A.28](#)). The Association also assures that both classified and academic administrators are represented on key committees including the SCC. In addition, SCCDAA has recently formed a union and commencing academic year 2015-

16 will shift from a meet-and-confer relationship to a formal contract negotiation process with the District.

The Associated Student Organization (ASO) of Southwestern College is guided by their Constitution, By-laws, and House Rules ([IV.A.29](#)).

### SELF EVALUATION

The College is committed to full compliance of Policies and Procedures 2510 and 2515. There is a strong practice of shared decision-making with assurance that all constituencies are represented in the development of policy, procedures, processes, and practices. Procedure 2510 specifies the decision-making role for faculty, administrators, classified staff, and students. In addition, Policy and Procedure 2515 recognizes the role of the Academic Senate in all appropriate decision-making areas, except for those that entail compensation, workload, and working conditions which are the purview of the Southwestern College Education Association (SCEA).

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### DESCRIPTIVE SUMMARY

The faculty and administrators have a substantive and clearly defined role in institutional governance. Both exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The College ensures students and staff have established mechanisms and organizations for providing input into institutional decisions.

The Shared Consultation Council (SCC) is the primary institutional governance body, with representation from the various constituency groups. The SCC Operating Principles outline the purpose of SCC, its membership, and the responsibilities of membership. Constituency representation is modeled as, “4+4+4+4+1+1.” This translates to four voting members each from the Academic Senate, ASO, CSEA, and SCCDAA, plus one voting member from the SCEA and one from the confi-

dential employee group. There are two non-voting co-chairs of the SCC, the Senate President and the Superintendent/President, as well as eight non-voting resource members from standing committees. However, the common decision-making method is consensus of all present members, including non-voting members. If a consensus is not reached, then consensus will be attempted at the next scheduled meeting. If consensus is not reached at the subsequent meeting, a vote of the voting members will be taken, with a two-thirds majority necessary to advance the recommendation. Proposals that do not achieve a two-thirds majority may be reintroduced in future meetings at the discretion of the co-chairs. The initial process of consensus-building allows for the substantial voice of all groups represented and, if necessary, the process of voting allows any member the right to impact the passage of a motion by voting against it.

All institutional policies, administrative procedures, planning processes, and institutional budget decisions are vetted by SCC members. All SCC members have opportunity to voice concerns, especially in their areas of responsibility and expertise. The SCC, using the consensus practice, has a strong record of passing proposals. During the 2014–15 academic year, the SCC reviewed and approved or reaffirmed many policies and procedures. Policies were then forwarded to the Board of Trustees (Board) and approved ([IV.A.30](#)). Additionally, the SCC has reviewed and approved the Shared Planning and Decision Making Handbook, various procedures including Procedure 1200: Institutional Mission, Vision & Values, the SCC Guiding Principles and Operating Procedures, the Approval Process for Vacant Positions, and the 2014 – 2017 Student Equity Plan ([IV.A.31](#)).

The SCC meetings are public, and any member of the campus or local community is welcome to attend ([IV.A.5](#)). Each group participating in the SCC has established mechanisms in place as designed by their organizations for providing input directly to the SCC via their representative(s). The Academic Senate President serves as an SCC co-chair with the Superintendent/President, which assures that the Senate has full participation in the drafting of each agenda. Additionally, there are four faculty voting committee members selected by the Senate. The Senate regularly discusses proposals which are then brought to the SCC for approval or for information if the Senate has primary approval responsibility.

CSEA has four voting members and generally the CSEA President serves as one of the four members. CSEA values its voice at SCC and has been an important part of helping to ensure the Higher Education Centers (HECs) are included in deliberations and in working to improve communications of SCC agendas and actions to their members.

SCCDAA also has four voting members on the SCC, and it maintains a practice of regularly sending the SCC meeting summaries to all administrators, as well as discussing SCC agenda issues and perspectives at their meetings. SCCDAA

has been a leader in several areas such as the formation of the Ground Rules for Civility and the establishment of the 2014–15 SCC goal to determine which actions should come under the purview of the SCC and which should remain local operational decisions.

The ASO has been an important participant in the discussion regarding creation of a smoke-free campus environment. After thorough and thoughtful discussion, Policy 3570: Smoking and Use of Tobacco Products was approved by SCC and then approved by the Board at their December 17, 2014 meeting ([IV.A.32](#)). The ASO has also been an active voice in discussing student-related policies and procedures.

Policy and Procedure 2510 include planning and budget development roles for group governance. The planning role is conducted primarily via the Strategic Planning Committee (SPC) which is one of the eight standing committees of the SCC. This committee consists of one confidential staff member, one classified staff member, one faculty member, and one administrator. It is co-chaired by the Academic Senate President and the Dean of the Office of Institutional Effectiveness (O.I.E.). This allows all constituencies a voice in the first level review and assessment of the Strategic Plan. It is also this committee that assures a full College participatory process for the development of the new three-year Strategic Plan. This began formally on January 28, 2015, with an all-constituency kick-off meeting conducted as a special meeting of the Board ([IV.A.33](#)).

All constituencies participate in budget development via the Budget Committee, and its work on budget policies and procedures. The Budget Committee is also a standing committee of the SCC and has all-constituency representation. For example, the Budget Committee members assisted in the drafting of Policies and Procedures 6200: Budget Preparation, 6250: Budget Management, and 6300: Fiscal Management. The committee is currently working on Procedures 6300: Fiscal Management and 6330: Purchasing and Contracting ([IV.A.34](#)). Additionally, the Budget Committee and the Strategic Planning Committee have been conducting joint meetings to ensure a transparent link between strategic planning and budgeting ([IV.A.35](#)). Policies and Procedures 2510 and 2515 have helped all College groups to work together more effectively in all aspects of planning, budget development, and decision-making. This is evident through the annual assessment conducted by the SCC and the Campus Climate Surveys conducted each spring ([IV.A.36](#)).

Another example of the effectiveness of Southwestern College's shared planning and decision-making model is the development of Policy and Procedure 6700: Civic Center and Other Facilities Use ([IV.A.37](#)). Prior to 2012, the College did not have a policy or procedure which outlined the process used to administer facilities used by external organizations. The creation of this policy and procedure has served to clarify the process used by the College to rent facilities for both the ex-

ternal and internal community. The College is now able to effectively and efficiently negotiate facilities use agreements, which have become an important part of auxiliary revenue used to support College initiatives. A recent example of such an agreement was with the California Interscholastic Federation (CIF) for tournament finals played at DeVore Stadium in December 2014.

## SELF EVALUATION

College faculty, administrators, classified staff, and students have a substantive and clearly defined role in institutional governance, and they exercise a substantial voice in institutional policies, planning, and budget development that relate to their areas of responsibility and expertise. There is a strong practice of shared planning and decision-making with assurance that all constituencies are represented in the development of policy, procedures, processes, and practices.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

## DESCRIPTIVE SUMMARY

Through Policy and Procedure 2515: Role and Scope of the Academic Senate, the College complies with California Education Code and Title 5 regulations which assure that the Academic Senate is either relied upon primarily when making decisions or is mutually agreeable to decisions with respect to the following academic matters, commonly referred to as the "10+1":

### Areas of Rely Primarily:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational programs development
5. District and College governance structures as related to faculty roles
6. Policies for faculty professional development activities
7. Standards and policies regarding student preparation and success
8. Processes for academic program review

### Areas of Mutual Agreement:

9. Faculty roles and involvement in accreditation processes, including self-study and annual reports
10. Processes for institutional planning, budget development, and program review
11. Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

One of the most important and critical functions of the Academic Senate is the creation and approval of curriculum. The Curriculum Handbook outlines this process ([IV.A.38](#)). Each month, the Board reviews and approves the Senate's Curriculum Summary as part of its consent calendar. There is considerable curriculum development taking place each year, as illustrated on Curriculum Committee meeting minutes and Board agendas. Most notably, the College has developed and approved (including Chancellor's Office approval) 23 Associate Degrees for Transfer ([IV.A.39](#)).

The Tenure Review Committee, made up of faculty and administrators, determines how tenure-track faculty evaluations are conducted. Similarly, the Faculty Hiring Prioritization (FHP) Committee, also made up of faculty and administrators, makes recommendations to the Superintendent/President regarding new faculty hires. The FHP prioritization list is formally accepted by the Board each January ([IV.A.40](#)).

The Education Planning and Enrollment Management Committee, co-chaired by an administrator and a faculty member, is composed of four faculty members, four academic administrators, and four classified professionals. This committee oversees the Educational Master Plan (EMP), develops and implements the Enrollment Management Plan, is responsible for shepherding ACCJC Standard II, and maintains the Economic and Workforce Development Plan.

At Southwestern College, there is strong faculty engagement on most, if not all, College committees. Faculty membership is required on all shared consultation standing committees. The College demonstrates a commitment to collegial consultation that is embedded in the College's practices and processes. For example, the faculty, through the Curriculum Committee, made the decision to place a moratorium on Distance Education (DE) development in fall 2011. In spring 2012, it established a DE Task Force to address DE deficiencies. This led to the development of a DE Handbook and the recommendation to create a DE Faculty Coordinator position to guide faculty in creating improved DE curriculum. This demonstrates the faculty's ability to address issues of quality and to provide ideas for improvement leading to planning and implementation ([IV.A.41](#)).

Other examples of faculty engagement include the formation of the Senate Committee on Core Curriculum (fall 2012 – spring 2013) which established criteria for prioritizing curriculum offerings ([IV.A.10](#)). Faculty members serve on many policy and procedure review task forces for all chapters.

In cooperation with SCEA, the Academic Senate recently negotiated additional reassigned time for Senate leadership to promote faculty engagement in decision-making and to rely more heavily on faculty leadership. This allowed for increased reassigned time for the Curriculum Committee Faculty Co-chair position. Additionally, the Institutional Program Review and Outcomes Coordinator (IPROC), a faculty member on full reassignment, assures a faculty voice at the center of program review and learning outcomes. The IPROC also serves on the Senate Executive Committee. A faculty member serves as co-chair of the Accreditation Oversight Committee (AOC) as well.

## SELF EVALUATION

The College maintains and follows policies regarding faculty, Curriculum Committee, and academic administrator participation in decision-making processes for supporting student learning programs and services. Practices allow for College wide open dialogue focused on continuous quality improvement of student learning programs and services.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

## DESCRIPTIVE SUMMARY

The College has established governance structures, processes, and practices that are exemplified in the SCC structure, the Academic Senate, the ASO structure, the employee association bodies, and the Board-approved policies. Board Policy and Procedure 2510 specify rules for all staff and students. The key principle articulated in 2510 is: "participation is to be encouraged in all sectors to encourage all members of the College's constituency groups to ensure equal opportunity to participate fully in governance activities." Board Policy and Procedure 2515 specifies the academic roles of the faculty in areas of student education programs and services planning, commonly known as the "10+1" ([IV.A.26](#)).

To maintain focus on the College mission, vision, values, and goals, established governance processes and practices are designed to ensure all employees work for the good of the institution. These include:

- The mission, vision, and values statements ([IV.A.1](#))
- The Strategic Plan, priorities, and goals ([IV.A.42](#))
- The Ground Rules for Civility (posters) ([IV.A.43](#))

Processes are designed to facilitate discussions of ideas and maintain effective communication among the institution's constituency groups. For example, the SCC maintains the process for facilitating discussions regarding shared planning and decision-making ([IV.A.3](#)). There are many examples of purposefully facilitating discussion among campus constituencies at Southwestern College. Opening Day breakout sessions in fall 2012 and spring 2013 were specifically used to gather student success strategies from all constituencies. The input from these sessions was used to create three overarching student success initiatives which, in turn, served as the foundation for the Title V Puertas al Futuro grant (received in 2014), the Student Success and Support Program (SSSP), and the Student Equity Plan (SEP). Other examples include significant constituency input in the development of the Educational Master Plan and Facilities Master Plan. Forums were conducted as well as special presentations to the Academic Senate, the ASO, the SCC, and various standing committees.

Recently, the Calendar Committee, through its substantial role in participatory governance, played a pivotal role in the decision to move from an 18-week semester to a compressed 16-week semester. This process created an opportunity for College wide, inclusive discussions regarding the challenges and opportunities inherent in this transition. In 2014, the Academic Senate voted to endorse a compressed calendar, and this resulted in the College community mobilizing to plan for the transition during the 2014–15 year. As a result, the College will now make the transition to the compressed calendar in fall 2015. It is, however, important to note that dialogue regarding the merits of moving to a compressed calendar began over ten years ago.

Other examples of the College's inclusive approach are evidenced by the actions of the Board, whose members annually attend the January Community College League of California (CCLC) legislative conference, inviting Senate representatives and ASO representatives to join them. The Board also assured constituent leadership participation in the vetting of Board appointees in 2011 and 2013.

The College processes as illustrated above facilitate discussion of ideas, and College leaders communicate those ideas and their outcomes effectively through a variety of means. Effective communication is promoted during Opening Day ceremonies, when the Superintendent/President gives a "State of the District" report. Additionally, the Superintendent/President and Board regularly communicate with the

campus community through newsletters posted on the College website and emailed globally. Other means of effective communication include the Superintendent/President's attendance at school and division meetings, open office hours, coffee chats, College forums, and the established participatory governance structures.

Staff and students are regularly informed of their respective governance roles. This is done each August during the SCC annual retreat. The ASO also conducts annual leadership retreats, where discussion regarding role and scope of responsibility take place. The Academic Senate begins each new academic year with a training and retreat. Also, the Academic Senate, working in collaboration with Staff Development, designed the Organizational Leadership Academy (OLA) for participation in and by all constituency groups on campus ([IV.A.44](#)). One of OLA's goals is to familiarize College employees with organizational structures and assure that all OLA participants are well versed in the role that each constituency group has in the shared planning and decision-making process. Finally, there are various administrative retreats held in June, including the annual CMT retreat, as well as retreats for the Academic Affairs Council and Student Services Council. Governance roles and issues are regular discussion topics at all retreats.

The College is committed to providing effective and accessible communication in a variety of formats, thus ensuring availability to all campus employees and the external College community. For example, the SCC set a goal of improving campus wide communication using recommendations from discussion at the Shared Consultation Council ([IV.A.45](#)). This has resulted in a one-page summary of each meeting which is now distributed to all employees via campus email. Additionally, the SCC regularly discusses with members efficacy and best practices when communicating with their respective constituency groups ([IV.A.46](#)).

The College website is a common source of information, serving as a repository for Board news ([IV.A.47](#)) and the Superintendent/President's Column ([IV.A.48](#)). These regular updates, distributed via campus email, provide all staff members with ongoing information regarding overarching College news as well as governance updates.

As is common in most colleges, announcements at key meetings such as SCC, Academic Senate, and CMT serve as a primary communication channel for governance issues. All meeting agendas and minutes are also posted in SharePoint for review.

## SELF EVALUATION

The efficacy of communication within a large organization composed of approximately 2,000 employees is an ongoing priority as outlined in the SCC's goals, and reiterated in the Superintendent/President's goals. In an effort to assess the extent to which information is clear, understood, widely available, and current, the College conducts a Campus Climate Survey. The SCC has established goals to improve communication each year for the past three years, and it regularly assesses progress via constituency reports.

Essential information regarding institutional efforts to achieve goals and improve learning is provided during full-campus gatherings (Opening Day, forums) and in department, unit, constituency, and leadership meetings.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

## DESCRIPTIVE SUMMARY

The College has worked very closely with all external agencies, and in particular with all accrediting bodies. This includes the ACCJC and other external agencies which assure quality instruction for the Associate Degree in Nursing, Surgical Technologist, Certified Nurse Assistant, Licensed Vocational Nurse, Paramedic, Dental Hygiene, Medical Lab Technician, and Automotive Technician ([IV.A.49](#)).

At all times, the College strives to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements. The College moves expeditiously to respond to recommendations made by the Commission. Southwestern College has maintained its accredited status since 1964.

With respect to the Commission and the sanctions from the last self evaluation process begun in 2009, the College has demonstrated integrity in this relationship through the Midterm Report, the Follow-Up Reports, and the Special

Report. The College responded quickly to resolve recommendations from the ACCJC with a timely response to the January 2010 Commission Letter, as well as with the submission of the Follow-Up Reports requested by the evaluation team ([IV.A.50](#)) ([IV.A.51](#)). As a result of actions taken, the ACCJC fully reaffirmed Accreditation in June 2011 ([IV.A.52](#)).

The College submitted a Midterm Report in 2012 and provided a timely response to the February 2013 Commission Letter requesting a Special Report by April 1, 2013 ([IV.A.53](#)). This resulted in the July 3, 2013, letter from the Commission confirming full compliance with ACCJC Standards, policies, eligibility requirements, and federal requirements, as well as commending the College for its work to improve institutional business practices ([IV.A.54](#)). Additionally, the College has successfully resolved all Self-Identified Issues to the satisfaction of the institution and the Commission.

The institution's integrity regarding its relationship with the Commission has always remained sound. Although the deficiencies noted in the 2009 Self Study were not completely resolved by the submission of the first Follow-Up Report six months later, by 2011, all of the deficiencies were resolved, and the College received reaffirmation by the Commission. Institutional commitment to improve policies, procedures, and practices in alignment with the Commission's policies, Standards, eligibility requirements, and federal policies continues today.

The institution's communications of educational quality and institutional effectiveness to the public are accurate. Accreditation documents are available for public viewing on the College website ([IV.A.55](#)). Data and evidence regarding student achievement ([IV.A.56](#)), institutional student learning outcomes (ISLOs) ([IV.A.57](#)), and program student learning outcomes ([IV.A.58](#)) are available publicly on the College website.

## **SELF EVALUATION**

The College demonstrates and advocates for honesty and integrity in its relationships with all external agencies including the ACCJC. The College has moved expeditiously to respond to any and all recommendations made by the Commission.

The College meets the Standard.

## **ACTIONABLE IMPROVEMENT PLANS**

None.

**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## **DESCRIPTIVE SUMMARY**

The role of leadership and the College's governance and decision-making structures and processes are regularly reviewed to assure their integrity and effectiveness. For example, the Shared Planning and Decision Making Handbook is reviewed and revised every three years ([IV.A.59](#)) ([IV.A.13](#)). The Strategic Plan is also evaluated and revised every three years. On January 28, 2015, the College initiated the 2016–19 strategic planning process with an all-constituency planning session ([IV.A.60](#)). In addition, the Academic Senate By-Laws are updated annually ([IV.A.61](#)). Finally, the Board of Trustees (Board) has a Policy Committee which assures that all Chapter 2: Governing Board policies and procedures are reviewed and up-to-date ([IV.A.62](#)).

Governance and decision-making structures are evaluated annually through a variety of means. The annual Campus Climate Survey is the most overarching means of assessing the efficacy of decision-making processes at the College. During the spring of 2014 the College conducted two surveys, as this was the transition year from the campus-developed survey (used for five years) to a nationally validated survey instrument.

The SCC, the Academic Senate, and CMT carefully review and discuss the survey results. As a result of this thoughtful review, many campus governance groups have adopted and worked diligently on campus morale and climate goals. The Board also reviews and discusses the survey results during its annual self evaluation. Results are made available to the campus and District communities on the College website ([IV.A.63](#)).

## **SELF EVALUATION**

The role of leadership and the College's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness through the annual Campus Climate Survey and other means discussed above. The College widely communicates the results of these evaluations and uses them as the basis for improvement.

The College meets the Standard.

## **ACTIONABLE IMPROVEMENT PLANS**

None.

## EVIDENCE FOR STANDARD IV.A. - DECISION-MAKING PROCESS

Standard IV.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">IV.A.1</a>	I.A.1	<a href="#">IVA1_Policy1200_Mission.pdf</a>	Policy 1200: Institutional Mission, Vision, and Values
<a href="#">IV.A.2</a>		<a href="#">IVA2_Inst_GB_SuperIntPres_Goals.pdf</a>	Institutional, Board of Trustees (Board), and Superintendent/President Alignment of Goals
<a href="#">IV.A.3</a>	I.B.7	<a href="#">IVA3_SPDM_Hndbk.pdf</a>	Shared Planning and Decision Making Handbook
<a href="#">IV.A.4</a>		<a href="#">IVA4_GB_TentWkshpSch_2014-2015.pdf</a>	Board Tentative Workshop Schedule, 2014–15
<a href="#">IV.A.5</a>		<a href="#">IVA5_SCC_GuidingPrinciples.pdf</a>	SCC Guiding Principles and Operating Procedures
<a href="#">IV.A.6</a>		<a href="#">IVA6_SCCPolicy-Proc_TaskForce.pdf</a>	SCC Policy and Procedure Development Task Force Update, SCC Minutes, October 3, 2012
<a href="#">IV.A.7</a>		<a href="#">IVA7_SCC_RetreatAgnda_8-15-13.pdf</a>	Shared Consultation Council Retreat Agenda, August 15, 2013
<a href="#">IV.A.8</a>		<a href="#">IVA8_Scc_RetreatAgnda_8-14-14.pdf</a>	Shared Consultation Council Retreat Agenda, August 14, 2014
<a href="#">IV.A.9</a>		<a href="#">IVA9_AcademicSenateBylaws.pdf</a>	Academic Senate By-Laws
<a href="#">IV.A.10</a>		<a href="#">IVA10_AcaSen_CoreCurr_CommMin.pdf</a>	Academic Senate Meeting Minutes Establishing Core Curriculum Ad Hoc Committee, September 11, 2012
<a href="#">IV.A.11</a>		<a href="#">IVA11_Draft_DEPlan_AS_Mtg_item11.pdf</a>	Draft Distance Education Plan, Academic Senate Meeting Minutes, item11
<a href="#">IV.A.12</a>		<a href="#">IVA12_OLA_Cert_Petition.pdf</a>	OLA Certificate Petition
<a href="#">IV.A.13</a>		<a href="#">IVA13_CompressedCal_Decision.pdf</a>	Calendar Committee Minutes, Compressed Calendar Decision
<a href="#">IV.A.14</a>		<a href="#">IVA14_Procedure4710.pdf</a>	Procedure 4710: Faculty Recognition Awards
<a href="#">IV.A.15</a>		<a href="#">IVA15_Policy4710.pdf</a>	Policy 4710: Faculty Recognition Awards
<a href="#">IV.A.16</a>		<a href="#">IVA16_ASOCConstitution.pdf</a>	ASO Constitution, Article IV - Executive Branch
<a href="#">IV.A.17</a>	I.B.29	<a href="#">IVA17_Policy2510_SPDM.pdf</a>	Policy 2510: Shared Planning and Decision Making
<a href="#">IV.A.18</a>		<a href="#">IVA18_CMTAgnda_1-24-12.pdf</a>	CMT Agenda, January 24,2012
<a href="#">IV.A.19</a>		<a href="#">IVA19_CMT_Summary_1-24-12.pdf</a>	CMT Summary, January 24,2012
<a href="#">IV.A.20</a>		<a href="#">IVA20_Statement_Purpose.pdf</a>	CMT Statement of Purpose
<a href="#">IV.A.21</a>		<a href="#">IVA21_CMT_Mtg_8-19-14.pdf</a>	Civil Discourse Training, College Management Team Meeting, Minutes of August 19, 2014
<a href="#">IV.A.22</a>		<a href="#">IVA22_GB_Mtg_1-19-11.pdf</a>	Board Meeting Minutes, January 19, 2011
<a href="#">IV.A.23</a>		<a href="#">IVA23_Policy_Ethics_ConflictOfInt.pdf</a>	Southwestern College Foundation Ethics/Conflict of Interest Policy
<a href="#">IV.A.24</a>		<a href="#">IVA24_SWC_VendorPolicy.pdf</a>	Southwestern College Foundation Vendor Solicitation Policy
<a href="#">IV.A.25</a>	I.B.30	<a href="#">IVA25_Proc2510_SPDM.pdf</a>	Procedure 2510: Shared Planning and Decision Making
<a href="#">IV.A.26</a>	II.A.57	<a href="#">IVA26_Policy_Proc_2515.pdf</a>	Policy and Procedure 2515: Role and Scope of the Academic Senate: 10+1 Agreement
<a href="#">IV.A.27</a>		<a href="#">IVA27_CSEA_Bylaws.pdf</a>	CSEA Constitution
<a href="#">IV.A.28</a>		<a href="#">IVA28_ClassifiedAdmin_Hdbk.pdf</a>	Classified Administrator Handbook
<a href="#">IV.A.29</a>		<a href="#">IVA29_ASOC_Const_Bylaws_HouseRules.pdf</a>	ASO Constitution, By-Laws, and House Rules
<a href="#">IV.A.30</a>		<a href="#">IVA30_SCC_Passed_Approved_2014.pdf</a>	SCC Policy and Procedures Passed, Approved, 2014–15
<a href="#">IV.A.31</a>	I.B.1	<a href="#">IVA31_Student_Equity_Plan.pdf</a>	Student Equity Plan
<a href="#">IV.A.32</a>		<a href="#">IVA32_Smoke-Free_Policy.pdf</a>	Smoke-Free Campus Policy Approval, Board Minutes, December 17, 2014

Standard IV.A. Citation	Original Citation	Document File Name	Document Title
<a href="#">IV.A.33</a>		<a href="#">IVA33_GB_SpMtg_1-28-15.pdf</a>	Board Special Meeting, January 28, 2015
<a href="#">IV.A.34</a>		<a href="#">IVA34_BdgtComm_Mtg_5-10-13.pdf</a>	Budget Committee Minutes , May 10, 2013
<a href="#">IV.A.35</a>		<a href="#">IVA35_BdgtComm_StratPlan_JointMtg.pdf</a>	Budget Committee and Strategic Planning Committee, Joint Meeting Minutes
<a href="#">IV.A.36</a>	III.A.50	<a href="#">IVA36_NoelLevitzCollClim_Surv.pdf</a>	Noel-Levitz College Climate Survey
<a href="#">IV.A.37</a>	III.D.35	<a href="#">IVA37_Policy6700.pdf</a>	Policy 6700: Civic Center and Other Facilities Use
<a href="#">IV.A.38</a>	II.A.55	<a href="#">IVA38_CurrCommHdbk_2012.pdf</a>	Curriculum Committee Handbook, 2011–12
<a href="#">IV.A.39</a>		<a href="#">IVA39_Final_2014_Count_of_ADTs.pdf</a>	Final 2014 Count of the Associate Degree for Transfer (ADT)
<a href="#">IV.A.40</a>		<a href="#">IVA40_FHP_GB_Mtg_1-14-15.pdf</a>	Faculty Hiring Prioritization Approval, Board Meeting Minutes January 14, 2015
<a href="#">IV.A.41</a>		<a href="#">IVA41_CurrComm_Mtg_DETaskForce.pdf</a>	Curriculum Committee Minutes, DE Task Force
<a href="#">IV.A.42</a>	I.A.23	<a href="#">IVA42_Strat_Prior_Hndout2012-2015.pdf</a>	2012–15 Strategic Priorities Handout
<a href="#">IV.A.43</a>		<a href="#">IVA43_RulesofCivility.pdf</a>	Ground Rules for Civility poster
<a href="#">IV.A.44</a>		<a href="#">IVA44_OLAinSpring2014.pdf</a>	OLA, Spring 2014
<a href="#">IV.A.45</a>		<a href="#">IVA45_SCC_Mtg_11-20-13.pdf</a>	Review of Goals to Improve Campus Wide Communication, SCC Meeting Minutes, November 20, 2013
<a href="#">IV.A.46</a>		<a href="#">IVA46_SCC_Mtg_1-28-15.pdf</a>	SCC Goals Review, Best Practices for Communication, SCC Meeting Minutes, January 28, 2015
<a href="#">IV.A.47</a>	II.A.131	<a href="#">IVA47_GBNews_Webpage.pdf</a>	Board News Webpage
<a href="#">IV.A.48</a>	II.A.130	<a href="#">IVA48_SuprIntPresColumn_Webpage.pdf</a>	Superintendent/President Column Update Webpage
<a href="#">IV.A.49</a>		<a href="#">IVA49_Prog_Accredit_Affiliations.pdf</a>	SWC Program Accreditations and Affiliations
<a href="#">IV.A.50</a>		<a href="#">IVA50_ACCJC_FollowupRpt_2010.pdf</a>	ACCJC Follow Up Report, October 2010
<a href="#">IV.A.51</a>		<a href="#">IVA51_SWC_FollowupRpt_2011.pdf</a>	SWC Follow Up Report March 2011
<a href="#">IV.A.52</a>		<a href="#">IVA52_ACCJC_Letter_June2011.pdf</a>	ACCJC Letter, June 2011
<a href="#">IV.A.53</a>	III.D.25	<a href="#">IVA53_SpecialRpt2013.pdf</a>	2013 Special Report to ACCJC
<a href="#">IV.A.54</a>		<a href="#">IVA54_ACCJC_Letter_July2013.pdf</a>	Letter from ACCJC, July 2013
<a href="#">IV.A.55</a>	I.B.6	<a href="#">IVA55_AccreditationWebpage.pdf</a>	SWC Accreditation Webpage
<a href="#">IV.A.56</a>	II.A.79	<a href="#">IVA56_StudSuccess_Scorecard.pdf</a>	California Community Colleges (CCC) Student Success Scorecard for Southwestern College
<a href="#">IV.A.57</a>	II.A.45	<a href="#">IVA57_Institutional_SLO.pdf</a>	SWC Institutional Student Learning Outcomes
<a href="#">IV.A.58</a>	I.B.3	<a href="#">IVA58_PSLO_Webpage.pdf</a>	SWC Program-Level Student Learning Outcomes Webpage
<a href="#">IV.A.59</a>		<a href="#">IVA59_SCC_Mtg_10-15-14.pdf</a>	Shared Planning and Decision Making Handbook Approval, SCC Meeting Minutes, October 15, 2014
<a href="#">IV.A.60</a>		<a href="#">IVA60_StratPlanKickOff_1-28-15.pdf</a>	Strategic Plan Kick Off, Constituent Group Meeting, January 28, 2015
<a href="#">IV.A.61</a>		<a href="#">IVA61_AS_ExecMtg_8-13-14.pdf</a>	Academic Senate By-Laws Update, Academic Senate Executive Committee Meeting Agenda, August 13, 2014
<a href="#">IV.A.62</a>		<a href="#">IVA62_GB_PolicyCommMtg_5-15-15.pdf</a>	Board Policy Committee Meeting Minutes, May 15, 2015
<a href="#">IV.A.63</a>	III.A.47	<a href="#">IVA63_CampusClimateReport.pdf</a>	Campus Climate Report

## IV.B. BOARD AND ADMINISTRATIVE

**IV.B. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

### DESCRIPTIVE SUMMARY

A primary role of the Southwestern College Board of Trustees (Board) is to set policies. The Board approves policies and the policies are actuated through the Superintendent/President to ensure effective operation of the institution. The Board, since 2011, has annually reaffirmed a resolution that includes recognition of the designated responsibilities of the Board for setting policies and the designated responsibilities of the Superintendent/President for the effective operation of the institution (IV.B.1). Employees throughout the institution, under the guidance of the Superintendent/President and according to the wording of policies, work to design, maintain, and revise procedures in support of policies as directed. The processes for setting policies and procedures are detailed in the Standards below.

### SELF EVALUATION

In collaboration with College leadership, the Board maintains and approves institutional policy. The Superintendent/President assures that policies are enacted across the institution. Procedures are designed to follow and uphold policies set by the Board. Policies and procedures are reviewed regularly and systematically, and are updated as necessary.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

### DESCRIPTIVE SUMMARY

The College recognizes the designated responsibilities of the Board of Trustees (Board) for setting policies. Evidence of this is found in Board Policy 2200: Board Duties and Responsibilities (IV.B.2). Further, the California Community College League of California (CCLC) Annual Effective Trusteeship Workshop each January is one important means by which all Board members are trained and understand their important policy-making role. College Board members also establish an annual training calendar and conduct approximately ten or more training sessions each year (IV.B.3).

Board members make significant efforts to appropriately set policy. For example, three members, with the Superintendent/President, attended the Association of Community College Trustees (ACCT) Governance Institute on Student Success (GISS) in October 2013. The knowledge gained resulted in a new Policy and Procedure 2780: Student Success, which supports student completion and assuring accountability. Additionally, Board members attend the CCLC Legislative Conference each January in Sacramento and the ACCT Legislative Conference each February in Washington D.C. to become aware of important issues in education and to advocate for the College (IV.B.3).

The Superintendent/President continues to clarify the delegation of duties on an ongoing basis. This is accomplished via annual Accreditation workshops and the annual Board retreat each June (IV.B.4) (IV.B.5). A component of the annual CEO evaluation also includes reflection on the delegation of duties, from both the CEO's and Board members' perspectives, and allows for a confidential discussion each year.

The Board President is responsible for the Board speaking as one voice. This topic is discussed at each Board retreat (IV.B.5) (IV.B.6). The Board President is recognized as the lead spokesperson, stating Board decisions. There is ample evidence of this, including the announcement from Board President Nader to the community to hire Superintendent/President Nish in November 2011, and Board President Hernandez's Letter to the Editor published in the *San Diego Union-Tribune* regarding procurement (January 2012). In 2015, Board President Hernandez made the announcement of a 3.5 percent salary reimbursement to all staff. Other examples include the Board newsletters which are authored by the Board President and represent the view of the entire Board. Also, letters of support are signed by the Board President on behalf of Board members (IV.B.7).

Board members have assured that policies are developed and modified as necessary. The following are a few recent examples:

- Policy 2020: Political Contribution
- Policy 2715: Code of Ethics Policy
- Policy 3900: Freedom of Expression
- Policy 2435: Evaluation of the Superintendent/President
- Policy 2015: Student Trustee
- Policy 2780: Student Success

The institution recognizes the role of the Superintendent/President in the effective operation of the College. The Board President is responsible for leading the Board in respecting the role of the Superintendent/President. This is achieved by annually addressing roles and responsibilities, including the role of the Superintendent/President, at the Board retreats each June. Discussion of the role of the CEO is part of each CCLC Annual Effective Trusteeship Workshop in January. Additionally, the Board President meets each week with the Superintendent/President, thus assuring ongoing dialogue of roles and responsibilities.

The Superintendent/President works closely with all Board members to identify behaviors that could be interpreted as micromanagement. Each year at Board retreats roles are addressed and performance is assessed. The Board members' self-assessment demonstrates their awareness of their policy-making role. The Board has been committed to their education as described above. Notably, every January at the CCLC conference the majority of Board members are trained, and every Board member has attended this training one or more times. Micromanagement is a regular topic of discussion at these training sessions. Additionally, the Superintendent/President uses her annual performance evaluation as a means by which to discuss behaviors, including any perceived instances of micromanagement. In addition, the Superintendent/President meets monthly with each Board member. This meeting is held to discuss the regular meeting agenda, and it also affords each Board member the opportunity to discuss roles and behaviors with the CEO. The Superintendent/President is keenly aware of maintaining strong Board relations and is evaluated on her performance on doing so regularly.

Policy and Procedure 2515: Role and Scope of the Academic Senate assures compliance with the "10+1 areas" of Academic Senate purview. This ensures faculty provide a central role in maintaining the quality, integrity, and effectiveness of student learning programs and services ([IV.B.8](#)).

Recently, the Board developed and approved Policy and Procedure 2780: Student Success ([IV.B.9](#)) at the January 14, 2015, meeting. This was the outcome of the October-November 2013 Governance Institute on Student Success, the spring 2014 Student Success Governing Board Workshop, the October 22, 2014, Governing Board Student Success Forum, and the work of the Policy Committee.

In addition to addressing policies, the Board works to assure quality via its annual goals. One of the primary means by which the Board ensures accountability is via regular reports and presentations. These include reports presented at Board meetings on career technical education (CTE) programs, outcomes and planning, the Scorecard, the SSSP, the SEP, Southwestern College student success initiatives, regular curriculum reports, and regular Distance Education (DE) reports.

The Southwestern College Board assures the quality, integrity, and effectiveness of the student learning programs and services. Statements about the quality of programs, the integrity of institutional actions, and the effectiveness of student learning programs and services are found in policy and planning documents. For example, Policy 1200: Institutional Mission, Vision and Values ([IV.B.10](#)) states that the mission, vision, and values shall be evaluated and revised on a cyclical basis to correspond with institutional strategic planning timelines. The last updates occurred in February 2011, February 2012, and January 2015. The College revised and the Board approved the institutional student learning outcomes (ISLOs), the mission, and the procedures related to the mission.

Examples of planning documents that assure the Board's maintenance of quality, integrity, and effectiveness of student learning programs and services are extensive. These include the Strategic Plan ([IV.B.11](#)), the Educational Master Plan ([IV.B.12](#)), the Facilities Master Plan ([IV.B.13](#)), the Student Equity Plan, the Board Goals (updated annually), the Student Success Initiative ([IV.B.14](#)), the Student Access Equity Success Completion Statement ([IV.B.15](#)), and the annual approval of the Superintendent/President's goals ([IV.B.16](#)).

The Board is responsible for maintaining the financial stability of the College. The following policies provide the formal framework for this:

- Policy 6100: Delegation of Authority ([IV.B.17](#))
- Policy 6200: Budget Preparation ([IV.B.18](#))
- Policy 6210: General Fund Reserve ([IV.B.19](#))
- Policy 6250: Budget Management ([IV.B.20](#))
- Policy 6300: Fiscal Management ([IV.B.21](#))

The Board reviews the budget in detail two times per year during the tentative budget workshop and the adopted budget workshop. These workshops occur in May and August, respectively.

The Board, via Policy 6210: General Fund Reserve, lowered the required reserve from seven percent to five percent in 2012. This required modification of the policy and also included adding a new requirement that the Board formally review this policy annually. The intent of the trustees was that the reserve level would be increased as soon as it was deemed possible and appropriate. Subsequently, the Board has conducted this review each year. Currently the required reserve level remains at five percent.

The trustees have engaged in regular discussion of linking the budget to student success. The Budget Committee has taken on the work of budget development methods to ensure that alignment with student success through the strategic priorities occurs. The Vice President of Business and Financial Affairs reports to the trustees at the tentative and adopted budget workshops about how this is being accomplished.

In addition, the trustees have encouraged and directed staff to develop auxiliary revenue sources and corresponding budgets. The revenue sources are primarily via facilities rentals, partnership agreements, and non-resident tuition and fees. An auxiliary budget plan is currently being vetted via the shared consultation process and structure, and it will be presented to the Board.

The Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College. Policy 2431: Superintendent/President Selection and Policy 2435: Evaluation of the Superintendent/President clearly define the process for selecting and evaluating the Superintendent/President ([IV.B.22](#)) ([IV.B.23](#)).

The last Superintendent/President selection process took place in 2011. The process included hiring a recruitment firm and inclusively creating a job announcement with the preferred candidate profile. There was an open recruitment as well as public forums. All constituencies were represented on the screening and first interview committee ([IV.B.24](#)).

The Superintendent/President is formally evaluated each year. The Board President is responsible for leading the process and works directly with the Superintendent/President to agree on the timeline and tools for evaluation. The trustees took action in 2014 to hire an experienced consultant to help codify an improved practice for implementation in 2015. Additionally, the Superintendent/President contract ([IV.B.25](#)) states there will be an annual evaluation. Finally, Policy 2200: Board Duties and Responsibilities demonstrates that the role of the Board is hiring and evaluating the Superintendent/President. Policies 2431 and 2435 were created via Policy 2200. These policies have been reviewed regularly.

## SELF EVALUATION

The Southwestern College Board sets policies to assure the quality, integrity, and effectiveness of the student learning programs and services offered by the institution. In accordance with ACCJC Standards, Policy 2200: Board Duties and Responsibilities lists the scope of the Board's obligations. As per Policies 2431 and 2435, the Board adheres to clearly defined policies for selecting and evaluating the chief administrator for the College.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

## DESCRIPTIVE SUMMARY

The Board of Trustees (Board) acts as an independent policy-making body that reflects the public interest in Board activities and decisions. Specifically, the trustees are committed to acting as a whole once a decision has been reached, whether it was by unanimous vote or not. The Board has annually reaffirmed a resolution which includes a provision that once the Board reaches a decision it acts as a whole ([IV.B.1](#)). There are numerous recent examples. In 2012, by majority vote, the vice presidents' salary schedule was augmented to provide more competitive compensation and aid in recruitment of executive positions. Despite concerns voiced by the faculty union, the Board voted to increase pay and new vice presidents were hired. The Board supported the salary changes and the hiring of the new administrators.

Similarly, in a majority vote, the Board approved a project labor agreement. Despite some opposition, the Board acted as a whole and staff has implemented the agreement. In a related example, a staff member recommended the exclusion of a small landscape project from the labor agreement (as allowed by the terms of the agreement). Despite a split vote to reject the staff recommendation and place the project within the agreement, all Board members accepted the ultimate majority decision, and staff quickly acted to implement it.

A final example of Board cohesion is the support for SB 850, recently approved legislation allowing a baccalaureate pilot for community colleges. Prior to the approval of the bill, the Board debated the adoption of a local resolution in support of the bill. The vote was not unanimous, but a majority agreed to support it. The College then filed an application to participate in the pilot, and despite the split vote on the resolution, there was unanimous approval of the application to participate by the Board.

The Board advocates for, protects, and defends the institution from undue influence or pressure. A recent and uncommon example is the Board's actions to assure Proposition R procurement compliance. On March 14, 2012, Southwestern College's Board approved the release of a Focused Special Review conducted by an independent auditor to address pro-

curement and related issues associated with Proposition R. The College and its Board members acted in a thorough and responsive manner as soon as the institution became aware of potential procurement issues. Not only did the College move forward with the review, but the institution has also worked tirelessly to strengthen its procedures, to improve policies, and to proactively set new standards ([IV.B.26](#)).

In all of its activities and decisions, the Board is appropriately representative of the public interest and lacking conflict of interest. As stated in Policy 2200: Board Duties and Responsibilities, the Board is committed to representing the public interest ([IV.B.2](#)). For example, the Board regularly hears from community members during oral communication at the regular Board meetings. At the November 2014 meeting, community members expressed their opinions regarding programming for capital improvements to the physical plant at the Chula Vista campus. The Board considered this input and the considerable analysis of staff members, and then it acted impartially to direct staff on the scope of the project.

The Board members are very civic-minded and each trustee is involved in community outreach. At times this may present potential conflict of interest, but at each regular Board meeting, trustees announce recusal for any such items of business as a standing agenda item.

Board members are elected by voters within the College District and all Board members live within the District. By nature of the electoral system in the State of California, the composition of the Board membership reflects the public interest in the institution. Furthermore, as a public institution of higher education, Board members are not owners of the institution.

## SELF EVALUATION

As outlined in the section above, the Board is an independent policy-making body that reflects the public interest in its activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for, protects, and defends the institution from undue influence or pressure.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

## DESCRIPTIVE SUMMARY

All Board of Trustees (Board) established policies consistently align with the College mission statement. Policy 1200: Institutional Mission, Vision, and Values is consulted whenever writing, reviewing, or revising policies.

Several examples of policies that align with the mission statement include Policy 2780: Student Success, Policy 3430: Prohibition of Harassment and Discrimination, and Policy 6210: General Fund Reserve. Policy 2780 states: "The Governing Board of the Southwestern Community College District affirms its commitment to ensure access, success and equity for all students. . . ." ([IV.B.9](#)) which clearly aligns with the mission statement of providing "services to a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services. . . ."

Policy 3430: Prohibition of Harassment and Discrimination states that the College is ". . . committed to providing an academic and workplace environment which demonstrates respect for the dignity of all individuals. . . . This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity" ([IV.B.27](#)).

Policy 6210: General Fund Reserve states: "The District shall maintain a general fund reserve of five percent of unrestricted fund adopted budgeted expenditures to provide for economic uncertainties. Expenditures from this reserve require the approval of the Governing Board. The policy shall be reviewed annually." ([IV.B.19](#)). Prior to 2012, the reserve was established to be seven percent by Policy 6210. However, to ensure the resources necessary to support student learning and support programs were available, the Board took action in 2012 to reduce the reserve, thereby avoiding other reductions such as cuts to personnel. This action was in direct response to reduced state-level funding due to the general economic recession. The Board amended the policy to state that it must be reviewed annually. This allows the trustees to discuss each year what the reserve level should be within the general context of the budget and, again, with a view to providing resources to support the programs of the College.

In another example, the Board is piloting a new function in BoardDocs. BoardDocs is the application used by the College for the development and distribution of the Board agendas, minutes, and supporting materials. BoardDocs is now also used during the Board meetings as a communication management tool. The software facilitates the display of agenda items to the public, as well as the display and record of Board members' votes. In developing the meeting agendas, each agenda item may be linked to a Board goal. In turn, the Board develops annual goals each year at its retreat in June where

the mission and the Strategic Plan serve as the foundation and frame the annual goals. By linking agenda items to annual goals, which are based on the mission and Strategic Plan, the College provides one other means by which to ensure Board actions are consistent and align with the College's mission. This process is still in a pilot phase and will require further evaluation and training for those that submit agenda items, but it is an intentional and innovative method for assuring consistency.

Policy 1200: Institutional Mission, Vision and Values describes the Board expectations for quality, integrity, and improvement of student learning programs and services. The Board is fully aware of Institution Set Standards, student achievement results, and analyses for improvement of student achievement and learning. This awareness is accomplished primarily via monthly special meeting workshops. For example, the Accreditation presentations (including Institution Set Standards) to the Board on Wednesday, March 19, 2014, and Wednesday, May 6, 2015, ([IV.B.28](#)) provided an in-depth training and the opportunity for information sharing for the trustees. Additionally, the Board has conducted a number of student success sessions, including the Student Success Summit presented to the Board on Wednesday, April 30, 2014, ([IV.B.29](#)) and the Student Success Summit conducted by the Board on October 22, 2014 ([IV.B.30](#)).

In addition to special meeting workshops, at each regular meeting of the Board, brief presentations are made by various College programs and services. At the May 13, 2015, regular meeting, the institutional student learning outcomes (ISLOs) and results were presented. The Board may consider adding Institution Set Standards to Policy 1200 in conjunction with Institutional Performance Indicators.

The Board ensures the availability of resources necessary to support its policies via its budget and fiscal oversight authority. Each year during the tentative budget workshop in May, the trustees engage in dialogue with staff to assure that the proposed budget aligns with and supports student success goals ([IV.B.17](#)).

### SELF EVALUATION

As outlined in the section above, the Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services, along with the resources necessary to support them.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

### DESCRIPTIVE SUMMARY

The Board of Trustees (Board) roles and responsibilities are articulated in policies. Policy 2200: Board Duties and Responsibilities establishes the Board's ultimate role and responsibility for educational quality, legal matters, and financial integrity ([IV.B.2](#)). California Education Code establishes and requires such a policy. The Southwestern College Board Policy Committee regularly reviews all Chapter 2: Governing Board policies and procedures to ensure that they are up-to-date and are being adhered to.

The Board is an independent entity, and its actions are final and not subject to the actions of any other entity.

### SELF EVALUATION

As outlined in the section above, the Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### DESCRIPTIVE SUMMARY

The Board of Trustees (Board) regularly publishes Board policies on the College website which are readily available online in the Chapter 2 section of policies specific to the Board. These include Policy 2010: Board Membership, which describes Board size and term lengths ([IV.B.32](#)), and Policy 2200: Board Duties and Responsibilities ([IV.B.2](#)). The full list of policies that outline structure and operating procedures of the Board includes 37 policies and 15 procedures ([IV.B.33](#)).

### SELF EVALUATION

As outlined in the section above, the Board publishes the Board By-Laws and policies which specify the Board's size, duties, responsibilities, structure, and operating procedures.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

## DESCRIPTIVE SUMMARY

The Board of Trustees (Board) acts in a manner that is consistent with its policies and By-Laws. Examples of consistency include: all meetings are properly noticed, minutes are accurate and consistent with policies of quorums and voting, and agendas are established through policy and procedure. Additionally, the role and scope of the Academic Senate is honored by the Board as outlined in Policy and Procedure 2515: Role and Scope of the Academic Senate: 10+1 Agreement. Further, annual Board education and evaluation ensure consistency. Behaviors that are inconsistent with policy are monitored by the trustees, and there have been no public self-sanctions for non-compliance. The Board Policy Committee evaluates Board policies and procedures and revises them for the Board's consideration. Policy Committee agendas and minutes are posted in BoardDocs.

## SELF EVALUATION

As outlined in the section above, the Board acts in a manner consistent with its policies and By-Laws. The Board regularly evaluates its policies and practices and revises them as necessary.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## DESCRIPTIVE SUMMARY

The Board of Trustees (Board) has an annual calendar of events that includes training for Board development and new member orientation ([IV.B.34](#)). New trustee training begins initially by meeting with the Superintendent/President as a

candidate. Each candidate is provided with a Community College League of California (CCLC) Trustee Handbook as well as College-specific documents. Once a candidate is elected or appointed, the new trustee again meets with the Superintendent/President and the Board President for additional one-on-one training. All new trustees attend the CCLC annual Effective Trustee Conference in January. All trustees receive annual training. Brown Act, Conflict of Interest, and Ethics training is required each year as stipulated by Policy and Procedure 2740: Board Education. Additional required training is provided annually via workshops and presentations including Accreditation training and Student Success Scorecard presentations.

The Board engages in many training opportunities beyond those required in policy and procedure. For example, three of the trustees participated in the Governance Institute for Student Success (GISS) in October 2013. Two trustees attended the Campaign for College Opportunity Student Success Forum in 2014. Trustees regularly attend annual CCLC and Association of Community College Trustees (ACCT) conferences.

A formal, written method of providing for continuing membership and staggered terms of office is provided in Education Code Sections 5009, 5016, 5017, and 72023. Policy 2100: Board Elections codifies the same information locally and specifies four-year staggered terms. Additionally, as required by California Education Code, the College maintains Policy and Procedure 2110: Vacancies on the Governing Board which describes the process by which appointments or elections shall take place if a vacancy occurs.

## SELF EVALUATION

As outlined in the section above, the Board has a program for Board development and new member orientation. It also has a mechanism for providing for continuity of Board membership and staggered terms of office.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### DESCRIPTIVE SUMMARY

The Board of Trustees (Board) has self-evaluation processes for assessing Board performance that are clearly defined, implemented, and published in its policies. Procedure 2745: Governing Board Self-Evaluation is published on the Southwestern College website and defines the process for Board self-evaluation ([IV.B.35](#)).

According to Procedure 2745, the Board develops goals both for itself and the College. It states, "In addition to identifying specific issues, discussion of the Governing Board's roles and responsibilities may build communication and understanding of Governing Board members' values and strengths as individuals, and lead to a stronger, more cohesive working group" ([IV.B.35](#)). Procedure 2745 calls for an annual self-evaluation of the Board. This evaluation has been conducted on a consistent basis for the past four years ([IV.B.36](#)). Each year the review of self-evaluation results and the evaluation form is conducted at the Board's annual retreat ([IV.B.37](#)). The results of the self-evaluation are published in the agenda of a regularly scheduled Board meeting no later than two months following the retreat ([IV.B.38](#)).

### SELF EVALUATION

As outlined in the section above, the Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies or By-Laws.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### DESCRIPTIVE SUMMARY

Policy 2715: Code of Ethics clearly defines the Board's code of ethics ([IV.B.39](#)). Procedure 2715 delineates how the Board handles behavior that violates its code ([IV.B.40](#)). Specifically, the procedure states that any alleged violation be reported within 90 days of coming to light. Then, a detailed assessment and review of the complaint takes place. There have

been no violations of the Code of Ethics by any current Board member. In addition, in 2011, the Board implemented a practice of formally requesting recusals at each regular Board meeting. Members regularly recuse themselves from voting on any agenda item where there may be any conflict of interest. The most common recusal is abstaining from a vote to compensate a trustee for a meeting they did not attend. Finally, all Statements of Economic Interest Form 700 have been filed.

### SELF EVALUATION

As outlined in the section above, the Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

### DESCRIPTIVE SUMMARY

All Board of Trustees (Board) members are informed about and have been trained in the Accreditation process. They are participants in Accreditation. Board members have annual training in the Accreditation process and Standards. One source of this training is via Board attendance at the Community College League of California (CCLC) Annual Effective Trustees Conference each January ([IV.B.3](#)).

The Superintendent/President and Accreditation Liaison Officer (ALO) regularly update and inform Board members of Accreditation processes at Southwestern College, including the Self Evaluation Report, Special Reports, and Annual Reports.

Board members participate appropriately in the self evaluation and planning by assisting in the writing of Accreditation reports, as completed last year via an ad hoc trustee workgroup for Standard IVB on October 17, 2014. All trustees review and accept final Accreditation reports before they are sent to the Commission. For example, this Self Evaluation Report was presented to the Board in draft form in February and April of 2015. It was then reviewed and accepted in final form on July 8, 2015.

Each year, there are College wide workshops via the Organizational Leadership Academy (OLA) program explaining the role of the Board in Accreditation. The Board President and Superintendent/President participate as presenters in OLA Standard IV session ([IV.B.41](#)).

Additionally, the Board reviews and approves campus plans. Most notably, they review and approve the Educational Master Plan and the Facilities Master Plan, which was most recently accomplished in 2013. Additionally, the trustees participate in the development of and the approval of the three-year Strategic Plans ([IV.B.42](#)).

The Board is committed to making improvements based on the results of the Self Evaluation and Accreditation processes. For example, the 2009 Self Study and subsequent 2010 response from ACCJC provided two recommendations specific to the Board. In one, the team recommended that the Board adhere to its role as a policy-making body and not interfere with the authority and responsibility of the Superintendent/President for College operations. The team further recommended that the Board act as a whole once it reaches a decision and as an advocate for the College. In the second Board-specific recommendation, the team recommended that the Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations, and document adherence to the protocol.

Related to the second recommendation, the Board established Procedure 2710: Conflict of Interest to accompany an existing Policy in 2010, and Policy and Procedure 2712: Conflict of Interest Code in 2010, along with Policy and Procedure 2715: Code of Ethics in 2008 with a revision in 2010. All trustees have adhered to these policies and procedures since the time of their approval.

The Board is committed to supporting and improving student learning outcomes (SLOs) as reflected in the Standards for institutional improvement. Supportive Board actions include the approval of an additional research analyst position to assist with the assessment of SLOs in 2014 ([IV.B.43](#)). The Board has reviewed Institution Set Standards for use in decision-making ([IV.B.29](#)) and has very actively and publicly made student success an overarching goal and decision-making standard. This is seen formally in the Board's development and approval of Policy and Procedure 2780: Student Success. Additionally, the Board directed staff to develop a statement of commitment to student success to be approved by all constituencies, including formal Board approval. This has been done with Board approval at the May 13, 2015, regular meeting ([IV.B.44](#)).

All Accreditation reports sent to the Commission are reviewed by the Board, and the Board reviews and accepts all Self-Evaluation, Midterm, Special Reports and Follow-Up reports ([IV.B.45](#)). Finally, Accreditation Standards were used when developing the Governing Board Self-Evaluation Form ([IV.B.37](#)).

## SELF EVALUATION

As outlined in the section above, the Board is informed about and involved in the Accreditation process.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

## DESCRIPTIVE SUMMARY

The Southwestern College Board of Trustees (Board) selects and evaluates the Superintendent/President. Policy 2431: Selection of the Superintendent/President ([IV.B.22](#)) provides the formal authority. The process is developed by the trustees and was most recently completed in 2011. After a national search, the selection committee (consisting of representatives from all constituency groups) reviewed and interviewed several candidates. The three finalists conducted public forums which were attended by Board members as well as community members. Site visits were conducted for each finalist as well as Board interviews. This process concluded with the successful selection of the current Superintendent/President. The processes are all documented ([IV.B.24](#)).

Policy 2430: Delegation of Authority to the Superintendent/President delegates to the Superintendent/President the execution of all decisions of the Board requiring administrative action. The Superintendent/President is granted full authority and responsibility for the proper conduct of the business and education programs of the College ([IV.B.46](#)). This delegation is clearly stated in College documents, and the topic has been raised and discussed in Shared Consultation Council (SCC) meetings and Board workshops ([IV.B.47](#)). The delegation of duty is also discussed annually by the Board in their self evaluation and by the Superintendent/President in her self evaluation ([IV.B.48](#)).

Policy 2435: Evaluation of the Superintendent/President ([IV.B.23](#)) provides the formal framework for the CEO evaluation and states that the “Governing Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.” Each year the Board President, in consultation with the Superintendent/President, reviews and develops the evaluation process. Most recently, an outside expert in CEO evaluations has been hired to provide a best practice framework for the evaluation process.

Policy 2430 states: “The Superintendent/President shall generate any reports requested by the Governing Board as a whole or by any Board Committee.” Reports are also generated at the request of individual Board members during an open meeting or in writing to the Superintendent/President and the full Board ([IV.B.46](#)). Board expectations for sufficient information on institutional performance are listed in Policy 2430 as well, including expectation regarding educational quality, legal matters, and financial integrity.

Each year since 2011, at the annual Board Retreat, trustees reaffirm their commitment to supporting Accreditation by signing a Board resolution on governance ([IV.B.1](#)). The resolution contains statements regarding the delegation of responsibility and authority to the Superintendent/President and the evaluation of the Superintendent/President.

### SELF EVALUATION

As outlined in the section above, the Board has the responsibility for selecting and evaluating the Superintendent/President. The Board delegates full responsibility and authority to the Superintendent/President to implement and administer Board policies without Board interference and holds her accountable for the operation of the College.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### DESCRIPTIVE SUMMARY

The Superintendent/President is responsible for the quality of the institution she leads. Since 2011, the Board has reaffirmed, annually, a resolution which supports the Superintendent/President’s role as having primary responsibility of leading the College’s operations, including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness ([IV.B.1](#)). Details regarding the Superintendent/President’s role in overseeing the administrative structure, guiding institutional improvement of teaching and learning, implementing Board policies, effectively controlling budgets, and communicating with the communities served are described in the Standards below.

### SELF EVALUATION

The Board ensures that the Superintendent/President maintains primary responsibility for the quality of the institution and its effective operations.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### DESCRIPTIVE SUMMARY

The Superintendent/President has the primary responsibility for the quality of the College and its effective leadership. As established by Board Policy 2430: Delegation of Authority to the Superintendent/President, the responsibility for the proper conduct of the business and education programs of the College is delegated to the Superintendent/President. This delegation includes creating lines of authority assigning general duties. The Superintendent/President’s primary delegation is to Cabinet members who consist of the chief operational officers for academic affairs, student affairs, business and financial affairs, information services, and employee services. The Superintendent/President also oversees the Public Information and Government Relations Officer, the Dean of the Office of Institutional Effectiveness, and the Accreditation Liaison Officer. The delegation to these direct reports, along with the regular and frequent work with the executive team, ensures effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Superintendent/President has established processes for filling (including determining the need to fill) staff and faculty vacancies ([IV.B.49](#)) ([IV.B.50](#)) ([IV.B.51](#)). All administrator and staff hiring requests are reviewed by the Superintendent/President and Cabinet members prior to submitting them to the Board of Trustees (Board) for approval. Faculty hires are initiated via program review and recommended to the Superintendent/President by the Faculty Hiring Prioritization (FHP) Committee.

Delegation of duties is provided within the division level organizational structure of the College. The academic division is headed by the Vice President of Academic Affairs who oversees all academic school deans, Higher Education Center deans, as well as Instructional Support Services. The Student Services Division is headed by the Vice President of Student Affairs who oversees all student support services to include Counseling and other support and development services. The Business and Finance Division is headed by the Vice President of Business and Financial Affairs who oversees finance, procurement, payroll, and facilities. The Employee Services Division is headed by Vice President of Employee Services who oversees human resources, benefits, risk management, and campus police. The Information Technology Division is headed by the Chief Information and Systems Officer who oversees all aspects of institutional and academic technology services and audio/visual support. The final division is headed by the Superintendent/President who oversees the areas of Accreditation, institutional effectiveness, public information and governmental relations, and institutional advancement, as well as serving as the secretary to the Board.

### SELF EVALUATION

As outlined in the section above, the Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purposes, size, and complexity. The Superintendent/President delegates authority to administrators and others consistent with their responsibilities as appropriate.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- 1. establishing a collegial process that sets values, goals, and priorities;**
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.**

### DESCRIPTIVE SUMMARY

The Shared Consultation Council (SCC) has been the centerpiece to the collegial process, providing participation in governance since its creation in 2010. This body consists of representatives from the student body, faculty, staff, and administration. It meets the requirements in statute for input into College decision-making and Board Policy. Vice presidents and other administrators serve as ex-officio members. The SCC is co-chaired by the Academic Senate President and the Superintendent/President. All meetings are open to the College community. The detailed description of the shared planning and decision-making process are discussed in Standards I.B. and III.D. and are detailed in the Shared Decision Making and Planning Handbook.

Evaluation and planning rely on research and analysis of external and internal conditions, and these processes are of high quality. One of the best examples of this is the recent Educational Master Plan and Facilities Master Plan. Both were grounded in high quality research and thorough analysis. These plans have served as foundational documents for ongoing capital improvements and for educational initiatives, such as the expansion of the Higher Education Center in National City. Additionally, the College has significantly increased the size and expertise of its institutional research unit since the 2009 Self Study. Since 2010, the College has added five positions directly related to institutional research (the Director of Institutional Research, Planning, and Grants, a Senior Research Analyst, two Research Analysts, and an additional analyst currently in recruitment). This has ensured that research and analysis resources are adequately available.

To assure that planning and resource allocation are integrated, the Strategic Planning Committee and the Budget Committee conduct joint meetings each month. These two committees are both standing committees of the SCC. They operate independently but also ensure with the joint meetings that budget processes, including distribution processes, sup-

port the Strategic Plan of the College. The two committees have found that the joint meetings have been an effective means of integration. As a result, the meetings have mutually strengthened the functioning of both groups.

The evaluation of planning and implementation is conducted at several levels. Annually, each program, operational unit, and division conducts a program review. In this review, each reports on their self-assessment of established outcomes. Further, to ensure alignment with the College mission, outcomes are aligned with strategic priorities and objectives. Every August, SCC conducts an assessment of goal achievement over the past year and sets new goals for the upcoming year. The Superintendent/President and the Academic Senate President (SCC co-chairs) oversee this assessment process and assure that the SCC regularly reflects on its goals, assesses achievement, and discusses implementation improvements. Additionally, the Superintendent/President sets overarching goals each year and assesses these annually. These goals are aligned with the strategic goals of the College as well as the Board's annual goals. This ensures that overarching, executive-level goals are all mutually supportive.

### SELF EVALUATION

As outlined in the section above, the Superintendent/President guides institutional improvement of the teaching and learning environment

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

### DESCRIPTIVE SUMMARY

The Superintendent/President maintains a set of Administrative Procedures designed to implement Board of Trustees (Board) Policies and external requirements in the context of the College's mission and policies. Most often each procedure links to a corresponding policy in order to provide consistency. Statutes, regulations, and Accreditation Standards are referenced in each policy.

To ensure effective implementation, the Superintendent/President utilizes three primary methods. The first method is the dissemination of information via Cabinet members to

their respective divisions. For example, all Cabinet members are responsible to ensure that Accreditation Standards specific to their division are being met and that they report this via the Self Evaluation Report. A second method for implementation is via the College Management Team meetings. These monthly meetings of all managers are chaired by the Superintendent/President and provide a forum for training and discussion. In as much, compliance issues are regularly discussed, as well as implementation, timelines, resources, and other related compliance items. Finally, a third method used by the Superintendent/President is the shared consultation structure. The Shared Consultation Council (SCC) and its standing committees are often used to ensure that policies are being implemented and adhered to. For example, the new non-smoking policy was initiated in the Institutional Facilities Committee (IFC), where implementation was part of the discussion and debate.

### SELF EVALUATION

As outlined in the section above, the Superintendent/President assures the implementation of statutes, regulations, and Board policies and ensures that institutional practices are consistent with institutional mission and policies.

The College meets the Standard.

### ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.2.d. The president effectively controls budget and expenditures.**

### DESCRIPTIVE SUMMARY

The Superintendent/President maintains the Business and Financial Affairs Division, headed by the Vice President of Business and Financial Affairs, who serves as Chief Business Officer. This area is responsible for controlling budget and expenditures. Administrative Procedure 6100: Delegation of Authority states:

The Governing Board delegates to the Superintendent/President the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit, and accounting of funds; the acquisition of supplies, equipment, and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations and with the California Community Colleges Budget and Accounting Manual.

No contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the Governing Board.

The Superintendent/President in consultation with the Vice President for Business and Financial Affairs shall make appropriate periodic reports to the Governing Board and shall keep the Governing Board fully advised regarding the financial status of the District.

Pursuant to Administrative Procedure 6100, Business and Financial Affairs maintains and implements financial controls over budget, accounts payable, accounts receivable, and payroll.

These controls are audited annually, the results of which are reported to the Board and submitted to the California Community College Chancellor's Office by December 31, as well as to the ACCJC as required.

Budget and expenditure decisions are also linked through the program review process via the SCC prioritization process, as well as annual budget review and development at the Cabinet level. The College community provides input through the SCC's Budget Committee.

## SELF EVALUATION

As outlined in the section above, the Superintendent/President effectively controls budget and expenditures.

The College meets the Standard.

## ACTIONABLE IMPROVEMENT PLANS

None.

**IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

## DESCRIPTIVE SUMMARY

The Superintendent/President works and communicates very effectively with both the internal College community and the external communities served by the institution.

With respect to the internal community, prior to the start of each semester, on Opening Day, the Superintendent/President presents the "State of the District" speech. The speech is open to the public and provides a general update on recent activities, strategic goals, and the opportunities and challenges posed in the near future. The Superintendent/President also makes regular presentations to local commu-

nity groups. Topics have included regular updates on the College's performance and statuses on the College's Proposition R Bond program. Community groups range from chambers of commerce to fraternal organizations and subject-specific bodies such as the Altrusa Club and the Bonita Optimists. Additionally, each regular meeting of the Board is open to the public and agendas contain a Superintendent/President's report as well as academic, student services, fiscal, and bond presentations made under her delegation.

The Superintendent/President also meets regularly with many groups and committees within the College. She co-chairs semi-monthly meetings of the Shared Consultation Council (SCC) which is comprised of faculty, staff, students, and administrators. She also attends monthly Budget Committee meetings, a subcommittee of the SCC. In addition, the Superintendent/President holds regular meetings with the vice presidents and with the College Leadership Group, which includes Cabinet members, Senate, ASO, and union leaders.

Additionally, the Superintendent/President:

- Meets at least once a month with each constituency leader. One week prior to the regular Board meetings and prior to the official posting of the agenda, the Superintendent/President meets with all constituency leaders to review the agenda and address any questions.
- Chairs the monthly College Management Team (CMT) meetings. This provides a regular venue for communication and training.
- Attends school and center meetings each semester. At these meetings, she has been open to address any concern, question, or issue raised by faculty and staff. She periodically attends academic deans' meetings, Academic Senate meetings, and union leader meetings.
- Held a series of budget forums during the worst of the budget crisis (2012–13) when all employees were asked and approved a five percent pay decrease. All members of the College community were welcome to attend these forums. At the forums, she provided budget updates as well as allowed time for questions.
- Meets with student leaders on a monthly basis as part of the Student College Relations Committee to discuss concerns, opportunities, and new student initiatives.

With respect to the external community, the Superintendent/President is particularly active and effective in communications. She regularly attends community meetings and events which include state of the city addresses, economic development council meetings, non-profit service organization meetings, and other community forums as appropriate. The Superintendent/President served for several years as a member of the Board of Directors for the local YMCA and continues to serve as a board member for the South County Economic

Development Council. Additionally, the Superintendent/President communicates effectively with partners in the cross-border region, serving as a founding member of the Cali-Baja Education Consortium, designed to explore cross-border educational partnerships. This initiative resulted in the development of memoranda between two Tijuana-based universities and Southwestern College ([IV.B.52](#)).

The Superintendent/President has been the featured keynote speaker at numerous public meetings over the past year. In her presentations, she informs the community of the outcomes of the College as well as the capital improvement plans currently underway. She has addressed the Chula Vista City Council on several occasions. She is a member of a local assembly member's selection committee on higher education, and she is an active member of the San Diego and Imperial County Community College Association (SDICCCA), having served as its president in 2013–14. Her efforts are seen

as successful, as evidenced by numerous awards including the Chula Vista Chamber of Commerce Rindone Excellence in Education Award, Assembly Member Lorena Gonzales Woman of the Year 2014, the PRSA Diogenes Award 2013, and the SBA Director's Award 2015.

### **SELF EVALUATION**

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As outlined in the section above, the Superintendent/President works with and communicates very effectively with both the internal College community and the external communities served by the institution.

The College meets the Standard.

### **ACTIONABLE IMPROVEMENT PLANS**

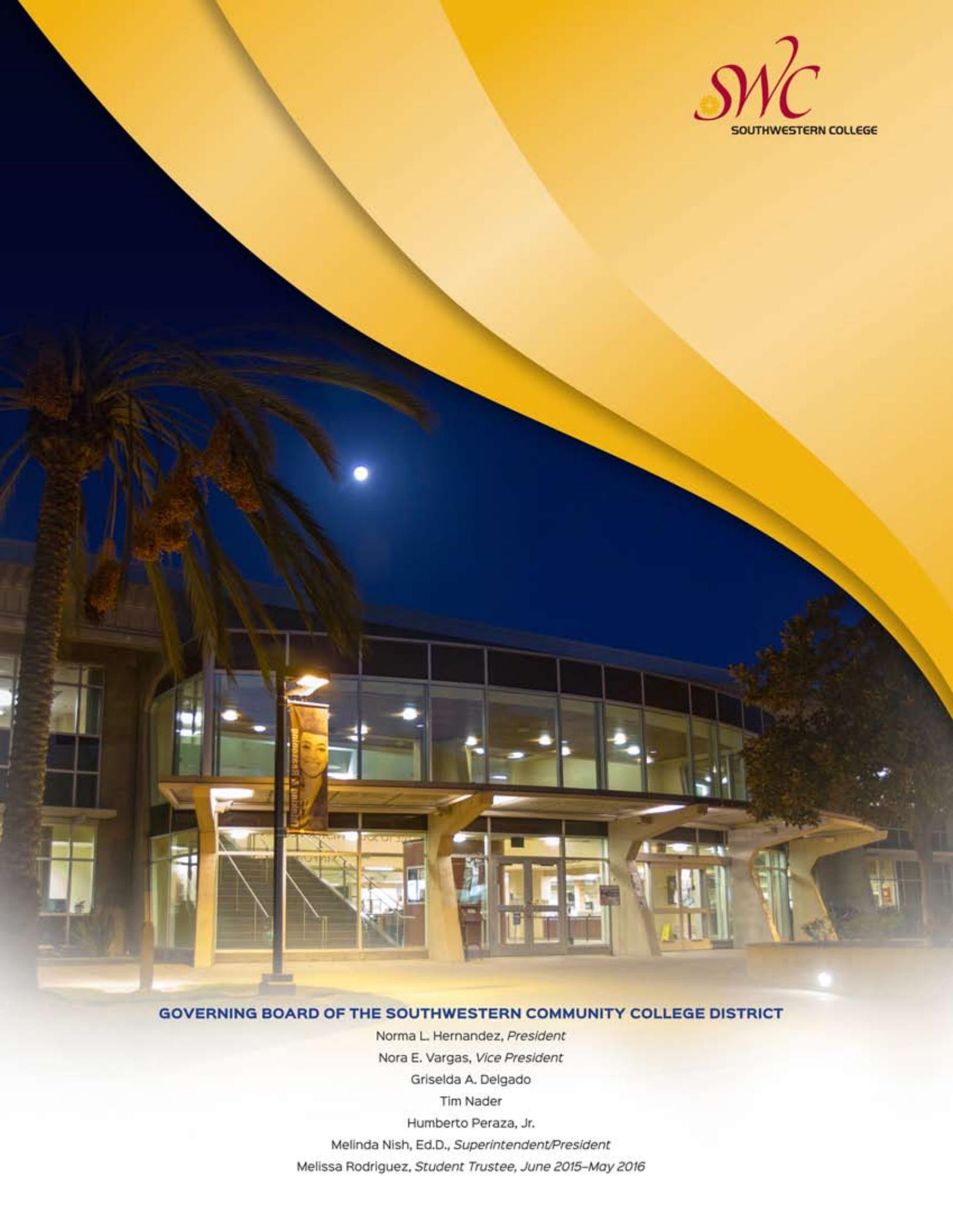
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None.

## EVIDENCE FOR STANDARD IV.B. - BOARD AND ADMINISTRATIVE ORGANIZATION

Standard IV.B. Citation	Original Citation	Document File Name	Document Title
<a href="#">IV.B.1</a>		<a href="#">IVB1_Accreditation_Resolution.pdf</a>	Southwestern Community College District Governing Board, Accreditation Resolution on Governance
<a href="#">IV.B.2</a>		<a href="#">IVB2_Policy2200.pdf</a>	Policy 2200: Board Duties and Responsibilities
<a href="#">IV.B.3</a>		<a href="#">IVB3_CCLC_Wrkshp_Schedule.pdf</a>	CCLC Workshop Schedules
<a href="#">IV.B.4</a>	IV.A.4	<a href="#">IVB4_GB_TentWkshpSch_2014-2015.pdf</a>	Board of Trustees (Board) Tentative Workshop Schedule, 2014–15
<a href="#">IV.B.5</a>		<a href="#">IVB5_GB_Retreat_2011.pdf</a>	Board Retreat, 2011–14
<a href="#">IV.B.6</a>		<a href="#">IVB6_GB_Retreat_2015.pdf</a>	Board Retreat, 2015
<a href="#">IV.B.7</a>		<a href="#">IVB7_SB850_SupportLetter.pdf</a>	SB 850 Support Letter
<a href="#">IV.B.8</a>	II.A.57	<a href="#">IVB8_Policy_Proc_2515.pdf</a>	Policy and Procedure 2515: Role and Scope of the Academic Senate: 10+1 Agreement
<a href="#">IV.B.9</a>		<a href="#">IVB9_Policy_Procedure_2780.pdf</a>	Policy and Procedure 2780: Student Success
<a href="#">IV.B.10</a>	I.A.1	<a href="#">IVB10_Policy1200_Mission.pdf</a>	Policy 1200: Institutional Mission, Vision, and Values
<a href="#">IV.B.11</a>	I.B.13	<a href="#">IVB11_Strat_Plan_2012-2015.pdf</a>	SWC 2012–15 Strategic Plan
<a href="#">IV.B.12</a>	I.A.6	<a href="#">IVB12_Ed_Mast_Plan.pdf</a>	Educational Master Plan
<a href="#">IV.B.13</a>	I.A.7	<a href="#">IVB13_Fac_Mast_Plan.pdf</a>	Facilities Master Plan
<a href="#">IV.B.14</a>		<a href="#">IVB14_StudSuccSumm_10-22-14.pdf</a>	Student Success Summit, Governing Board Special Meeting Minutes, October 22, 2014
<a href="#">IV.B.15</a>		<a href="#">IVB15_Stud_Access_Eq_Succ_Comp.pdf</a>	Student Access Equity Success Completion Commitment Statement
<a href="#">IV.B.16</a>	I.A.10	<a href="#">IVB16_Super-Pres_Goals.pdf</a>	Superintendent/President Goals
<a href="#">IV.B.17</a>		<a href="#">IVB17_Policy6100.pdf</a>	Policy 6100: Delegation of Authority
<a href="#">IV.B.18</a>	I.B.31	<a href="#">IVB18_Policy6200.pdf</a>	Policy 6200: Budget Preparation
<a href="#">IV.B.19</a>	III.D.9	<a href="#">IVB19_Policy6210.pdf</a>	Policy 6210: General Fund Reserve
<a href="#">IV.B.20</a>	I.B.33	<a href="#">IVB20_Policy6250_Budgt_Mgmt.pdf</a>	Policy 6250: Budget Management
<a href="#">IV.B.21</a>	III.D.20	<a href="#">IVB21_Policy6300.pdf</a>	Policy 6300: Fiscal Management
<a href="#">IV.B.22</a>		<a href="#">IVB22_Policy2431.pdf</a>	Policy 2431: Superintendent/President Selection
<a href="#">IV.B.23</a>	III.A.22	<a href="#">IVB23_Policy2435.pdf</a>	Policy 2435: Evaluation of the Superintendent/ President
<a href="#">IV.B.24</a>		<a href="#">IVB24_SuperIntendScreeningProc.pdf</a>	Superintendent Screening and Selection Process
<a href="#">IV.B.25</a>		<a href="#">IVB25_SuperIntendPresContract.pdf</a>	Superintendent/President Contract
<a href="#">IV.B.26</a>	III.D.25	<a href="#">IVB26_SpecialRpt2013.pdf</a>	2013 Special Report to ACCJC
<a href="#">IV.B.27</a>	III.A.38	<a href="#">IVB27_Policy3430.pdf</a>	Policy 3430: Prohibition of Harassment and Discrimination
<a href="#">IV.B.28</a>		<a href="#">IVB28_GB_SpMtg_5-6-15.pdf</a>	Board Workshop, Accreditation Progress, May 6, 2015
<a href="#">IV.B.29</a>		<a href="#">IVB29_StudSuccSummit_4-30-14.pdf</a>	Student Success Summit, April 30, 2014
<a href="#">IV.B.30</a>		<a href="#">IVB30_StudSuccSummit_Handout.pdf</a>	Handouts for Student Success Summit, Governing Board Special Meeting, October 22, 2014
<a href="#">IV.B.31</a>		<a href="#">IVB31_TentBdgtWorkshop.pdf</a>	Tentative Budget Workshops, 2014–15
<a href="#">IV.B.32</a>		<a href="#">IVB32_Policy2010.pdf</a>	Policy 2010: Board Membership
<a href="#">IV.B.33</a>		<a href="#">IVB33_Chp2_GB_Policies.pdf</a>	Chapter 2: Governing Board Policies

Standard IV.B. Citation	Original Citation	Document File Name	Document Title
<a href="#">IV.B.34</a>		<a href="#">IVB34_CCCL_SchOfConference.pdf</a>	CCCL Schedule of Conference
<a href="#">IV.B.35</a>	III.A.20	<a href="#">IVB35_Policy2745.pdf</a>	Policy 2745: Governing Board Self-Evaluation
<a href="#">IV.B.36</a>		<a href="#">IVB36_GB_Mtg_Self-Eval-2011-2014.pdf</a>	Self Evaluation, Board Meeting Minutes, 2011–14
<a href="#">IV.B.37</a>		<a href="#">IVB37_Board_SelfEval_ShortForm.pdf</a>	Board Self Evaluation Short Form
<a href="#">IV.B.38</a>		<a href="#">IVB38_GB_SelfEvalResults_2014.pdf</a>	Board Self-Evaluation Results, Board Agenda, August 13, 2014
<a href="#">IV.B.39</a>	III.A.40	<a href="#">IVB39_Policy2715.pdf</a>	Policy 2715: Code of Ethics
<a href="#">IV.B.40</a>		<a href="#">IVB40_Procedure2715.pdf</a>	Procedure 2715: Code of Ethics
<a href="#">IV.B.41</a>	IV.A.44	<a href="#">IVB41_OLAIinSpring2014.pdf</a>	OLA, Spring 2014
<a href="#">IV.B.42</a>	IV.A.60	<a href="#">IVB42_StratPlanKickOff_1-28-15.pdf</a>	Strategic Plan Kick Off, Board Meeting Minutes, January 28, 2015
<a href="#">IV.B.43</a>		<a href="#">IVB43_GB_Mtg_11-12-14.pdf</a>	Establishment of Classified Positions for Student Success and Support Program, Board Meeting Minutes, November 12, 2014
<a href="#">IV.B.44</a>		<a href="#">IVB44_Policy7100_GB_Mtg_5-13-15.pdf</a>	Policy 7100: Commitment to Diversity Approval, Board Meeting Minutes, May 13, 2015
<a href="#">IV.B.45</a>		<a href="#">IVB45_CertOfMidtermRpt_2012.pdf</a>	Certification of 2012 Accreditation Midterm Report
<a href="#">IV.B.46</a>		<a href="#">IVB46_Policy2430.pdf</a>	Policy 2430: Delegation of Authority to the Superintendent/President
<a href="#">IV.B.47</a>		<a href="#">IVB47_GB_Wkshp_5-6-15.pdf</a>	Excerpts from Workshop on Accreditation and the Role of the Governing Board, Special Governing Board Workshop, May 6, 2015
<a href="#">IV.B.48</a>		<a href="#">IVB48_GB_SelfEvalResults_6-21-14.pdf</a>	Results of Board Self-Evaluation Results, June 21, 2014
<a href="#">IV.B.49</a>	I.B.35	<a href="#">IVB49_Prior_Process_Descrptn.pdf</a>	Prioritization Process Description in Program Review Handbook
<a href="#">IV.B.50</a>		<a href="#">IVB50_HR-VacancyRplcmnt_Memo.pdf</a>	Human Resources Vacancy Replacement Memo
<a href="#">IV.B.51</a>	I.B.37	<a href="#">IVB51_FHP_Procedure_2014.pdf</a>	Faculty Hiring Process Procedure, 2014–15
<a href="#">IV.B.52</a>	II.B.58	<a href="#">IVB52_MOUs_UTT_CETY.pdf</a>	Memorandum of Understanding with Universidad Tecnologica de Tijuana



**GOVERNING BOARD OF THE SOUTHWESTERN COMMUNITY COLLEGE DISTRICT**

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Griselda A. Delgado

Tim Nader

Humberto Peraza, Jr.

Melinda Nish, Ed.D., *Superintendent/President*

Melissa Rodriguez, *Student Trustee, June 2015–May 2016*