

## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

**II. 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.**

**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.**

### 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: communication skills; thinking and reasoning; information competency; global awareness and ethics; and aesthetic sensitivity and historical literacy. The program and curriculum development and the program and curriculum 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 statewide and national models preparing the workforce of the future.

**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

SWC offers high quality programs and services that align with the College's stated mission ([link to mission statement](#)) and uphold its integrity, regardless of location or means of delivery,.

The quality of all programs and services, including those offered at the Higher Education Centers as well as online, are assessed through the program review process (<http://www.swccd.edu/index.aspx?page=1500>). The program review process requires careful analysis of data and evidence generated at the discipline, unit, and institutional levels. The data and evidence used in program review is obtained from the following sources:

- Student Learning Outcome Assessment results ([link: one discipline and one student services review using SLO results](#))
- Management Information Systems (MIS) data ([link: one discipline and one student services review using MIS data](#))
- SWC Data Warehouse and Dashboard ([include link](#))
- SWC Research Office ([include link to FHP data](#))
- Southwestern College Career Technical Education (CTE) Governing Board Report ([link to form, also to one completed form](#))

Additionally, all courses in degree and certificate programs are regularly reviewed by the Curriculum Committee and Articulation Officer for rigor, quality and. Further, Career Technical Education programs are evaluated every two years by faculty and the Governing Board.

### **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 processes the College assures that all instructional programs are meeting the mission and are of high quality.

The institution meets this 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. It offers programs consistent with students' educational preparation and the

diversity, demographics, and economy of the communities within its district. This research begins with a careful analysis of students' educational preparation and the diversity, demographics, and economy of the District's communities. It continues by identifying student learning needs and the assessment of 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 Counsel (SCC) is an important dissemination resource for the educational/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. Information collected from the evaluation of educational preparation is used to assist students with the selection course work 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 English as a Second Language courses. To assist students with this assessment process, the Assessment Center makes testing information available online and provides students with practice tests (<http://www.swccd.edu/index.aspx?page=288>).

The District 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 2012-2015 Strategic Plan was developed with input from all constituencies throughout the District (<http://www.swccd.edu/index.aspx?page=1497>). Members of the community, neighbors, business and industry along with faculty, students and staff participated in the District-wide collaborative planning process conducted in 2011. Utilizing that Plan, an extensive review of the College was completed with the Educational Master Plan and the Facilities Master Plan that was released in 2013 (<http://www.swccd.edu/index.aspx?page=1879>). In addition, the SWC Technology Plan 2011-2015 was developed as a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness at Southwestern College. The purpose of the plan is to further the mission, vision, and strategic direction of the college. It is reviewed on annual basis as it is integrated with Institutional Planning and Program Review (<http://www.swccd.edu/index.aspx?page=1667>).

In developing its Educational Master Plan, the District conducted an External Environmental Scan to identify the diversity, demographics, and economy of the communities within its district (<http://www.swccd.edu/modules/showdocument.aspx?documentid=6737>). The External Environmental Scan offers 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 (<http://www.swccd.edu/modules/showdocument.aspx?documentid=6736>) of its student population. This scan provides the following information regarding the student population:

- Student Characteristics/Profile (Headcount, Gender, Ethnicity, Age, and Prior Educational Experience)
- Course Taking Patterns (Top 5 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 (<http://www.swccd.edu/modules/showdocument.aspx?documentid=9244>), the Facilities Master Plan (<http://www.swccd.edu/modules/showdocument.aspx?documentid=4868>), and other integrated planning documents.

All curriculum provided by the College includes measurable learning objectives on officially approved course outlines of record (CORs) and student learning outcomes (SLOs). Course-level SLOs (CSLOs) are stated on all course syllabi. Program-level SLOs (PSLOs) and CSLOs are available for public viewing in CurricUNET (<http://www.curricunet.com/southwestern/>). All CSLO and PSLO results used to assess student learning are stored in eLumen (<https://swccd.elumenapp.com/elumen/>). PSLO reports are posted on the Student Learning and Success webpage (<http://www.swccd.edu/index.aspx?page=2790>) on the SWC website. Assessment of student attainment of course learning objectives and proficiency in SLOs are 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 (<http://www.swccd.edu/index.aspx?page=268>).

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

- SWC Data Dashboard ([link to Data Dashboard](#))
- Campus Climate Reports (<http://www.swccd.edu/index.aspx?page=3217>)
- Student Satisfaction Survey Reports (<http://www.swccd.edu/index.aspx?page=3220>)
- Distance Education Report (<http://www.swccd.edu/index.aspx?page=3240>)

These and additional reports are posted for public viewing through the Office of Institutional Effectiveness webpage under Reports and Surveys (<http://www.swccd.edu/index.aspx?page=3215>).

External data is collected for analysis from the following sources:

- Program Advisory Committees
- California Community College Chancellor's Office (CCCCO) Student Success Scorecard (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=091>)
- CCCCCO DataMart (<http://datamart.cccco.edu/DataMart.aspx>)

The research, analysis, and plans listed above are used to evaluate or create programs that best meet the varied educational needs of SWC students. These plans are also consulted during program review and decision-making processes across the institution, as necessary.

It is responsibility of the College's Office of Institutional Effectiveness (OIE) to guide institutional planning and outcomes assessment for the purpose of documenting how the college achieves its mission and strategic priorities, and how it practices systematic continuous quality improvement of its programs and services. OIE includes researchers, analysts and an institutional program review and outcomes coordinator who assist other units to develop procedures, assessment methodology, data collection and measurement criteria in line with the Plan-Implement-Evaluate (PIE) model for ongoing outcome improvement within the programs. (<http://www.swccd.edu/index.aspx?page=362>)

Five types of Program Review are compiled annually at SWC: Institutional Program Review, Academic Affairs Program Review, Academic Program Review, Student Affairs Program Review, and Business and Financial Affairs/Human Resources/Superintendent-President Program Review. 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 SWC can be found in Standard I. (insert Standard subsection and page number)

SWC 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 primarily of instructional faculty but also included administrators and counselors. The BSI is a mechanism to assist the student in meeting the basic academic requirements of core subjects such as English, Math, and Reading, but also addresses the ESL students' needs. Initially grant-funded, the District has institutionalized this initiative by funding the faculty that work directly for this effort. BSI funding continues to be responsive to the needs of our students and it most recently funded the Math Emporium Model (flier)
- Approximately 5,500 students receive tutorial support each semester in over 1,200 courses across disciplines. Data is collected by the Academic Success Center on the outcomes of these students showing, for example, that students who utilize the services of a 'Power Study' achieve higher grades, and demonstrate greater persistence than students who do not. (<http://www.swccd.edu/index.aspx?page=1283>)
- The Honors Program for students was initiated in 2008 and was developed to motivate and mentor those students that 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 to interested students in various disciplines.

<http://www.swccd.edu/index.aspx?page=1516>)

- Faculty and students within the Nursing and Health Occupations Programs identified an increased need for remediation based on SWC's decreasing national outcomes, and it was through this Academic Program Review process (fall 2012) that an additional faculty was identified as a need and subsequently a fulltime faculty was hired to support the students in the program. (Nursing Program Review Fall 2012, GB agenda with Nursing faculty hire)
- Many SWC students are parents who need child care while they are attending classes. The Child Development Center provides day care for approximately 120 children ages 2 to 5. Half-day and full-day programs are available and SWC students receive a discounted rate. (<http://www.swccd.edu/index.aspx?page=1375>).

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

- The Higher Education Center at San Ysidro 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 Higher Education Center at National City 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 Crown Cove Aquatic Center, located adjacent to the San Diego Bay and Pacific Ocean in Coronado is a designated American Heart Association Training Center, CCAC offers the following courses year-round: Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED), Basic and Advanced First Aid, Healthcare Provider, Heartsaver First Aid and CPR, Heartsaver Pediatric Safety and CPR, 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 District's Continuing Education Program at CCAC.

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 District is working on providing training and fine-tuning its evaluation methods to assure that 'regular and substantive interaction' occur in DE classes between faculty with their enrolled students. SWC offers equivalent services in most areas for DE and face-to-face students, for example orientation is conducted both online and face-to-. In addition, the Research office conducts a comparative

study of retention and success rates of students in DE classes compared to students in face-to-face classes ([Link to Study](#)).

### **Self Evaluation**

SWC 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 learning needs and to assess progress toward achieving stated learning outcomes. As mentioned above, work is in progress to provide training and fine-tuning its evaluation methods that assure that ‘regular and substantive interaction’ occur 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 this Standard but plans to improve in this area.

### **Actionable Improvement Plans**

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’ occur in DE classes. The College has developed a plan which is intended to make improvements in these areas. Please refer to the DE Improvement Plan ([link to DE Plan](#)).

### **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 ([e.g. Math Emporium Model flier](#)). Distance education 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 advertised in the Continuing Education Schedule that is mailed three times per year to residents and businesses within the District. The schedule is posted on the College's website (<http://www.swccd.edu/index.aspx?page=244>). Continuing Education courses are offered through distance education and face-to-face, and at varying term lengths.

Resident programs at the Higher Education Centers 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 vocational/occupational programs. For example, our Nursing, Dental Hygiene, Emergency Medical Technician (EMT)/Paramedic and Fire Science programs rely heavily on partnerships with numerous agencies to give students clinical and/or field internships. Our Nursing and EMT/Paramedic programs also invested in and share state-of-the-art high fidelity manikins used for treatment simulations. Our 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. (provide syllabi or contracts with partner agencies).

Southwestern College has robust learning community offerings. Learning communities are 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 enrich the educational environment, allowing students and faculty to integrate curriculum to develop support systems, and to ensure successful completion of college courses (<http://www.swccd.edu/index.aspx?page=334>). Informal learning communities, such as those between the Nursing program, EMT/Paramedic and Police Academy programs 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.

Delivery methods are evaluated through assessment of SLOs and Program Review. Examples of activities resulting from such assessments include:

- The 2011-2015 SWC Technology Plan and the District's Technology Infrastructure Modernization Plan demonstrate the College's commitment to supporting student learning by investing approximately \$5 million dollars.
- The Online Learning Center offers the opportunity for instructors to become more familiar with, or to hone skills in Distance Education (DE). In academic year 2012-2013, 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 addition to these ongoing workshops, 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. In Spring 2015 the Staff Development department sponsored a specialized series of workshops on DE ([Link to Spring 2015 Staff Development Workshops for DE](#)). [The Online Learning Center](#) also provides customized training to any department



that requests assistance.

- The college also continues to make audiovisual, computerized, and other technology based teaching/learning aids available for faculty. The Staff Development department provides opportunities for faculty to receive training in the use of computer-based delivery systems. (<http://www2.swccd.edu/~staffdev/Faculty/CETC.html> and <http://www2.swccd.edu/~staffdev/Calendar/Calendar.asp> )

The Distance Education committee has recently published a second draft of a Comprehensive Implementation Plan for DE at Southwestern College ([insert link to plan](#)). The mission statement for this plan is that “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 participating in an educational experience by students who have a high level of comfort in the use of technology and 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 also comply with the same issues as traditional classes and maintain the same rigorous academic standards.

The District utilizes delivery systems and modes of instruction that are compatible 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 student learning outcomes.

SWC 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 ([link to DE Comparison report](#)). 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**

SWC 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.

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**

SWC 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 DE Improvement Plan ([link to DE Plan](#)).

**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 institution 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 (<http://www.curricunet.com/southwestern/>). It is required that all course-level SLOs (CSLOs) are stated in all course syllabi ([Evidence: Joint Communiqué #1 Regarding District/SCEA Contract Negotiations Status, February 27, 2012](#)). Program-level SLOs (PSLOs) for degrees and certificates are also listed in the College Catalog ([Evidence: link to 2014-2015 Catalog once it becomes available](#)) in both online and print versions. And, PSLO results are available for public viewing via SWC Student Learning and Success website ([Evidence: http://www.swccd.edu/index.aspx?page=2857](#)).

The assessment of SLO results occurs at multiple levels across campus. Every unit and department regularly assesses student achievement of stated student learning outcomes ([Evidence: http://www.swccd.edu/index.aspx?page=2294](#)). 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 6 years.

Within a single program review cycle, every SLO must complete a full SLO assessment cycle ([Evidence: http://www.swccd.edu/index.aspx?page=2293](#)). 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
- 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 institution-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 the public via the SWC website ([Evidence: SOAR Report](#)).

SLO results are used in all levels of the institution for decision-making, starting 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 and reported in comprehensive Academic Program Review ([Evidence: insert one sample actionable improvement plan from a discipline and one from an administrative unit](#)). Departments and units use SLO results in program review as support for requesting resources that support student learning ([Evidence: insert one sample request in a Snapshot from a discipline and one from an administrative unit](#)). Individual faculty use SLO results to improve their teaching in order to better support student learning ([Evidence: two samples of instructors using actionable improvement plans to improve teaching practices in the classroom](#)).

The college has identified 5 categories of Institution-Level SLOs (ISLOs) that, collectively, contain 16 specific ISLOs ([Evidence: http://www.swccd.edu/index.aspx?page=2295](#)).

- 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-, degree-, 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 District 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 Staff Development. Online support for all levels of SLO assessment are available on the Student Learning Outcomes website ([http://www.swccd.edu/index.aspx?page=2289](#)) and through Staff Development ([link to list of ISLO Academy workshops?](#)).

Discipline faculty determines the level of learning assessed in each CSLO and PSLO. Degree-level and transfer-level course and program SLOs assess collegiate-level learning. Remedial course and programs assess SLO 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 ([http://www.swccd.edu/index.aspx?page=2305](#)).

CSLOs are assessed in the classroom by discipline faculty and the results are stored in eLumen (Evidence: [access to eLumen](#)). PSLO results are generated in one of two ways: 1. aggregated from CSLO entries in eLumen or 2. manually entered into eLumen from state or national testing results. ISLO results are aggregated in eLumen via links to CSLOs. PSLOs results are made available on the SWC Student Learning and Success page (Evidence: <http://www.swccd.edu/index.aspx?page=2857>). Recommendations resulting from Student Achievement and Outcomes (SOAR) Committee review, analysis, and discussion are made available in an annual SOAR Report ([Link to latest SOAR Report](#)). SOAR Report recommendations are to be consulted by individual disciplines and units when completing program review and to be used during decision-making (Evidence: [notes from a meeting or two using the SOAR report to make decisions; a section of a program review using SOAR recommendations](#)).

SLO results are used campus-wide in decision-making, including in program review, resource allocation, committee discussions, and within individual departments and units. The following instructions appear in each of these processes

- Describe a specific example of where SLO results were used to improve student learning in the classroom
- Describe a specific example of where SLO (SAO) results were used to improve student learning in Student Affairs
- Describe a specific example of where SLO (AUO) results were used by an administrative unit to improve student learning or increase access/support to learning.

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. (Evidence: [sections of program review where this information is discussed](#)).

To bring the College community up to speed on SLO assessment, district time has been dedicated to the review and analysis of SLO results through Staff Development (Evidence: [Opening Day, FA12, and FA13](#)). 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, etc., 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 (the mode in which they are taught), should be comparable in scope, content, design, rigor, and level of learning.

### **Self Evaluation**

SWC identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. 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**

Southwestern 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 SLO Sustained Continuous Quality Improvement Plan. (link to SCQIP).

**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**

SWC 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 follow the same practices, policies, and procedures to ensure the quality and improvement as all other District programs (e.g. program review, SLO development and assessment, CTE reports, etc.). In addition, several of the Center programs are externally accredited (e.g. DH, MLT, Nursing, EMT/Paramedic, Police Academy), thus undergoing additional review/scrutiny to ensure the quality of the programs and their alignment with industry needs.

The College offers classes in the following formats: credit, noncredit, online, hybrid, honors, independent study, contract education, continuing education, career and technical education, learning communities, developmental and transfer courses, study abroad, and cooperative work experience education. (See SWC Catalog 2014-2015 pages 41-44 for courses classifications offered by the college.)

Quality assurances and continuous improvements occur through the following processes:

- Academic Program Review (<http://www.swccd.edu/index.aspx?page=268>)
  - 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. (See attached Chemistry Program Review page 6)
- Academic Affairs Administrative Program Review (<http://www.swccd.edu/index.aspx?page=270>) and Student Affairs Administrative Program Review (<http://www.swccd.edu/index.aspx?page=272>)

- Each administrative unit submits a Program Review Snapshot yearly and Comprehensive Program Review every six years.
- Course and program data, e.g. enrollment, success, outcomes, is provided by OIE, the SWC Dashboard, and other sources. This information is reviewed by the dean and discipline faculty and recommendations for improvement are made. See attached example of a School Program Review (See [MSE Programs Review](#)).
- 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
  - Adjunct faculty are evaluated three times in a six semester period when first hired and once every three years thereafter
  - Faculty teaching in the DE format are evaluated on a special online instructor review form (See [Online/Hybrid Faculty Evaluation Form, Grading Rubric, Student Evaluation](#)).
- Faculty Tenure Review Process (<http://www.swccd.edu/index.aspx?page=2032>)  
[Current Tenure Review and Faculty Evaluation Manual](#)  
<http://www.swccd.edu/index.aspx?page=2055>)
  - 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. A sample portfolio is provided (See Coryna Holcomb portfolio)
  - Each Tenure Review Committee consists of the 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 (see Philipp Diwa Committee Calendar)
- Curriculum Committee Review (<http://www.swccd.edu/index.aspx?page=1586>)
  - As stated in IIA1, all courses in all programs are regularly reviewed by the Curriculum Committee and Articulation Officer for rigor, quality and currency.

During review processes, SWC follows several criteria to determine which education 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 (<http://www.swccd.edu/modules/showdocument.aspx?documentid=4413>):

“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 (<http://www.swccd.edu/index.aspx?page=1857>). When requesting resources, all requests must be linked to at least one Strategic Priorities and Objective.

A third criterion is meeting state mandates and requirements for educational programs, 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. 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 SWC are developed and approved through a 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: Curriculum Committee Representative, Department Chair, Dean, Instructional Support Services, Articulation Officer, Pre-requisite review – Matriculation Specialist, Library. (See CurricUNET Tracking Process and select any class to see the approval process [http://www.curricunet.com/southwestern/track/proposal\\_status.cfm?proposals\\_id=4288](http://www.curricunet.com/southwestern/track/proposal_status.cfm?proposals_id=4288)).

The Curriculum Committee evaluates the overall quality of the course or program and ensures that the appropriate academic rigor is met. Approval of credit courses is based on grading policy, units, intensity, entrance requirements, basic skills requirements, difficulty, and level. Approval of noncredit courses is based on the determination that the course treats the subject matter and uses resource materials, teaching methods, standards of attendance and achievement 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 is communicated online in system called CurricUNET. [Evidence for Curriculum Committee \(see Share Point: https://portal.swccd.edu/Committees/CurriculumCommittee/SitePages/CommitteeHome.aspx](https://portal.swccd.edu/Committees/CurriculumCommittee/SitePages/CommitteeHome.aspx) and for the curriculum approval process (see: Share Point Portal, select Committees, select Academic Senate Curriculum Committee, and select March 20, 2014 Flow Chart for CurriUNET Approval Process. Also see the Chancellors Office Website: [http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook\\_5thEd\\_BOGapproved.pdf](http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf))

The Curriculum Committee does not approve curriculum that does not meet mandated guidelines ([Curriculum Handbook http://www.swccd.edu/modules/showdocument.aspx?documentid=7302](http://www.swccd.edu/modules/showdocument.aspx?documentid=7302)) The College's Governing Board accepts all curricular changes ([link a Curriculum Summary Report from a GB meeting](#)). All curriculum approved by the committee and the Governing Board is sent to the California Community College Chancellor's Office (CCCCO) for final review and acceptance.

Additional criteria may be applied to revision or 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 SWC. The Southwestern College (SWC) 2013 Educational Master Plan (pg. 249) recommended that the College "create a process that is responsive to the obligations found in Education Code section 78016," which states:

(a) 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:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) 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 SWC Office of Research, the SWC Evaluations Office, and the California Community Colleges Chancellor's Office 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 career-technical educational programs offered at SWC. 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 state-wide 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 quality of courses and programs are assured via the Curriculum Committee review and approval process, the Program Review process, the faculty evaluation process, and the Governing 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 Math faculty attended a national



conference. After the conference, a discussion of these programs was held within the Math department and ultimately these two programs were implemented at the college with the intent to improve student success rates and 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, how to handle security, etc. ([http://www.curricunet.com/southwestern/reports/distance\\_ed.cfm?courses\\_id=4029](http://www.curricunet.com/southwestern/reports/distance_ed.cfm?courses_id=4029)). An additional review is conducted by the Academic Technology Committee.

Currently only credit courses are taught in an online format. Some classes have a DE option while others are online only ([Public Folders: Reports, Distance Education and Class Max](#)). 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% increase. TecEDge rated the College as the fourth largest producer of distance education offerings among the California community colleges. (29 TecEDge, Update: Distance Education Courses at California Community Colleges, November 9, 2011, retrieved September 28, 2012 from <http://ccctechedge.org/news/miscellaneous/246-update-distance-education-courses-at-california-communitycolleges>)

In Spring 2015, 362 DE sections, or approximately 20% of of 1811 total sections, were offered in either fully online (252) or hybrid (110) formats

SWC placed a moratorium on adding Distance Education components to new and existing courses in 2012 to give the college time to review the courses that are being offered with a Distance Education component and to ensure that comparable support services are in place for DE courses. The Distance Education Task Force, a subcommittee of the Academic Senate, updated the DE Handbook in 2014. This is currently in the consultation process. It contains DE guidelines and CurricUNET procedures ([Evidence: DE Handbook](#)).

### **Self Evaluation**

SWC 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.

The institution meets this 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**

Faculty are 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. (Policy: <http://www.swccd.edu/modules/showdocument.aspx?documentid=4336>; : <http://www.swccd.edu/modules/showdocument.aspx?documentid=4337>); <http://www.swccd.edu/modules/showdocument.aspx?documentid=4338>. 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 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.

Evidence for APR (see: [SharePoint portal, select Committees, and select Academic Program Review](#))

See [Public Folders, Human Resources, Policy and Procedure Manual, Chapter 4, 4020 and 4021](#)

The College also 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 Governing Board to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (which includes SLOs).

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

Policy and Procedure 4060: Delineation of Functions Agreements (Policy: <http://www.swccd.edu/modules/showdocument.aspx?documentid=4342>, Procedure: <http://www.swccd.edu/modules/showdocument.aspx?documentid=4343>) delineate which non-credit and adult education courses are Fee-based (individual pays) or contract-based (employer or organization pays). Contract and fee-based courses fall under the Title 5 provisions for community service and are 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 overseeing Continuing Education to the Vice President for Academic Affairs and then to the Governing Board ([Public Folders: Human Resources, Policy and Procedure Manual, Chapter 4, Policy 4060](#)).

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 ASO and the Office of Instructional Support Services. 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 is 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 next year's catalog. They do this extra work without additional compensation.

- Members of the Curriculum Committee receive, electronically, the proposals and modifications one or two weeks in advance of the bi-weekly meetings. Each member reads each proposal, which includes core content, course objectives, sample assignments, and textbook information. The faculty originator is invited to the 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 Governing Board for approval. The Governing Board approves all curriculum additions and changes at their monthly meetings. Curriculum summary reports are available in Public Folders. (Public Folders: ISS, Curriculum Summary Report.)

The Curriculum Committee reviews the policies and processes for updating courses each spring. The faculty are responsible for reviewing courses within the discipline during the 3-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. 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 SLO's, all taken from CurricUNET (See [sample course outline](#)). If a question arises about how a course is delivered, the syllabus acts as 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 on-line courses for the first time, the faculty member must attend training offered by the On-line Learning Center.

Evidence: [https://portal.swccd.edu/Committees/DETaskForce/Shared Documents/10\\_19\\_12 Draft DE Plan Southwestern College.docx](https://portal.swccd.edu/Committees/DETaskForce/Shared Documents/10_19_12 Draft DE Plan Southwestern College.docx) and S.C.E.A.

[contract, page 57](#)

<http://www.swccd.edu/modules/showdocument.aspx?documentid=2018>

The Academic Senate has approved a draft of the DE Handbook ([Link to Evidence](#)). The Handbook includes DE program goals and objectives, DE guidelines, Course guidelines, syllabus requirements, guidelines for establishing courses, faculty evaluation and several other topics.

SWC uses existing resources to provide training opportunities for DE faculty and intends to expand training opportunities in the future. The OLC currently provides training workshops and SWC faculty can participate in the training offered by San Diego Community College District. The recent CCCCCO's Online Education Initiative will provide many new training opportunities for SWC's DE faculty in the near future.

### **Self Evaluation**

SWC uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The College recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

SWC uses existing resources to provide training opportunities for DE faculty and intends to expand training opportunities in the future.

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

### **Actionable Improvement Plans**

SWC 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 DE Improvement Plan ([link to DE Plan](#)).

**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**

SWC relies on faculty expertise and advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education and degrees. As stated in Policy and Procedure 2515:Role and Scope of Academic Senate: 10+1 Agreement ([Policy: http://www.swccd.edu/modules/showdocument.aspx?documentid=4392](#), [Procedure: http://www.swccd.edu/modules/showdocument.aspx?documentid=4393](#)), and in II.A. 2.b. above, the District relies primarily on faculty to identify competency levels and measurable student learning outcomes 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 programs.

Faculty are responsible for curriculum decisions at every level. They determine which courses to create and when 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 is the Blackboard administrator and provides training to faculty when requested. (evidence: <http://www.swccd.edu/index.aspx?page=1093#home-button>)

The competency levels and measurable SLOs are not different for a course offered in DE format. The intent of the College is that courses should have the same information and outcomes, whether online or face-to-face. In reviewing a course that is taught in both formats, CurricUNET does not have different requirements of the DE course. (Example: [Biology 100 SLO report](#); the DE form; [SCEA Contract Article XVI: Distance Education 16.6](#): )

The Student Learning Outcomes 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 done in eLumen in the same fashion as SLO evaluation of face-to-face students ( [sample syllabus and calendar clearly defining all of the expectations of DE student.](#))

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 in a systematic, on-going 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.
- Criterion 3.0 Program is responsive to changing conditions within the field.
- Criterion 5.0 External support for career & technical programs. (evidence: [APR Comprehensive form on the APR SharePoint](#))

There are approximately thirty-five advisory committees listed in the Career & Technical Programs Advisory Committee Handbook. It covers selection of members, responsibilities of the Chair, sample forms, and much more (evidence: [Handbook](#)). In addition CTE programs complete a specialized review that goes to Governing Board for approval every two years ([Link to blank and a completed CTE form](#))

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 is provided to SWC by the Chancellor’s Office, is updated each year, and is 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 SWC from the CCCCO in March 2015.

Additionally to provide students direction, counselors help ensure that students enroll in courses that meet their educational goals. The Ellucian Colleague system was updated in 2013-2014 and there is now an online electronic student education plan (E-SEP) available for students. (Evidence: sample E-SEP). The Articulation Officer is diligent in maintaining transferability of courses to the four-year institutions. Students can go to [www.assist.org](http://www.assist.org) and select Southwestern College to see what is required for transfer. <http://www.assist.org/web-assist/SWSTRN.html>

### **Self Evaluation**

SWC 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 College regularly assesses student progress towards achieving those outcomes but plans to improve in this area to ensure this occurs in all face-to-face and DE courses and programs.

### **Actionable Improvement Plans**

Southwestern 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 SLO Sustained Continuous Quality Improvement Plan. (link to SCQIP).

**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 to the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. High quality is maintained through regular faculty evaluations, curriculum and program review, and assessment of SLOs.

All faculty, full-time and part-time, are evaluated on a regular basis (<http://www.swccd.edu/index.aspx?page=2032>). Those on the tenure track go through a four-year evaluative process. (Faculty Evaluation and Tenure Review Manual: <http://www.swccd.edu/index.aspx?page=2055>). After achieving tenure, faculty are reviewed by their peers every three years. Part-time faculty are evaluated once every six semesters. Each semester, faculty members submit syllabi to their discipline's school office.

As explained in A.II.2.a, the Curriculum Committee has discipline experts who review each course before approval. Further, faculty members regularly conduct Program Review. During this review, they examine both qualitative and quantitative data of discipline courses and programs.

SLO's are evaluated and assessment results are stored in eLumen. Various SLO reports generated from eLumen are specifically addressed in the program review documents. CTE courses have advisory boards that review the programs. (Evidence: [sample advisory board minutes](#))

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

SWC demonstrates the quality of its instruction through program review and program/course updates through the curriculum process. In addition, the SWC Strategic Priorities have several institutional goals that address the quality of its programs including:

- i. Teaching and Learning – SWC will provide excellent instruction and develop a culture of independent thinkers and learners.
- ii. Student Access – SWC will promote a student-centered climate that provides equal access to educational achievement... \\fileserver1\share1\Academic Affairs\DeanShare\AA Strategic Plan

These goals have been reviewed by the entire institution and r in Dean's Council each year. Thereafter the Schools review these goals with the faculty and faculty need to provide goals within their discipline Program Review that support the institutional goals. Other examples of dialogue that has occurred to enhance understanding about quality and level of programs include:

- i. The Math department chair attends a region-wide chair meeting each year. This is typically held at UCSD and includes math department chairs for all local community colleges, SDSU, and UCSD.
- ii. The School of Mathematics, Sciences, and Engineering hosts an annual SMART meeting (Science and Math, Articulation, Resources, and Technology) meeting with the local feeder school district, Sweetwater Union High School District. Typically about 75 faculty from SWC and SUHSD attend and there is always a discipline meeting so that faculty from the two districts can discuss issues.

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 (Evidence: [Policy 2515](#)). The number of degrees and certificates awarded was discussed in Dean's Council (Evidence: [a sample from Dean Share folder: \\fileserver1\share1\Academic Affairs\DeanShare\Data Re Degrees and Majors](#)). Time to completion was also discussed in Deans Council during a presentation on the CCCCO's Datamart tool (Evidence: [Dean's Council notes](#)). The Office of Institutional Effectiveness/Research Unit provides faculty many resources to review their programs: <http://www.swccd.edu/index.aspx?page=1862>

The Academic Program Review website provides an excellent template ([Link to Evidence](#)) which begins by asking when prerequisites, co-requisites, recommended preparations etc. were last reviewed. It covers how faculty are selected, full-time to part-time faculty ratios, whether the retention rate in the discipline is in line with the college rate, etc. 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 (times, sequencing, backups, etc.) optimize student enrollment and completion. Required courses are scheduled with adequate frequency to ensure timely completion of program requirements.

Institutional dialog regarding the quality and level of DE programs has occurred in the Academic Senate, the Curriculum Committee and the Ad Hoc DE Taskforce. The newly updated DE Handbook has been reviewed and approved through relevant stakeholders (Evidence: DE Handbook). In addition there are separate forms and rubrics for evaluation DE faculty (Evidence: Evaluation Form “O” and Faculty Rubric Form “O”). 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 SWC.

The institution meets this 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 its 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 (<http://www.swccd.edu/index.aspx?page=2289>). For example, methodologies include quizzes, oral presentations, essays, skills demonstration, class critiques, written assignments oral assignments objective test, class activities, and portfolios. Sample assignments and various modes of delivery of instruction are listed as well 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. (Evidence: [COR template in CurricUNET](#)).

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 webpage has a suggestion that students take a one-hour orientation ([Evidence: Link to Orientation](#)).
- iii. Students that need BSI courses have an option to take a PAIR learning community. This 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 in Staff Development.
- iv. The Math department is piloting the Emporium Model for students in the developmental sequence. This is part of the Course Redesign and supported by NCAT (National Center for Academic Transformation).

The various teaching methodologies used are also listed on the 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. The choice of which of these methodologies is used is left to the individual instructor although many discipline department chairs suggest to faculty possible teaching practices to use in their classes.

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/Department meetings during the program review process through SLO assessment and evaluation. The college makes every effort to include a multitude of methodologies to enhance individual student learning styles. The College offers a variety of workshops such as OnCourse, 4Mat, and College Fear Factor through staff development. The college investigates the effectiveness of delivery modes via SLO assessment and individual department/course outcomes. Assessment results are discussed in Academic Program Review. As mentioned previously a comprehensive comparison of Face-To-Face versus DE instruction was conducted in Fall 2014 ([Link to DE Report](#)). 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 ([Link to DE workshops](#)). In addition, a Regional DE forum speaker from CalState Online made a presentation on the latest trends in teaching online courses ([link to document with dates/times/workshop info of Ashley Skylar presentation in 2013](#)). Finally, the Dean of Instructional Support Services is a founding member, and immediate past-chair of the Regional Subcommittee on DE and has made presentations to the SDICCCA CEOs on the state of DE in the region ([Evidence: Mink's presentation to SDICCCA in 2014](#)).

Specialized programs have been developed to meet the diverse needs and learning styles of

SWC students, including the following examples:

- In addition to our credit programs, the Higher Education Center 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. ORN courses for nurses, Paramedic training for firefighters and border patrol agents, state fire marshal courses for firefighters wishing to promote). These courses have been offered both at the Center and at the agencies' facilities. We have also offered CNA and EMT training to Health Sciences High School students for several years. They are bussed to our Center to receive the training.
- The Higher Education Center at National City has developed a partnership 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, co-operative education opportunity leading to a Certificate of Completion (basic) in leadership and supervision and certification in one of 7 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 Higher Education Center at National City, offers the Automotive Technology program to service members at Naval Air Station, North Island.
- Continuing Education (non-credit) courses are offered courses 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 SWC to provide noncredit and credit programs to their inmates beginning in July 2015. SWC's response to these requests are in development. In Fall 2014, SWC 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**

SWC uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students at all sites and evaluates the effectiveness of delivery modes via SLO assessment and individual department/course outcomes.

The institution meets this 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 SWC's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services offered at the College. Program review is the primary document for future planning, and begins at the discipline and unit levels. As described in Standard I (include section # and link to page in SER), 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 reviewed, discussed, and used for discipline and unit planning. The Office of Institutional Effectiveness posts the following types of data for analysis

(<http://www.swccd.edu/index.aspx?page=3212>):

- Data Dashboard (insert link)
- California Community College Chancellor's Office (CCCCO) Data Mart (<http://datamart.cccco.edu/DataMart.aspx>)
- eLumen (for retrieving SLO data) (<https://swccd.elumenapp.com/elumen/>, ensure team members have access. Or, maybe they can meet with Randy for access?)
- CCCCCO Scorecard (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=091>)
- Annual Student Outcomes and Achievement Review (SOAR) Committee Report (Link to report)
- Distance Education Report (<http://www.swccd.edu/index.aspx?page=3240>)
- Education-to-workforce and labor market reports including:
  - Cal-Pass Plus (<https://www.calpassplus.org/CalPASS/Home.aspx>)
  - Doing What Matters (<http://doingwhatmatters.cccco.edu/ForCollegeLeadership.aspx>)
  - CCCCCO Salary Surfer (<http://salarysurfer.cccco.edu/SalarySurfer.aspx>)

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, not only are all plans and requests supported by evidence, but each is also linked to at least one goal and objective on the SWC Strategic Priorities list ([http://www2.swccd.edu/pdfs/Strategic\\_Plan\\_2012-15.pdf](http://www2.swccd.edu/pdfs/Strategic_Plan_2012-15.pdf)).

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

1. New faculty have been hired (evidence)
2. Resources allocated to support teaching and learning (evidence)
3. New facilities have been developed (evidence)
4. Improvements to existing facilities have been made (evidence)
5. New programs have been implemented, (evidence) and
6. Programs that are no longer viable have been discontinued (evidence).

Courses and programs also have a rigorous review through the curriculum approval process. Results of the curricular approval process are stored in CurricUNET (<http://www.curricunet.com/southwestern/>) and reported in comprehensive program review (<http://www.swccd.edu/index.aspx?page=268>).

All official course outlines of record are reviewed and updated no less than every 5 years ([Link to appropriate section of the Curriculum Handbook](#)). The Curriculum Committee assesses every course and program on content, objectives, types of assignments, and rigor. It is required that every course and program complete or update an SLO Report during the curriculum review process. Student achievement of SLOs is stored in eLumen and results are reviewed annually. Progress in SLO achievement are reported in comprehensive program review and SLO results are reported in the program review snapshot when necessary to support requests for resources.

Career and technical programs receive additional review from industry-based advisory boards, external accrediting entities, and the Southwestern College Career Technical Education (CTE) Governing Board Report ([link to copy of the report template](#)). A report for each CTE degree and certificate is completed every two years to review its relevancy and effectiveness in the community. The governing 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 and community need ([link to new program forms in CurricUNET](#)). Current programs' continued relevancy, need, and role(s) in 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 and in the following link ([link to IIA PR process](#)).

The process of evaluating the effectiveness of its courses and programs offered in 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 ([link to DE](#)

[Comparison report](#)). 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**

Faculty members are responsible for developing and accessing 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 statistically 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**

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 DE Improvement Plan ([link to DE Plan](#)).

**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 evaluation and planning is the assessment and use of 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 SWC are as follows:

- Review and evaluation of courses and programs by discipline faculty and the Curriculum Committee
- Assessment of course, certificate, degree 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 5 years by discipline faculty and again by the Curriculum Committee. All approved curriculum is then sent up to the CCCCO for final approval and articulation, as necessary. Further, all curriculum is reviewed as a whole and discussed in Academic Comprehensive Program Review (<http://www.swccd.edu/index.aspx?page=268>).

All programs, including non-credit and CTE programs, and administrative programs have stated student learning outcomes. 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 all constituents in the district through our eLumen software. The results of program level student learning outcomes are available on the campus website for students and the community SLO Program Results Website

Planning at Southwestern College builds upon student learning outcomes assessment and analysis through Annual Program Plans, Comprehensive Program Reviews, and through 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 IPC and integrated into the College budgeting cycle through the College Budget Committee (CBC).

SLO data are entered into a software program called eLumen (<https://swccd.elumenapp.com/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. Work 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, first, discussed and assessed first by the Student Outcomes and Achievement Review (SOAR) Committee before being released. The committee generates an annual SOAR Report ([insert link to the most recent SOAR Report](#)) that describes the analysis conducted and 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 CCCCO 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., Distance Education Report, Student Satisfaction Survey Report, and Fast Facts), are made publically available on the SWC website through the Office of Institutional Effectiveness (<http://www.swccd.edu/index.aspx?page=3215>). These reports are updated annually and made available for use by departments and units during program review. All reports are 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, CCCCO Data Mart, and others. Links to these sources can be found on the Data Resources page on the SWC website (<http://www.swccd.edu/index.aspx?page=3212>).

After reviewing curriculum, assessing SLOs and 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 SWC is detailed in Standard I ([link to Standard I section describing the process](#)).

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.

- EMP (add links)
- FMP

- Strategic Plan
- Prioritization
- Facilities and Maintenance
- Budgeting

A detailed description of the program review process can be found in Standard I and in the following link ([link to IIA Integrated Planning process](#)).

### **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 SWC .

The institution meets this 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 8 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 proof read 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 adjunct 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 SLOs for developmental Math. Specific questions from each exam are tied to a particular SLO. 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 us to assess each SLO at the course “aggregate” level. The results of the analysis are shared and discussed with the faculty and used in planning improvements to course objectives, teaching techniques, and/or course redesign.

Although 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. (ESL APR, Component III, 9). This goal of creating departmental final exams is also noted in the Summary Report (ESL APR, 32) with an estimated date of completion of 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 testing 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
- **LVN/ADN:** Standardized ATI (Assessment Technology Institute) test, a diagnostic test used to enhance potential with the NCLEX exam (national nursing examinations)
- **LVN/ADN:** 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.

### **Self Evaluation**

The institution meets this 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**

SWC 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% 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, “Student 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 (add link) “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, are assessed throughout the course, but do not directly determine course grades.

SWC 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. SWC does not offer any fully online academic program. All policies regarding the award of credit for a course through distance education are the same for face-to-face classes.

**Self Evaluation**

Faculty use student achievement of course objectives and stated SLOs as the primary factor in determining students’ success.

The institution meets this 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 in detail that degrees and certificates have program SLOs, all learning areas in GE Plan A pattern have SLOs, and there is an ongoing system of assessment in place. The courses within each program are aligned to ensure that program SLOs 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 program SLOs.

Faculty assess student learning on the achievement of all a program’s learning objective 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 (evidence: [link to a few programs in CurricUNET that have stated objectives and PSLOs](#)). Further, all CSLOs and PSLOs align directly with ISLOs to assess if students in earning a degree or certificate in any program meet the College’s stated institutional learning outcomes. 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 (insert section # and page #), during program review, faculty use CSLO and PSLO assessment data to create plans of improvement, for setting goals, and requesting resources. Assessment of PSLOs and course-level SLOs (CSLOs) provide data for the measurement of institutional learning outcomes (ISLOs).

**Self Evaluation**

The Program Review process includes a component for faculty to evaluate and 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 GE requirement for degrees also ensures that students have met institutional SLOs.

The institution meets this 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.**

All academic and vocational degree programs have a component of general education based on a carefully considered philosophy statement that is clearly stated in the catalog (<http://swccd.edu/modules/showdocument.aspx?documentid=9343>, page 59) 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, natural sciences, arts, humanities, and social and behavioral sciences, which are basic to effective living and full participation in a democratic society.”

Information regarding general education requirements is communicated via the Catalog, and on the College website under Articulation (<https://www.swccd.edu/index.aspx?page=1518>). It is also communicated through distribution of the general education requirements on advising sheets (link to an “advising sheet”). The general education philosophy is reflected in the degree requirements in which the number of units necessary to satisfy the general education requirements, now revised to eighteen, is listed within the 60-unit minimum to complete an Associate degree.

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 general education curriculum by examining course scope and content. Any additions, deletions, or other adjustments to courses in general education curriculum are addressed by the Curriculum Committee ([www.swccd.edu/index.aspx?page=1586](http://www.swccd.edu/index.aspx?page=1586)), a sub-committee of the Academic Senate.

The process of developing or revising specific content for general education courses takes place among discipline faculty members, colleagues, and departmental curriculum representatives. For a new course to be included in general education requirements it must first be approved by the Curriculum Committee. The Curriculum Committee then assesses each submission in accordance with Title 5, Section 55002 (link to CA Ed Code). After approval by the Curriculum Committee, the course is sent to the Governing Board via a Curriculum Summary for approval (link to a copy of a Curriculum Summary that has been sent to the GB). The Academic Senate is updated on the curriculum flow through the Faculty Curriculum Co-Chair who also serves on the Academic Senate and the Executive Senate by senate appointment.

Section IIA2.i of the College’s Accreditation Self Study (<http://www.swccd.edu/modules/showdocument.aspx?documentid=3487>, pg 97), 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. After the review, the Curriculum Committee forwarded three recommendations for major changes to local general education requirements to the Academic Senate (minutes from CC and/or AS?). The recommendations were based on Title 5 regulations, the SWC philosophy on general education, and both the California Student Success Task Force (SSTF).

The first recommendation from the Curriculum Committee was the removal of local requirements from the SWC Associate Degree Requirements (minutes from meeting). The local requirements of two Exercise Science courses, one Computer Literacy course, and one Health course were removed. The removal of the three local requirements was discussed thoroughly by the Academic Senate and approved on \_\_\_\_\_ (need date and minutes)

The second recommendation from the Curriculum Committee was the removal of the two-course option from Area C: Humanities in the general education requirements (minutes from meeting). The requirement of one course option in this area is consistent with Title 5 language. Also, after careful review of humanities general education requirements at other California community colleges, it was found many are only requiring one course under Humanities while Southwestern College required two. Discussions regarding moving from a two course requirement to a one-course requirement in the humanities were held in Academic Senate Executive Committee (minutes) and Academic Senate (minutes) meetings. This was approved on \_\_\_\_\_ (need date)

The third recommendation from the Curriculum Committee was the addition of a Cultural Competency requirement (minutes from meeting). The requirement is not an addition of units beyond the 18 units required by Ed Code. Discussions were held in Academic Senate Executive Committee (minutes) and Academic Senate (minutes) meetings. At issue was two definitions of Cultural Competency – one proposed by the Diversity Committee, which was a broader definition, and one presented to the Academic Senate via the Curriculum Committee, which had a narrower focus. The motion was not approved.

The College is currently in the process of changing the current AA/AS General Education Requirement documents (link to existing AA/AS GE) and making the updated requirements (link to new AA/AS GE) available to students. The new general education requirements are expected to be effective for fall 2015.

Southwestern College maintains three primary general education requirement patterns, which are as follows (<http://www.swccd.edu/index.aspx?page=2350>):

- Southwestern College Associate Degree General Education Requirements (<http://www.swccd.edu/modules/showdocument.aspx?documentid=8265>)
- California State University (CSU) General Education Breadth Requirements (<http://www.swccd.edu/modules/showdocument.aspx?documentid=8264>)
- Intersegmental General Education Transfer Curriculum (IGETC) (<http://www.swccd.edu/modules/showdocument.aspx?documentid=8974>)

The Associate Degree General Education Requirements are updated yearly for distribution to students via the college website, Student Service 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 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 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 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 Service 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.

SWC’s general education requirements are determined by state regulations (link to CA Ed Code and Title 5) and by SWC faculty. According to Title 5, there are two options available to California Community Colleges (CCCs) 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 (<http://www.calstate.edu/eo/EO-1033.html>). The other option is to follow IGETC Standards ([http://icas-ca.org/Websites/icasca/images/IGETC\\_Standards\\_version\\_1.5\\_Final.pdf](http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.5_Final.pdf)) as defined through the collaboration of the University of California, the California State University, and the California Community College. SWC 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 “The California Intersegmental Articulation Council Handbook, Revised Spring 2013” ([http://ciac.csusb.edu/documents/CIAC\\_Handbook\\_Spring\\_2013.pdf](http://ciac.csusb.edu/documents/CIAC_Handbook_Spring_2013.pdf)). Courses included in the general education patterns are reviewed by discipline faculty every 3 years as part of the Academic Program Review process and sent to the Curriculum Committee for further review and approval.

**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 is to enhance learning and to add breadth to the college experience in order to complement the specialization in the major. The general education 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 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 for all courses in the SWC, CSU and IGETC general education patterns are determined by SWC 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 the five categories of SWC's Institutional Student Learning Outcomes (ISLOs) (<http://www.swccd.edu/index.aspx?page=2295>).

The goal of general education at Southwestern College is provide students with a broad foundation of learning across disciplines as the basis for the 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.

## Self Evaluation

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 institution meets this Standard.

## Actionable Improvement Plans

None.

- 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 requirements at SWC include outcomes that support the capacity to be a productive individual and life-long learner. All three general education patterns maintained at SWC 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 variety of means

The main vehicle for communication of the rationale for the purpose, nature, and requirements of general education at Southwestern College are clearly articulated in the 2014-2015 Southwestern College Catalogue as found on pages 42 and 43 (<http://www.swccd.edu/index.aspx?page=302>).

The various degree requirements reflect the general education philosophy at Southwestern College by demonstrating the breadth and depth of knowledge across specific discipline areas that is considered essential to a well-educated person, and to the likelihood for future academic success. This is stated in the 2014-2015 Southwestern College catalogue on page 59 with elaboration of the constituent requirements which embody this philosophy on pages 59-64. (<http://www.swccd.edu/index.aspx?page=302>)

These general education skills identified earlier are also included in the five categories of the College's ISLOs (<http://www.swccd.edu/index.aspx?page=2295>):

- 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 CSLOs and 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 done by using the following as guiding resources:

- Faculty members' own subject matter expertise



- Professional discipline association guidelines
- State Chancellor’s Office guidelines
- Ongoing dialogue with fellow 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 DE mode. A list of DE courses offered in a given semester may be accessed via WebAdvisor and the Search for Classes link (<http://jag.swccd.edu/schedule/search.aspx>) on the SWC website. All GE courses taught online maintain the identical course objective, outcomes, and core content. This is assured through the faculty evaluation process. DE instructors are evaluated via Faculty Evaluation Form O (online/hybrid) (<http://www.swccd.edu/modules/showdocument.aspx?documentid=9672>)

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, who then carry on a similar reflective dialogue relevant faculty members. The goal of this process 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 (<http://www.swccd.edu/modules/showdocument.aspx?documentid=10486>). 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 Southwestern College —distance education (“online”), lecture (“face-to-face”), and hybrid instruction. In addition, each of these delivery modes is examined at both the institutional- 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. A summary of the report follows below:

(insert slide from 11/14 GB report)

It must be noted that for two GE courses--ENGL 114 and 115--student completion rates in DE sections are comparable to face-to-face sections.

### **Self Evaluation**

The learning outcomes identified in all the General Education courses, including those taught in a DE mode, promote life-long 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 institution meets this Standard but plans to improve in this area.

### **Actionable Improvement Plans**

Southwestern College recognizes that it can improve in the area of assessing GE SLOs and it has developed a plan which is intended to make improvements in these areas. Please refer to the SLO Sustained Continuous Quality Improvement Plan. ([link to SCQIP](#)).

**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 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:

(<http://www.swccd.edu/modules/showdocument.aspx?documentid=5834>)

- 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 ISLOs

(<http://www.swccd.edu/modules/showdocument.aspx?documentid=8163>) 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 Aesthetic Sensitivity and Historical Literacy. Each course CSLO is mapped to an ISLO to track student proficiency of institutional learning outcomes.

In fall 2012, the Institutional Student Learning Outcomes Committee [ISLOC, changed to the Student Outcomes and Achievement Review (SOAR) Committee in spring 2014], conducted an extensive review of the College's ISLOs ([link minutes from discussions regarding the review of ISLOs](#)). It was determined that more focus in student learning should be placed on global awareness, ethics, history, and aesthetic sensitivity. Changes to the original 11 ISLOs, increasing the number to sixteen, were sent to the Academic Senate, Shared Consultation Council, and Governing Board for approval. Changes were applied beginning ( **INSERT DATE**).

- Meetings with faculty, staff, administrators (**evidence**)
- Results presented to ISLOC and accepted (**meeting minutes**)
- Sent to Academic Senate, accepted (**meeting minutes**)
- Sent to SCC accepted (**meeting minutes**)
- Sent to GB as information item (**evidence**)

**SWC offers a study abroad program that provides students with opportunities to directly experience historical sites, art and cultural diversity. As stated on its website (<https://www.swccd.edu/index.aspx?page=884>), "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 general education curriculum requires students to complete coursework that entails what it means to be an ethical human being and an effective citizen. Each course CSLO is mapped to an ISLO to track student proficiency of institutional learning outcomes. The assessment of the ISLO Global Awareness and Ethics and ISLO Aesthetic Sensitivity and Historical Literacy provides a means for the District to assure that students completing general education coursework recognize what it means to be an ethical and effective citizen.

The institution meets this 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 (A.D.T) by satisfying the requirements established by the Board of Governors of the California Community Colleges, the Governing Board of the Southwestern Community College District, and the faculty. The associate degree requires a minimum of 18 units of completed course work in one area of focused study.

All degree programs at SWC 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 Catalog lists 158 degree programs. For ease of use, the Catalog, , pg 98 – 103, provides a table of academic majors and their degree type (<http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662>), e.g. A.A. Degree, A.S. Degree, A.D.T. Degree or Certificate. An “X” in the appropriate column indicates the kind of degree or certificate offered. 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**

Southwestern 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 institution meets this 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**

Southwestern students completing career and 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 SWC 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.

([http://www.curricunet.com/southwestern/reports/course\\_outline.cfm?courses\\_id=10997](http://www.curricunet.com/southwestern/reports/course_outline.cfm?courses_id=10997))

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. All programs which require national or state licensure tests are reported in SWC's ACCJC Annual Reports as well as the SWC Website under the heading 'California Licensing Exam Passage Rates.' (<http://www.swccd.edu/index.aspx?page=1296>)

Assessment of technical and professional competencies achievement is conducted through feedback and recommendations from State and National CTE advisory committees.

(Evidence: Perkins Public Folder - Career & Technical Programs Advisory Committee Handbook). 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 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 External support for career & technical programs, pg 10](http://www.swccd.edu/index.aspx?page=268) (<http://www.swccd.edu/index.aspx?page=268>). As part of the curriculum review process, the advisory committee makes recommendations to the program faculty, director and/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.

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 employment of students who complete the programs. The review is essential to ensuring Southwestern College CTE programs meet the needs of the local community and region. (Evidence: Career Technical Education (CTE) Program Report to the Governing Board)

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 (<http://doingwhatmatters.cccco.edu/LaunchBoard.aspx>) is another means by which the technical and professional competence of graduates of the SWC vocational and occupational programs are 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 K12 to college and on to the workforce. The LaunchBoard makes the California Community College system the national leader in the development of data base tools for aligning student's 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 employment 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 job placement rates for students completing CTE programs. In compliance with these regulations, Southwestern College provides the required employment information on the SWC website under the heading 'Gainful Employment.' (<http://www.swccd.edu/index.aspx?page=1705>).

### **Self Evaluation**

CTE programs that require external licensure demonstrate consistently high pass rates. Employment rates are high in all CTE programs. Feedback and recommendations from the CTE 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 institution meets this 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, 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 PSLOs (<http://www.swccd.edu/index.aspx?page=428>)
- Course schedules in print and web accessible versions provide information on prerequisites, corequisites, recommended preparation, course materials fees etc. (<http://www.swccd.edu/index.aspx?page=3269>)
- Program SLOs and Course SLOs are available for public viewing via CurricUNET (<http://www.curricunet.com/southwestern/>)
- Social media (Facebook and Twitter)
- Program websites provide information on admission requirements, etc.
  - Nursing (<http://www.swccd.edu/index.aspx?page=101>)
  - Dental Hygiene (<http://www.swccd.edu/index.aspx?page=94>)
  - Paramedic (<http://www.swccd.edu/index.aspx?page=1010>)

A course syllabus is a contract between student and the instructor and includes the course description and objectives, Course Student Learning Outcomes, a calendar of activities, instructor contact information, grading methodology etc. To assure consistency, 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 (aka ‘Syllabus Checklist’ <http://swccd.edu/Modules/ShowDocument.aspx?documentid=9460>)

The syllabus checklist is part of the evaluation process for all faculty members including those undergoing Tenure Review, online instructors and part time faculty.

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/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

(<http://www.swccd.edu/modules/showdocument.aspx?documentid=11881>),

which includes assessment, in-person orientation held periodically during the year, and priority registration. Online orientations include interaction with counselors and 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 (<http://www.swccd.edu/index.aspx?page=317>), and in the 2014-15 Catalog under the heading “*How to achieve a transfer to another college or university*” (<http://www.swccd.edu/modules/showdocument.aspx?documentid=9343>, pages 32, 37, and 43). On the SWC 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 SWC students can request passwords for remote access to this and other databases from the Library.  
<http://www.swccd.edu/index.aspx?page=1518> (Articulation Website/Handout)

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 CSU’s 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 SWC receive clear and accurate information about educational courses and programs and transfer policies. SWC degrees and certificates are described in terms of their purpose, content, course requirements, and expected student learning outcomes. SLOs are a required element of every course syllabus and a course syllabus is provided to students in every course section offered at SWC.

The institution meets this Standard.

### **Actionable Improvement Plans**

None

- II.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 will honor articulation agreements made with other postsecondary institutions. Governing Board Policy 6027 establishes that the District ‘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.’

(<http://www.swccd.edu/modules/showdocument.aspx?documentid=5320>) This policy is stated verbatim on the District’s website under the heading ‘Transfer of Credit’ (<https://www.swccd.edu/index.aspx?page=2506>) as well as the Catalog under the heading ‘Course Equivalency’ (pg 44, <http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662>).

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 make an appointment with a counselor. Students who wish to receive credit toward degrees at SWC 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 Evaluations.

Evaluation of a transferred course entails a comparison with the District’s course including the course description, units, and, when available, the measurable course objectives within course outline of record. When these are comparable to the District’s course, credit is awarded. The Curriculum Committee has begun discussions regarding inclusion of student learning outcomes in the official course outline of record (see Curriculum Committee minutes March 26, 2015).

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 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:** 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 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 that are accepted by the CSU and UC to fulfill lower division major preparation requirements at the CSU and UC campuses. 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 Universities and Universities of California, are published in Articulation Systems Stimulating Inter-institutional 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 California community colleges, the CSU and UC systems. 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 SWC courses with 18 CSU and 9 UC campuses and numerous private California four-year institutions. Regular CSU/UC articulation reports validate the transferability of courses.

The College’s Articulation Officer submits the SWC Curriculum Summary (<https://www.boarddocs.com/ca/swccd/Board.nsf>) annually to all UC and CSU campuses. Of the SWC courses currently identified as CSU and/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 (<http://www.swccd.edu/modules/showdocument.aspx?documentid=4340>) to address the articulation of courses. Policy 4050 states:

The Superintendent/President, in accordance with the California Community College 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 SWC website (<http://www.swccd.edu/index.aspx?page=953>).

The SWC 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 CSU's provided 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 Co-Chair with the Vice President of Academic Affairs.

### **Self Evaluation**

SWC 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 District's course including the course description, units, and, when available, the measurable course objectives within course outline of record. When these are comparable to the District's course, credit is awarded. Where patterns of student enrollment between institutions are identified, SWC develops articulation agreements as appropriate to its mission.

The institution meets this 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/Procedure 4021, which includes a review of student enrollment and outcomes data by the discipline faculty and dean and a review and approval by the Southwestern College Academic Senate (AS). Southwestern Community College District Policy 4021: Program Discontinuance (<http://www.swccd.edu/modules/showdocument.aspx?documentid=4338>) clarifies the conditions under which a program may be discontinued and Procedure 4021 (<http://www.swccd.edu/modules/showdocument.aspx?documentid=4339>) clarifies the process for discontinuing a program. The Academic Senate must approve the discontinuance and thereafter the program discontinuance is presented to the Governing Board for their consideration through the monthly Curriculum Summary Report. For example twenty two programs were discontinued at the March 12, 2014 GB meeting (<https://www.boarddocs.com/ca/swccd/Board.nsf>).

Alternatively Ed Code 78016 requires a two-year cycle for review and approval of CTE programs by the Governing Board based on labor market data and program outcomes. The VPAA working with the Academic Senate created a process for this review and began implementation in the 2013-2014 academic year. A rotating cycle of review of programs has been established. The first set of 26 CTE reports was presented to the Governing Board in April 2015.

Once discontinuance of a program is approved by the Governing Board, the Office of Instructional Support Services appropriately notates the program discontinuance in CurricUNET and in Colleague.

When a program is discontinued, the District 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 programs in Medical Assistant were eliminated and several other Medical Assistant programs were modified in order to re-focus and strengthen the program. For each of these programs, the Dean initiated meetings with each student majoring in the affected program and 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:
  - Created an unduplicated list of students
  - Ran transcripts for each student
  - Created outreach counseling folder for each
  - Counselor created and completed a form indicating what program of study the student was following
    - Course work completed
    - Course work remaining
    - Recommendation to either continue with existing program & complete within one year or transition to new program
  - All MEDOP students were invited to attend outreach presentations conducted by counselors
  - After the presentation students were able to schedule 1 on 1 appointments with the counselor who answered any questions and reviewed reco 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 it. The first course of the sequence was no longer offered so new students were prevented from beginning this program.
- Students in a discontinued photography program were identified by the Dean and

photography faculty and 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 (<http://www2.swccd.edu/~transfer/html/Evaluations%20Petitions/Petition%20for%20Substitution%20of%20Major%20Requirements.pdf>) or to substitute another course instead of the one required for their major (<http://www2.swccd.edu/~transfer/html/Evaluations%20Petitions/Petition%20for%20Substitution%20of%20Major%20Requirements.pdf>).

Revisions of both Policy and Procedure 4021 are under review by the Academic Senate. **Policy 4021 has been passed by the Academic Senate and Procedure 4021 will be in the 2<sup>nd</sup> read once revisions are included.** 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 for assisting students.

### Self Evaluation

SWC has a policy to address discontinuance of programs. Students are advised appropriately on how to complete educational requirements when programs are eliminated.

The institution meets this 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

Southwestern College's catalogs, statements, and publications, as well as the District's policies and procedures, are regularly reviewed and updated as needed to assure District is represented clearly, accurately, consistently and with integrity regarding the District's mission, programs, and services to prospective and current students, the public and SWC personnel.

The Director of Communications, Community and Government Relations responds to all press inquiries; designs, maintains and oversees accuracy of the SWC 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.

Prospective and current students as well as the public are able to access information about the District's instructional programs through a variety of methods and media including catalogs, schedules, website, publications, and statements. The college is highlighted via TV 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 communicate directly to targeted high school students through outreach.

Accurate information and data is accessible to prospective and current students, the public and SWC personnel via the District website, including the following partial list:

- Safety
  - Emergency (<http://www.swccd.edu/index.aspx?page=1504#home-button>)
  - Campus Safety (<http://www.swccd.edu/index.aspx?page=852>)
  - Clery Act (<http://www.swccd.edu/index.aspx?page=3188>)
- Enrollment and Resources
  - Critical Changes (<http://www.swccd.edu/index.aspx?page=2349>)
  - Disability Support Services (<http://www.swccd.edu/index.aspx?page=336>)
- Academic Programs
  - Student Learning, Outcomes, and Success (<http://www.swccd.edu/index.aspx?page=2719>)
  - Program Student Learning Outcomes (<http://www.swccd.edu/index.aspx?page=2343>)
  - Gainful Employment (<http://www.swccd.edu/index.aspx?page=3303>)
  - Curriculum Committee (<http://www.swccd.edu/index.aspx?page=1586>)
- Planning
  - Mission Statement (<http://www.swccd.edu/index.aspx?page=818>)
  - Budget Central (<http://swccd.edu/index.aspx?page=1874>)
  - Institutional Program Review Handbook (<http://www.swccd.edu/modules/showdocument.aspx?documentid=9120>)
  - Strategic Planning (<https://www.swccd.edu/index.aspx?page=910>)
  - Educational and Facilities Master Plans (<http://www.swccd.edu/index.aspx?page=1879>)

The SWC 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 SWC 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 (<http://www.swccd.edu/>)

College personnel review the major District publications on a regular basis. The College Catalog is produced in both print and electronic formats under the supervision of Instructional Support Services (ISS), 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 is reprinted annually. The Class Schedule is published online three times a year and contains the meeting days and times, room number, prerequisites,

and materials fees of all course sections offered as well as mandated information. The Class Schedule 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 (<http://www.swccd.edu/index.aspx?page=302>) and Class Schedule (<http://www.swccd.edu/index.aspx?page=3145>) may be accessed via the college website.

SWC makes clear statements about its DE courses and programs on its Online Learning Website (<http://www.swccd.edu/index.aspx?page=1615>). The Dean of Instructional Support Services ensures that information is current, accurate and aligned with the DE Handbook. SWC 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.” (<http://swccd.edu/index.aspx?page=3240>) The evaluation procedures for faculty members teaching online/hybrid courses are clearly described on the Tenure Review website (<http://www.swccd.edu/modules/showdocument.aspx?documentid=1838> Evaluation Procedures for Faculty Teaching Online/Hybrid Courses Handout).

The college continues to work to improve its communication. During the past year, Superintendent/President Dr. Melinda Nish began writing and distributing a column on a regular basis (<http://www.swccd.edu/index.aspx?page=2276>). The column provides updates on college initiatives and highlights faculty, staff and student accomplishments. The Governing Board President also publishes a regular newsletter (<http://www.swccd.edu/index.aspx?page=2351>), distributed to more than 600 community stakeholders, providing updates on Governing Board actions.

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. <https://www.swccd.edu/index.aspx?page=248> (Communications, Community and Government Relations website)

Since the last accreditation site visit in 2009, (insert number) policies and procedures were approved or reaffirmed. Current policies and procedures may be accessed via the District’s website (<http://www.swccd.edu/index.aspx?page=679>)

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. Thereafter 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. Thereafter approved policies are placed on the Governing Board agenda for consideration.

The District intends to implement a regular review of policies and procedures on a six year cycle.

### **Self Evaluation**

SWC 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.

The institution meets this 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 SWC Governing Board 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 are used across the institution to insure integrity of the teaching-learning process. All governing board policies are publically available via the SWC website (<http://www.swccd.edu/index.aspx?page=679>).

- Policy 2027: Academic Freedom (<https://www.swccd.edu/modules/showdocument.aspx?documentid=5310>).
- Policy 4000: Academic Integrity (<http://www.swccd.edu/index.aspx?page=953> Policy 4000: Academic Integrity is also in the College catalog, pg 79 (<http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662> and the Southwestern College Student Policy Manual, pg 35
- Policy 5500: Standards of Student Conduct (<https://www.swccd.edu/modules/showdocument.aspx?documentid=4938>)
- Policy 1200: Southwestern College Mission Statement (and Institutional Values)



<http://www.swccd.edu/modules/showdocument.aspx?documentid=7907> Policy 1200 Southwestern College Mission Statement is also in the Shared Planning and Decision-Making Handbook, pg 18  
(<http://www.swccd.edu/modules/showdocument.aspx?documentid=11539>)

In accordance with California Education Code Title 5, Section 53200 ([http://www.ccsf.edu/dam/ccsf/images/shared\\_governance/title5.pdf](http://www.ccsf.edu/dam/ccsf/images/shared_governance/title5.pdf), more commonly known as the 10+1 Agreement, Policies 2027 and 4000 were adopted by the Governing Board after consulting collegially with the Academic Senate. As specified in Policy and Procedure 2510: Role and Scope of the Academic Senate, 10+1 (Policy <http://www.swccd.edu/modules/showdocument.aspx?documentid=4392>, Procedure <http://www.swccd.edu/modules/showdocument.aspx?documentid=4393>), the SWC Governing Board either relies primarily upon or mutually agrees with the SWC 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 2027 and Policy 4000.

### **Self Evaluation**

SWC 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.

The institution meets this 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:

- i. 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 (aka ‘Syllabus Checklist’

<http://swccd.edu/Modules/ShowDocument.aspx?documentid=9460>), 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 (<http://swccd.edu/Modules/ShowDocument.aspx?documentid=9460>).

- ii. 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):  
Question 4. “The content of the course and the material covered is directly related to the objectives of the course.” (<http://www.swccd.edu/index.aspx?page=2051>)
- iii. **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 (<http://www.swccd.edu/modules/showdocument.aspx?documentid=9675>).

Both Policy 2027: Academic Freedom and Policy 4000: Academic Integrity guide faculty to distinguish between personal conviction and professionally accepted views and to present data and information both fairly and objectively. As stated in Policy 2027: 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” (<http://www.swccd.edu/index.aspx?page=953>).

Discussion focused on instructional content discussed by the following groups:

- Academic Senate Executive Committee ([minutes of meeting where discussed April 3, 2014](#))
- Academic Senate ([minutes from meetings where discussed - April 22, 1<sup>st</sup> read; April 29, 2014 2<sup>nd</sup> read and approval](#))
- Shared Consultation Council ([minutes where discussed – May 21, 2014 – in SP the minutes are listed as “draft”](#))
- Governing Board meetings ([minutes where approved – July 9, 2014](#))

### **Self Evaluation**

SWC faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

The institution meets this 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, use Policies 4000, 5500, 5530, and the Student Policy Manual to address issues of academic honesty and consequences of dishonesty. A newly updated Distance Education Handbook ([link to SWC DE Handbook](#)) specifically addresses issues related to academic honesty as is relates to student identity, registration, participation, and course completion.

- Policy 4000: Academic Integrity (<http://www.swccd.edu/index.aspx?page=953>, Policy and Procedure 5500: Standards of Student Conduct (Policy <https://www.swccd.edu/modules/showdocument.aspx?documentid=4938>, Procedure: <http://www.swccd.edu/modules/showdocument.aspx?documentid=4938>)
- Policy and Procedure 5530: Student Rights and Grievances (Policy: <http://www.swccd.edu/modules/showdocument.aspx?documentid=5015>, Procedure: <http://www.swccd.edu/modules/showdocument.aspx?documentid=5014>)
- The Student Policy Manual (<http://www.swccd.edu/index.aspx?page=2582>
  - A hard copy of the Manual is also available in the Office of the Dean of Student Services in the Cesar Chavez building
  - Instructors receive a hard copy of the Manual during orientation, training and workshops
- Student Rights and Responsibilities page on SWC website (<http://www.swccd.edu/index.aspx?page=358>)
- 2014-2015 College Catalog (page 79, <http://www.swccd.edu/modules/showdocument.aspx?documentid=9343>)
- 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 (<http://swccd.edu/Modules/ShowDocument.aspx?documentid=9460>).
- BlackBoard login page: Student Academic Integrity and Identification Affirmation Statement (<https://swccd.blackboard.com/webapps/portal/frameset.jsp>)

The mechanism in use for enforcing policies on academic honesty for students and faculty is detailed in Academic Procedure 5530: Student Rights and Responsibilities (<http://www.swccd.edu/modules/showdocument.aspx?documentid=5014>), and are posted in the Student Policy Manual (<http://www.swccd.edu/index.aspx?page=2582>) and online on the Student Rights and Responsibilities page (<http://www.swccd.edu/index.aspx?page=358>).

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 the Learning Management System. 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 an often daily basis.

Policies and information about academic honesty and student verification are made public via an information module located at the login point for the online learning system (<https://swccd.blackboard.com/webapps/portal/frameset.jsp>) 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 SWC 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 distance education 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 are kept and available at any time for authorized College personnel. Any subterfuge identified or suspected is investigated by OLC staff and authorized college personnel and corrected immediately if need be.

The college maintains prevention strategies. 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 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/or the person doing it.

Faculty are encouraged to promote student verification during orientations and training for online teaching. Personnel from the OLC and Staff Development facilitate these workshops. Faculty are trained to determine identity of students in their class and to be cognizant of any variance in the process. They 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 misconduct, confidential data which is stored on a database. This data base consists of all formal grievances and misconducts, to include, academic honesty. The data gathered contains information on the Filer, Against, Witnes(es), and Outcome.

### **Self Evaluation**

SWC establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

The institution meets this 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 SWC, which is a public community college with open access.

**Self Evaluation**

This Standard does not apply to SWC.

**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 SWC as it does not have any foreign locations

**Self Evaluation**

This Standard does not apply to SWC.

**Actionable Improvement Plans**

None.

**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 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/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 ([Fast Facts 2012-2013](#)), and its educational 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 ([BP 5010: Admissions](#)). 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 ([AP 5011: Admissions and Concurrent Enrollment](#)).

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 was intentionally organized to support the needs of the student along the educational pathway in one convenient 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, Veteran 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/programs include Counseling, Personal Wellness, Student Employment Services, Transfer/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 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.

**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 is engaged in processes that promote the philosophy of continuous improvement through planning, implementation, and evaluation. To that end, each service area/program participates in regular program reviews as part of the institutional program review process ([Student Affairs Program Review](#)).

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 ([Program Review, Budget Development and Prioritization](#)).

In addition to the main campus in Chula Vista, students have access to support services online and at each of the Higher Education Centers in National City, Otay Mesa, and San Ysidro ([Higher Education Centers and CCAC](#)).

Consistent with student-centered philosophy and design of the Cesar Chavez Student Services Center, the Higher Education Centers provide a "one stop" student support services environment to facilitate the student educational experience. Additionally, the Centers are supported by Education Center Technicians who are cross-trained in the various student services areas to provide essential support.

Distance education students are supported through extensive online services available through

the College website and through the Ellucian Go Application ([Ellucian Go Mobile App](#)). These services include admissions, records, registration, grades, student education planning, an interactive College orientation, 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.

### **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 ([Student Affairs Program Review](#)) 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). 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 ([SPDM Handbook](#)).

In spring 2014, the annual Student Satisfaction Survey validates the continuous improvement efforts undertaken by the student services departments by noting that students are satisfied with the support services provided at the College ([Student Satisfaction Survey 2014](#)).

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:**

1. **General Information**
  - b. Official Name, Address(es), Telephone Number(s), and Web Site
  - c. Address of the Institution
  - d. Educational Mission
  - e. Course, Program, and Degree Offerings
  - f. Academic Calendar and Program Length



- g. Academic Freedom Statement
- h. Available Student Financial Aid
- i. Available Learning Resources
- j. Names and Degrees of Administrators and Faculty
- k. Names of Governing Board Members

## **2. Requirements**

- a. Admissions
- b. Student Fees and Other Financial Obligations
- c. Degrees, Certificates, Graduation and Transfer

## **3. Major Policies Affecting Students**

- a. Academic Regulations, including Academic Honesty
- b. Nondiscrimination
- c. Acceptance of Transfer Credits
- d. Grievance and Complaint Procedures
- e. Sexual Harassment
- f. Refund of Fees

## **4. 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 all College locations (physical and web based): institutional mission, vision, and values; course, program, and degree offerings; Institutional Student Learning Outcomes (ISLOs); a description of student support services and learning resources; academic calendar and program length; names and degrees for administrators and faculty; telephone numbers; names of the Governing Board members; student requirements; and all major policies and procedures affecting students.

The catalog is made available online ([Catalogs](#)), 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. It is also provided in an alternate format 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, PDF, 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 ([Catalog Addenda](#)). Updates in major policies affecting students are posted on the College website in two locations: Critical Changes Impacting Students ([Critical Changes](#)) and Governing Board Policies and Procedures

[\(Policies and Procedures\)](#). Students are informed of new changes through email and participatory governance structures.

Other sources that provide the majority of this information include the schedule of classes (available online) and Student Policy Manual ([Student Policy Manual](#)). Additionally, the course syllabi checklist outlines certain policies and/or procedures to be included as part of the course syllabi development process ([Faculty Course Syllabus Checklist](#)).

The following chart provides page numbers and links where the various required accreditation items are located in the catalog, schedule of classes, and website.

## Chart X: 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/index.aspx?page=1282">http://www.swccd.edu/index.aspx?page=1282</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> Back cover, page 2
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=11662">http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662</a> Pages 475-488
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=11662">http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662</a> Pages 58-77

The College has a Catalog Committee that reviews catalog content to ensure all information is precise, accurate, and current. The Catalog Committee is comprised of members from each of following units: 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 ([Catalog Committee](#)). The final editing and production of the catalog and 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.

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/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 ([Staff Development Calendar](#)) and provides departments with greater flexibility in maintaining and updating critical information for accuracy and content.

### **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 Catalog Committee started meeting in fall 2013 with the goal of updating and reimagining the 2014-15 catalog. 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), 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), 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. 33). 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 ([2014-2015 Catalog](#)).

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 (SLOs/AUOs), 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 ([Student Satisfaction Survey 2014](#)) conducted by the Office of Institutional Effectiveness, 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 (link to internal survey)
- DSS (link to internal survey)
- SES (link to internal survey)
- HECNC (Link to internal survey)

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.

#### **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 main campus in Chula Vista, 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. For example, the student services management team meets on a bi-monthly basis to discuss program goals, opportunities for collaboration, and

program updates ([Student Services Council](#)). In addition, the Deans Council, co-chaired by the Vice Presidents for Academic Affairs and Student Affairs, includes all instructional and student services deans ([Deans Council](#)) and provides an opportunity for further identification of student needs. Every semester, counseling faculty members are assigned to serve as a liaison 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 ([Marketing and Outreach Plan](#)). 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 ([Student Equity Plan](#)), and the Student Success and Support Program ([SSSP Plan](#)) to further identify strategies to support the learning needs of students ([Student Success Committee](#)).

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 presentation in fall 2012 when she challenged the College community to increase student completion from the current rate of 43.1% to 58% by 2015; and 65% by 2020. During the spring 2015 opening day ceremony, breakout sessions were facilitated by counseling faculty organized around the *Six Factors for Students Success* as identified in a research study by the Chancellor's Office Research and Planning Group ([CCCCO RP Group](#)). 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, designed to prioritize the various strategies identified. During the forums, the Institutional Research, Planning, and Grants Department provided an overview of student completion data as 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 (link to presentations). The three interventions centered on the creation of an electronic education planning tools for students, the review of degree/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 ([Student Equity Planning Subcommittee](#)). 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 the 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, ESL and 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 Planning, Implementation and Evaluation (P.I.E.), during spring 2015 the College has begun 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 Governing Board in December 2014, and submitted to the California Community Colleges Chancellor's Office prior to the deadline of January 2015 ([Student Equity Plan](#)).

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 department surveys to determine if SLOs/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 main campus in Chula Vista, students have access to support services online and at each of the Higher Education Centers in National City, Otay Mesa, and San Ysidro.

Following a student-centered philosophy and design modeled after the Cesar Chavez Student Services Center, the Higher Education Centers provide a "one stop" student support services environment to

facilitate the student educational experience. Additionally, the Centers 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 ([Ellucian Go Mobile App](#)). These services include student admissions, records, registration, grades, student education planning, an interactive College orientation, financial aid, parking, police services (MyPD App – need link), 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, 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

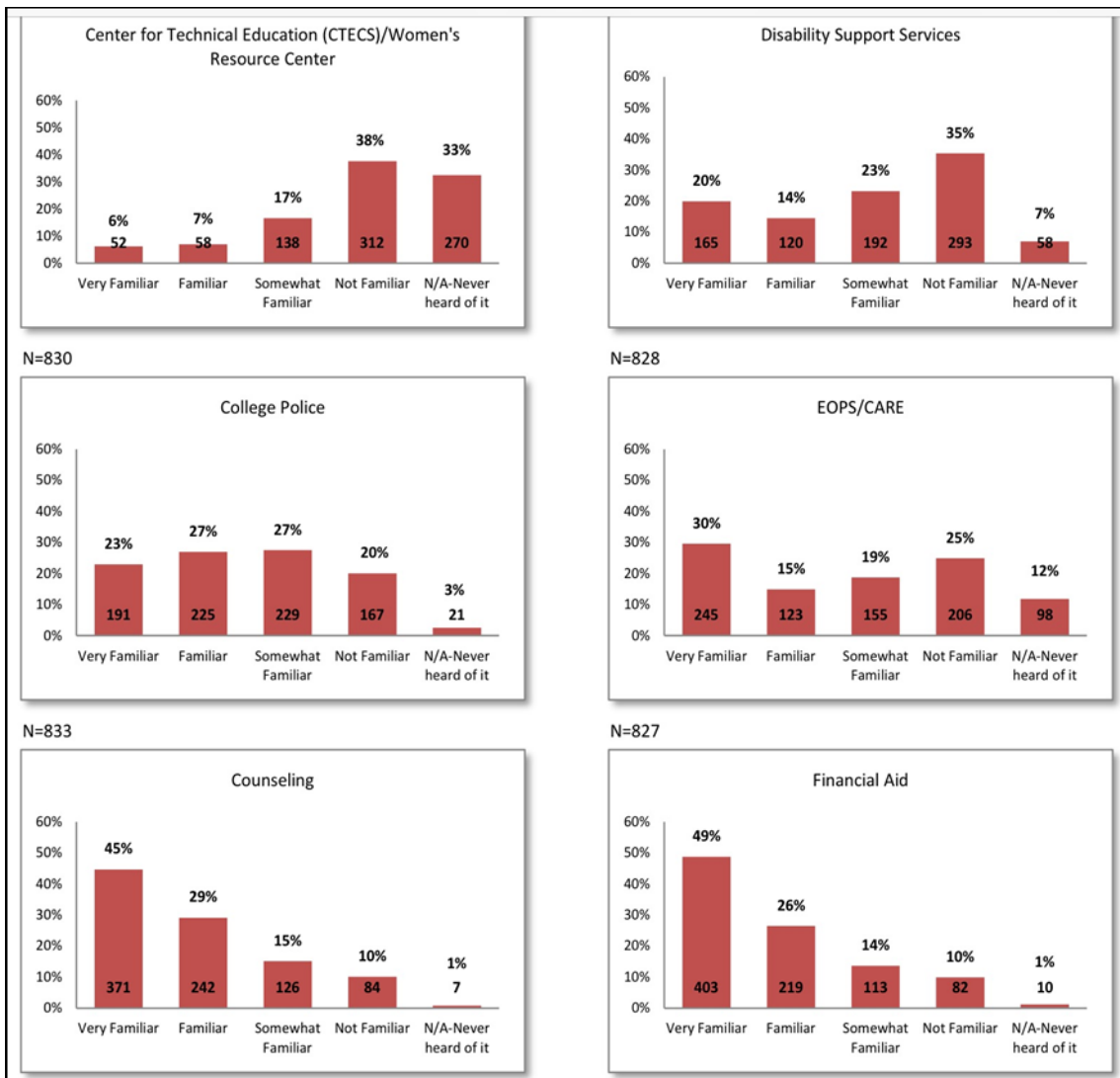
Tutoring	X	X
Veterans Services	X	X
WorkAbility III	X	

Expansion of student support services is a strategic priority for the institution and for the division, with a goal of exploring ways to increase student access online and at all campus 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 of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Results of the spring 2014 Student Satisfaction Survey indicate that most students are aware of student support services and are satisfied with services provided ([Student Satisfaction Survey 2014](#)). The following are a few examples:



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 that promotes intellectual, aesthetic, and personal development. The foundation for creating an environment that encourages personal and civic responsibility as well as aesthetic and personal development, has been intentionally established through the College's mission, vision, values, Strategic Priorities, and Institutional 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 ([ISLOs](#)).

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 SLOs to ISLOs, with a focus on providing students the skills of responsibility, integrity, leadership, and purpose. Through a variety of intentional experiences and practices, students are provided with opportunities to develop these skills including coursework, clubs, honor societies, student government, speaker forums, membership in the shared governance committees, regular participation in the Governing Board meetings, and personal development classes ([eLumen](#)).

**Academic Schools:** 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 & 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, border issues, and bi-partisan panels for local elections (e.g., Board of Trustees, City Council). [Events Calendar](#).

**Student Government:** The Associated Student Organization (ASO) of Southwestern College is the official recognized voice of the College's 20,000 students ([ASO](#)). 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 ([Campus Clubs & Organizations](#)), that provide a myriad of social, academic, and community activities and experiences for Southwestern College students.

The ASO hosts “College Hour” every Thursday morning at 11:45, and 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.

**Honors Societies:** The College 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.

**Collegiate Athletics:** The College maintains a variety of competitive and personal improvement programs in the Athletics Program ([Athletics](#)). 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 and kayaking and recreational leadership at the Crown Cove Aquatic Center, as well as swimming in the collegiate-competitive pool.

**Service Learning Program and Cooperative Work Experience Program:** Student participation in these applied work experience programs 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 (Service Learning). 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.

**Veterans Resource Center (VRC):** The VRC is a dedicated space where veterans can access college services and socialize with other veterans ([Veterans Resource Center](#)) 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.

**College Organizations:** 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 ([SPDM Handbook](#)).

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 main campus, Higher Education Centers, 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 or 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 via the College website ([Ask a Counselor](#)).
- 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 ([Online Orientation](#)).
- 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 ([WebAdvisor Portal](#)).

As part of intentional student success interventions, students on academic or progress probation

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 introduction to campus resources and supportive services such as Financial Aid.

Categorically-funded programs such as Disability Support Services (DSS), 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 ([Student Services](#)).

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 disability disciplines cover topics such as basic college skills and speech and language ([Personal Development Courses](#)).

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, Exponential Learning Academy (TELA), and Bayan Learning Community ([Learning Communities](#)).

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 ([Personal Wellness/Mental Health](#)).

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 (Web page pending – Leonor).

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 satisfactory 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, and consequently align counseling availability at all College locations. Another method of feedback is the Student Services Needs Assessment Form process ([link to form](#)). The Needs Assessment Form was designed to better assess student needs and help students maximize benefits during their counseling appointment. Students are asked to complete a Needs Assessment Form to identify information about their past academic history, their current educational, career, and personal goals, and their questions for the counselor in the individual counseling appointment. Next, a College counselor reviews the information gathered in the Form and makes recommendations to the student via email regarding the next steps, which can include referrals to a particular department for services, such as Transfer Center, Career Center, EOPS, or Career Technical Education (CTE) programs. If a referral is made, the packet is forwarded to that department for follow-up and to track the services rendered. The goal is that by the time students meet with counselors, they are more knowledgeable about their needs, and they are prepared to make informed choices about their educational goals with the guidance from the counselor. The philosophy behind this process is one where students are engaged in their own learning and experience, in partnership with the counselors.

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 ([Counseling Intake Form](#)).

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 (Document- retreat agenda). 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 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. Examples include the following:

- Staff participates in an annual retreat with the purpose of reviewing evaluative data and

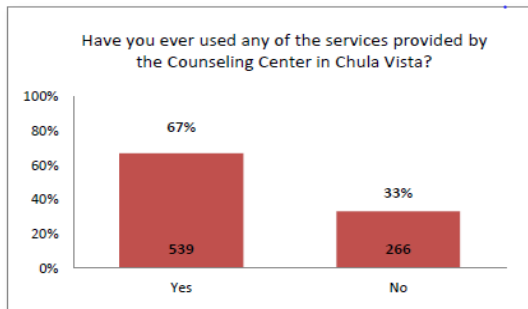


trends in the field and in the state, and developing a plan for the coming year to improve/expand/reduce services as appropriate.

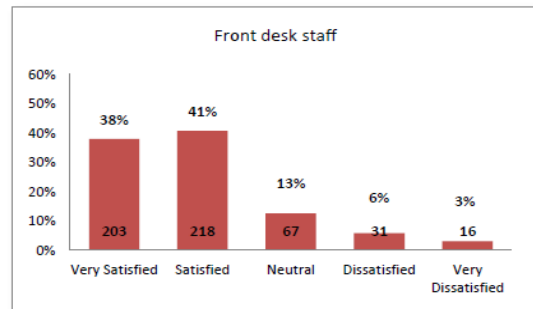
- Counseling faculty who teach Personal Development (PD) courses meet on a monthly basis to discuss best practices. This is facilitated by the Department Chairperson.
- Counseling leads of Learning Community Programs meet on a monthly basis to discuss best practices, to collaborate, to plan joint activities, 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 or categorical funding.
- Counseling staff participate in webinars focused on best practices, and/or legislative or regulatory changes with the California Community College system.

**Self-Evaluation**

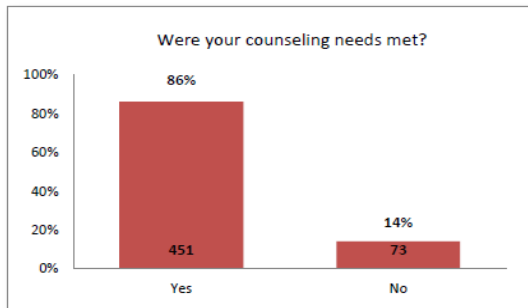
As evidenced by the results of the [Student Satisfaction Survey 2014](#), students have indicated that they are satisfied with the counseling support provided through the Counseling Center:



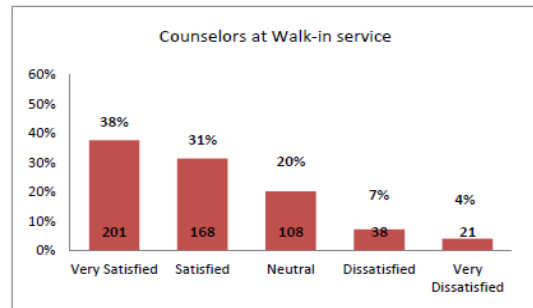
N=805



N=535



N=524



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 ([Counseling Intake Form](#)). 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 Needs Assessment Form also gives the counselor the opportunity 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 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
2008-2009	98	1190	55	569	153	1759	0
2009-2010	136	1652	83	1399	219	3051	+73%
2010-2011	159	2142	169	1507	328	3649	+107%
2011-2012	219	2580	76	772	295	3352	+91%
2012-2013	191	1953	80	588	271	2541	+45%
2013-2014	195	1989	103	799	298	2788	+59%%
2014-2015	182	1800 (4/9/15)	85 (4/9/15)	650	267	2450 (4/9/15)	+39%
<b>TOTAL:</b>	1180	13,306	651	6284	1829	17,140	+69%
TC = Transfer Center; CC = Career Center							

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, 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 (Document - Counseling Agendas). 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 ([WebAdvisor Portal](#)). These new and relevant student support systems were deployed during the 2014-15 year.

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 ISLOs reflect the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, and/or 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). The various units of the College have developed individual learning outcomes designed to provide an environment where students learn to a) Collegially work with diverse groups of people, b) Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner, c) Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, or history have on society, d) Analyze and critique the ethical implications of decision-making on personal behavior, and on social, political, or economic institutions, and e) Evaluate and determine if a given set of economic, social, and environmental systems and practices are sustainable in the long term ([ISLOs](#)). The College has further reinforced this commitment through the 2012-2015 Strategic Priorities ([2012-2015 Strategic Priorities](#)). 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 from 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 ([Center for International Studies/Study Abroad](#)). 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 ([One Border Two Cities](#)).

In another example, the College entered into a formal partnership with Maritime Institute and 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 State of Qatar. The program began in spring of 2014 ([Master Agreement](#)).

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 America’s Initiative ([Memorandums of Understanding/UTT and CETYs](#))

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 & 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 diverse 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) (Document -- Fall 2013 List of Clubs).

In a final example of supporting and promoting diversity, in the College's student equity planning efforts, it has identified as a major intervention the provision of professional development opportunities for faculty, staff, and administrators to enhance understanding of cultural inclusion and diversity in working as a community to support student success. In spring 2014, the College supported conferences such as A Dream Deferred: The Future of African American Education (New Orleans, LA, 3/10-11/15); Prepárate: Educating Latinos for the Future of America (New Orleans, LA, 3/9-10/15); and National Conference on Race and Ethnicity in Higher Education (NCORE), Washington, DC (5/26-30/15). 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, and/or provide an online workshop. A reflective questionnaire is also included as part of the evaluation process ([Staff Development Program](#)).

### **Self-Evaluation**

The College demonstrates its commitment to supporting and enhancing student understanding and appreciation of diversity through its programs, practices, and activities. 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 & Grammar

- Sentence & Syntax Skills
- Reading Comprehension
- Mathematics Diagnostic Testing Project (MDTP)
- Algebra Readiness Test
- Elementary Algebra Test
- Intermediate Algebra Test
- Pre-calculus Test
- 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 (Document - sample of a validation study or minutes from a meeting). 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.

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.

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*. (<http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx>),

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 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 ([BP 5040](#) and [AP 5040](#)). Policy and Procedure 5040 outlines 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. It 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.

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 to authorized employees through individual login into the Student Record System (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, schedule of classes ([College Catalog 2014-2015](#)), and Student Policy Manual ([Student Policy Manual](#)).

- Policy and Procedure 3035: Withholding of Student Records ([BP 5035](#) and [AP 5035](#))
- Policy and Procedure 5040: Student Records, Directory Information, and Privacy ([BP 5040](#) and [AP 5040](#))
- Procedure 5045: Student Records, Challenging Content (Procedure: [AP 5045](#))
- Policy and Procedure 5530: Student Rights and Grievances ([BP 5035](#) and [AP 5035](#))

Southwestern 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 ([Ellucian Go Mobile App](#)). Southwestern 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](#)) and



maintains all student records as confidential. 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 Disaster Recovery (DR) site at the Higher Education Center at Otay to securely store and backup copies of student records. The College is exploring the possibility of storing backup copies of student records in remote location.

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 ([Student Affairs Program Review](#)). Additionally, all program reviews (comprehensive and annual snapshots) can be found on the College's SharePoint Portal ([Student Affairs Program Reviews](#)).

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 ([eLumen](#)). 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, assessment findings are linked to requests for resources such as equipment, technology, personnel, and facilities.

In fall 2012, a report submitted to 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).

Student Learning Outcomes are assessed in a variety of ways that include point-of-service surveys, student satisfaction surveys ([Student Satisfaction Surveys](#)), student focus groups, and department service data. The results are discussed by faculty, staff, and administrators during staff/department meetings, program planning retreats, and the annual student services planning retreat (add links to counseling agendas). 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 Job Listings pages by adding company name information, a Job Fair category, and a category for website general job listings ([Student Employment Services](#)).
- Career Center: Feedback from SLO Surveys led to redesign of several workshop presentations and handouts to increase clarity and retention of information ([Career Center](#)).
- Transfer Center: Feedback from SLO Surveys led to redesign of the Steps to Transfer Workshop to increase clarity and retention of student information ([Transfer Center](#)).
- 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 ([Financial Aid](#)).

In 2012, the Ellucian Action Plan (EAP) ([Ellucian Action Plan](#)), was adopted to increase efficiencies and 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 establish a support structure to sustain success. As part of the plan, various departments in Student Affairs participated in three-day training sessions (Document - notes, agenda, or minutes of trainings). Training focused on reviewing current business processes and exploring features available in Colleague (the Enterprise Planning Resource system) 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 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 Student Planning Self-Service project, new students can now use a modern and efficient planning tool that enables them to independently plan for both the short 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/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](#). 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**

The College effectively evaluates student support services to assure their effectiveness and relevance in meeting student needs. Support services contribute to the achievement of student learning outcomes, as outlined in both the comprehensive and annual program review processes. Consequently, the outcome of these assessments has resulted in substantial program improvements.

The College meets the Standard.

### **Actionable Improvement Plans**

None

## **Standard II.B. Sources of Evidence**

- II.B.1 Chart of Online Services
- II.B.2 Financial Aid Survey
- II.B.3 DSS Survey
- II.B.4 SES Survey
- II.B.5 HECNC Survey
- II.B.6 Student Success Completion Presentations
- II.B.7 Counseling Retreat Agenda
- II.B.8 List of Clubs and Organizations
- II.B.9 Counseling Meeting Agendas
- II.B.10 Assessment Validation Study

**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 exist to 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.” (<http://www.swccd.edu/index.aspx?page=2927>)

The Library supports the instructional goals of the College by teaching information literacy through its credit courses and orientations, by providing access to Library collections and databases, 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 at 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 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.” (<http://www.swccd.edu/index.aspx?page=1283>)

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 Higher Education Centers in National City, Otay Mesa, and San Ysidro.

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, understandings, and attitudes that foster effective and self-directed learning in college and beyond. (Evidence: [LAS Vision Statement http://www.swccd.edu/index.aspx?page=1283](http://www.swccd.edu/index.aspx?page=1283))

### **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, and accessible. Regular assessment is completed through many mechanisms, including program review, Student Learning Outcomes (SLOs), Administrative Unit Outcomes (AUOs), analysis of local statistics, and via unit-level and College wide surveys.

The College meets the Standard.

### **Actionable Improvement Plans**

None

**II.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. LAS employs a staff of up to 110, including faculty, classified staff, hourly tutors, and student employees. (Evidence) 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.

### **Library**

The main campus Library has a large, welcoming space for students to collaborate, to research, or to work independently. 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. The Interdisciplinary Tutoring Center (ITC) service desk is also centrally located at the top of the stairs on the third floor. The two floors encompass seating for 750, including 24 study rooms. There are 24 computers for students in the Reference Area for research, and 113 computers ITC that provide access to course-specific software, the Internet, and Microsoft Office. (<http://www.swccd.edu/index.aspx?page=2913>) In addition, wireless access is available throughout the Library. Students may charge their personal laptops and phones in individual study carrels. (<http://www.swccd.edu/index.aspx?page=2913>)

A pay-for-print system is connected to the public computers throughout the Library. 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. (<http://www.swccd.edu/index.aspx?page=2913>)

Each of the three Higher Education Center libraries is also equipped to provide effective and relevant support to students. The Library at the Higher Education Center at 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. (OM Library Facility) The Library at the Higher Education Center at San Ysidro shares a multipurpose study room with tutoring. It has seating for 31, including five public computers. (SY Library Facility). The Library at the Higher Education Center at National City 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. (NC Library Facility)

The Library's classroom on the main campus is located in the east wing of the Learning Resource Center (LRC) building, and it has seats and computers for 55 students. (<http://www.swccd.edu/index.aspx?page=2904>) The Library has a strong instructional program comprised of two one-credit courses, in-person orientations, drop-in workshops, and services embedded into online courses.

In addition to the physical library 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 through QuestionPoint. (<http://www.swccd.edu/index.aspx?page=2905>)

### **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. 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. (LAS Program Review Report 2011)

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 enrolled SWC students each semester is 19,500, and LAS provides services to up to 52.6% of the



student population (12,500) in any given semester.

(<http://www.swccd.edu/index.aspx?page=1862>) 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. (Evidence: LAS Semester Statistical Reports 2000—present; Power Study Reports 2007—Present; Test Proctoring Reports 2000—present; T3 reports 2000—present; Writing Center Workshop reports 2000—present; EOPS Tutoring Reports 2013-2014; SLO reports 2012—present) (this needs to be addressed)

Current LAS Services include the following:

- **Tutoring:** Tutoring in a range of disciplines for all Southwestern College students on the Chula Vista campus, 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 SWC 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 institutions 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, math, 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 Staff Development.
- **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 SWC students.
- **Website Links:** Main LAS information site that direct students to quality study skills materials, websites, and tutorials. (<http://www.swccd.edu/index.aspx?page=1283#home-button>).

Three levels of tutor training courses are provided for all tutorial staff.

- **Education (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 reinforces methodologies and strategies learned in the previous course through more 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 follow 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 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 Math, Sciences and Engineering; nonetheless, LAS contributes funding for Math Center tutors. (Evidence: [Find the following image of services and link to it.](#))



### **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.

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 include librarians, faculty coordinators, and counselors) to select educational equipment and materials to support student learning (Policy: <http://www.swccd.edu/modules/showdocument.aspx?documentid=4392>, Procedure: <http://www.swccd.edu/modules/showdocument.aspx?documentid=4393>). 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 provide 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 to each discipline, encouraging cross-discipline collaboration in selecting books and other materials to support the curriculum.

(<http://www.swccd.edu/index.aspx?page=2897>). This dialogue provides a basis for ongoing evaluation of the effectiveness of the Library collection, helping to ensure that resources reflect the research needs of the faculty, staff, and students.

Full-time librarians are also part of the curriculum review process via CurricuNET®, the College's automated curriculum review system. Library faculty review new courses, programs, and course modifications to identify the resources that may be needed to support the curriculum. (SWC Library Dropbox: [Minutes from Curriculum Committee Meeting 10/30/14](#); Curricunet: <http://www.curricunet.com/southwestern/index.cfm> )

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 Policy. (SWC Library Dropbox: [Collection Development Policy](#)) The Collection Development Policy addresses the acquisition of material, no matter the format, as well as the weeding of outdated material. (SWC Library Dropbox: [Collection Development Policy](#))

At the end of the 2012-13 academic year, the Library provided access to 89,958 print titles, 30,877 e-books, and 61 periodical subscriptions. In 2012, 13,137 e-books were accessed, up 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 e-books, but the Library doesn't actually

purchase the item until it's been 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% since 2008-09 (43,785). ([Comprehensive Academic Program Review, 2012-13, pp. 8-9; \(http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2012-13LibraryAnnualDataSurvey.pdf\)](#)).

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% of overall check outs. ([http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2012-13LibraryAnnualDataSurvey.pdf](#))

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 main 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. ([SWC Library Dropbox: Sirsi/Dynix Horizon Staff Report of ESL Collections](#)). 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. ([SWC Library Dropbox: Sirsi/Dynix Horizon Staff Report of Leisure Reading Collections](#))

In addition to books 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. As of 2012-13, the Library owned 3,683 media titles. New media purchases must be captioned and popular titles without replacements are sent to a vendor for captioning. ([SWC Library Dropbox: Staff Report of Withdrawn Items; Library Catalog: http://swcclibrary.swccd.edu/ipac20/ipac.jsp?profile=main--4#focus](#)) As part of this 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 ninety percent closed-captioned. A total of 3,355 streaming video sessions were logged in 2012. ([Evidence: Library Catalog: http://swcclibrary.swccd.edu/ipac20/ipac.jsp?profile=main--4#focus](#) ; [Streaming Media: Intelecom: http://searchcenter.intelecomonline.net/SearchCenter.aspx?method=autoLoginViaIpAddress](#) and [Films on Demand: http://swcproxy.swccd.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=19133](#) )

### **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 3<sup>rd</sup> 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 wifi for students, staff, and faculty.

The following is a list of LAS computer resources:

- ASC: 56 computers
- Library 3<sup>rd</sup> floor: 103 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 on 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. (<http://www.swccd.edu/index.aspx?page=1915>.) 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 solicits feedback from students and faculty. In addition, formal assessments of institutional, program, and course Student Learning Outcomes (SLOs) are analyzed to determine whether it is enhancing student achievement of identified learning outcomes. These data show high use of library resources such as electronic reference sources and periodical databases, reflecting student achievement of the identified SLOs. The Library also uses feedback from unit-level and College wide surveys to inform decision-making.

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. (Evidence: SLO Report 2011--present.)

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 IT support of allows for efficient management of computer hardware, software, and related equipment at the Chula Vista campus and at HEC sites. Comparable services are provided to Distance Education (DE) students and students at the HECs through

online tutoring, online Library reference services, and face-to-face services at the HECs.

The Library meets the vast majority of student research needs with existing print and electronic collections. 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 ASC services 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. (SWC Library Comprehensive Academic Program Review, 2012, p. 18) Students learn these critical thinking skills in library orientations, in drop-in workshops, and in the two one-credit courses taught by librarians (LIB 110 and LIB/CIS 151). Instruction also takes place during reference interactions, both in person and online. (Evidence: SWC Library Dropbox: SLOs, Course syllabi, Orientation Handouts, Workshop Flyer)

Library faculty teach two one-credit courses, 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, evaluate, and use both online and print library materials. (<http://www.swccd.edu/modules/showdocument.aspx?documentid=9343>, p.421). LIB 151, Research Using the Internet, is cross listed as CIS (Computer Information Systems) 151. It is an 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. (Evidence: 2014-15 SWC Catalog <http://www.swccd.edu/modules/showdocument.aspx?documentid=9343>, p.421)

Library faculty also offer one-shot orientation sessions for courses across the curriculum (<http://www.swccd.edu/index.aspx?page=2904>). These orientations are interactive, hands-on

research orientations tailored to the assignments of classroom faculty. (Evidence: [SWC Library Website/Faculty/Orientations http://www.swccd.edu/index.aspx?page=2904](http://www.swccd.edu/index.aspx?page=2904)). Orientations may be scheduled at the Chula Vista campus and at all Higher Education Centers (HECs). At the Chula Vista campus, orientations are usually held in the Library's classroom, which has 55 computer stations for students. (Evidence: [Library Dropbox/Excel file: MASTERFiscalYearStatistics](#)); [SWC Library Facility](#)). Orientations are usually scheduled for 50 minutes, but may vary in length from 30 minutes to 90 minutes. (Evidence: [SWC Library Shared Outlook Calendar](#)). Library orientations are available to students at each of the four locations and online through Blackboard.

Library faculty began teaching drop-in, one-hour workshops for students in fall 2011. Several workshops on primary sources are offered each semester. Faculty rotate other topics, such as specific databases and e-books. ([SWC Library Dropbox: Drop In Workshops Statistics](#)). Since fall 2007, library faculty teach the in-person orientations for Blackboard, the college's course management system, to online students. Orientations are offered at the beginning of each semester and at mid-semester during the weekend, weekdays, and evenings. ([SWC Library Dropbox/ Blackboard Statistics](#))

Library faculty teach orientations from 7 am – 7 pm, Monday- Saturday, often adjusting their schedules as needed. ([SWC Library Shared Outlook Calendar](#)). Both full-time and part-time library faculty teach orientations. During the 2013-14 academic year, an effort was made to schedule more part-time library for teaching. ([SWC Library Shared Outlook Calendar](#)).

Orientation sessions are periodically assessed and library faculty analyze the results to adjust curriculum and teaching strategies. In spring 2011, a pre-test and post-test was given to introductory courses receiving library orientations. The librarians analyzed the results to identify areas to improve their teaching. One area that librarians identified for improvement was the students' understanding of how to identify and locate scholarly resources. (Evidence: [SWC Library Dropbox: Assessment Analysis, Orientations, Spring 2011](#)). Librarians worked to adjust their focus on this topic during the orientation sessions, and another round of pre-tests and post-tests were administered during spring 2012. (Evidence: [SWC Library Dropbox Assessment Analysis, Orientations, Spring 2012](#)).

Reference Desk service is provided to assist students in locating library materials. Reference Desks are staffed whenever the Library facilities at the Chula Vista Campus or HECs are open. During peak hours, two librarians may staff a Reference Desk. Librarians answer questions in person, by phone, by e-mail, and even via chat. ([SWC Library Website/Ask a Librarian http://www.swccd.edu/index.aspx?page=2914](http://www.swccd.edu/index.aspx?page=2914)). Librarians assisted 28,465 students in person at the four locations during the 2012-13 academic year. ([Library Dropbox: MasterFiscalYearStatistics](#)). 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. The librarians also 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. (QuestionPoint <http://questionpoint.org>; [SWC Library Website/Ask](#)

a Librarian <http://www.swccd.edu/index.aspx?page=2914>). 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. (SWC Library Comprehensive Academic Program Review, 2012-13, p. 6)

The Library employs social media to connect students to resources and services as well. The Library regularly posts to its Facebook page, Twitter account, and blog.

LAS offers several opportunities for student orientation. Tours of the ASC are available by request Monday through Thursday from 7:30 AM to 8 PM, and Fridays from 7:30 AM to 4 PM. 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 (<http://www.swccd.edu/index.aspx?page=1917>). LAS also offers classroom visits where tutors offer orientations to students on how to access LAS services, including our online services. LAS routinely distributes fliers physically and online via email and Facebook to inform students of the services available. Staff at all sites maintain by LAS are informed of program offering 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 to

LAS provides workshops on APA and MLA citation, and research 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 stated goal of promoting tutee independence. Up to 350 students attend LAS workshops per year (Evidence: LAS WC workshop reports; Education 100 Introduction to Tutoring) LAS also provides study skills links and learning links available on the internet that offer self-paced guides regarding various aspects of information competency. (Evidence: <http://www.swccd.edu/index.aspx?page=1937> )

### **Self Evaluation**

Southwestern 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 program 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 hold 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. (<http://www.swccd.edu/index.aspx?page=2922>)
- The National City Library is open 12 hours per week (Monday 9 a.m. – 11 a.m.; Tuesday 3:30 - 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. (<http://www.swccd.edu/index.aspx?page=2922> )
- 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.) (<http://www.swccd.edu/index.aspx?page=2922> )
- The San Ysidro Library is open 16 hours per week (Monday 9:30 a.m. – 12:30 p.m.; Tuesday 11 - 2:30; Wednesday 2 p.m. – 6 p.m.; Thursday 9:30 a.m. - 3 p.m.) (<http://www.swccd.edu/index.aspx?page=2922>)

Faculty at each of the four locations may place materials on Reserve for their students and schedule onsite Library orientations. Each Library location has its own collections, including Reserve materials, Stacks, Reference, and Leisure Reading. 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. (<http://www.swccd.edu/index.aspx?page=2905>). 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 website include:

- Online forms for SWC students, faculty, and staff to request Interlibrary Loan (ILL) materials from any location (<http://www.swccd.edu/index.aspx?page=2980>).
- An online hold system in the IPAC allows users to request circulating materials to be held for pick up at any of the four library locations. (<http://swcclibrary.swccd.edu/ipac20/ipac.jsp?profile=main--4#focus>)
- Online forms for faculty to request research orientations for their classes (<http://www.swccd.edu/index.aspx?page=2904>)
- Subject-specific research guides, including Citing Sources, Statistical Resources, and Career Resources

The DVD collection was placed in a public area to improve access and the ability to browse titles. ([SWC Library Facility](#))

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 math. The ASC houses the Writing Center, the Women's Math Network, the Power Study Program (PSP), the community tutoring service (STARS), and test proctoring. 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 113 computers with course-specific software, Internet access, and Microsoft Office. The lab is staffed by adjunct faculty and tutors for assistance, and currently houses an appointment-based service focused on Basic Skills math and English.

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)
- 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. Because the labs are staffed by tutors only with no faculty oversight, they do not collect FTES, but they provide specialized services in proximity to the

dedicated learning site.

LAS services are also available at each of the following Higher Education Centers (HEC):

- Higher Education Center, National City
- Higher Educational Center, Otay Mesa
- Higher Educational Center, San Ysidro

Each HEC site also offers multidisciplinary tutoring services with an emphasis on Basic Skills math 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 (<http://www.swccd.edu/etutoring>); and asynchronous tutoring through the College's Online Writing Lab (OWL) (<http://www.swccd.edu/owl>). Both services are staffed by trained tutors.

OWL is available five days a week, Monday - Friday (except holidays) when school is in session. OWL focuses exclusively on English skills, but it serves students in every discipline by supporting Writing 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 & Physiology
- Biology
- Calculus
- Chemistry
- Economics
- Engineering (Circuits & Digital Systems only)
- Math (Developmental through Trigonometry)
- Microsoft Office
- Physics
- Psychology
- Spanish
- Statistics
- Web Development (xHTML, CSS, and Dreamweaver)
- Writing

### **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. The College and the Library follow

procedures to ensure that Library holdings are related to educational programs and that all educational programs have adequate materials in the Library. Through the Curriculum approval process, the library is kept aware of all new programs and courses and individual librarians work with relevant faculty to assess existing materials and enhance collections as required. A Librarian serves on the Curriculum Committee where they collaborate with classroom faculty on curricular changes, and faculty and student requests are important drivers of selection and acquisition decisions. 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 campus-wide committees and initiatives, including the Student Success 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.

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, LAS, and other areas where learning support services are provided.

The Chula Vista campus and Higher Education Center Libraries provide effective security, both onsite and online. Security cameras are placed throughout the building and are linked to the Campus Police department. Campus Police intermittently patrol the Library. The Library has an alarm system in place, and Library personnel are each issued individual security codes. The Library has an Emergency Preparedness Manual, and a copy of it is located at each service point. Further, the Library's book collection is secured by 3M Gates and security system, and is (are) part of San Diego/Imperial County Libraries Disaster Response Network (SILDRN) (<https://sites.google.com/site/sildrn/>).

All LAS areas at the Chula Vista campus and Higher Education Centers also provide effective security, both onsite and online. LAS buildings are patrolled by Campus Police personnel once per day. LAS maintains security cameras at entry points of the Academic Success Center and Library ITC. The ASC has an alarm system in place; and all LAS classified professionals are issued individual security codes. The Dean of Instructional Support Services authorizes which employees hold building keys, and keys are issued by the Facilities office.

LAS materials are stored securely. Textbooks and fee-based testing materials are stored in locked

cabinets and files in locked cabinets and follow a checkout procedure as outlined in the LAS manual ([Evidence: LAS Manual](#)). 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 are limited to select personnel and are password protected. Each system provides a record of user access.

LAS follows the campus emergency policy ([Evidence: https://www.swccd.edu/index.aspx?page=3255](#)). Evacuation area maps and instructions are posted in all tutoring cubicles, tutoring areas and testing/workshop room. In conjunction with the Library, LAS staff and faculty have emergency procedure training on an annual basis. The Academic Success Center also houses an Automated External Defibrillator on site.

Maintenance of the Library and LAS facilities is also a top priority. In spring 2015 the Library was given approval to replace its aging study carrels and a new automatic door is to be installed in the Media services area of the Library. In addition, in spring 2015, the Library upgraded its security cameras and installed 27 new cameras in various Library locations. 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. Other LAS locations, such as the Library Interdisciplinary Tutoring Center (ITC) and the Higher Education Centers, 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.

**OCLC's 24/7 QuestionPoint Chat Reference Service:** The Southwestern College Library is a member of QuestionPoint cooperative of academic libraries, which provides reference service to both traditional and Distance Education (DE) students 24 hours a day, seven days a week. The service ensures that research help is available to students at any day and time, from any location. The Library collects and analyzes usage statistics on a regular basis. In addition, students who use the service have the option of filling out an evaluation form after each session with a librarian. The evaluations are reviewed regularly by Southwestern College librarians for potential areas of improvement in service. (<http://questionpoint.org/>, <http://www.questionpoint.org/crs/servlet/org.oclc.admin.BuildForm?&page=frame&institution=11318&type=2&language=1>)

**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. Faculty media requests are delivered to campuses 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. (<http://lrc.sdcity.edu/sdicclrc>; [SWC Library Dropbox/Joint Power Agreement -- contract between the district and San Diego County Office of Education.](#))

**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.

**Sirsi/Dynix:** The integrated library system (ILS), 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 research for the College community. Consequently, the Library chose to upgrade the Sirsi/Dynix system as a result of the evaluation process. (<http://swcclibrary.swccd.edu/ipac20/ipac.jsp?profile=main--4#focus>; [Sirsi/Dynix Integrated Library System, Horizon](#))

**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. Statistics on ILL transactions are reviewed each year. The OCLC system is also used for copy cataloging in the Library's Technical Processing area. ([Evidence: SWC Library Dropbox: OCLC Membership Agreement](#))

**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. Statistics are used to inform decisions regarding continuation of database subscriptions and evaluation of e-book purchasing models.

(<http://www.cclibraries.org/index.html>; <http://cclibraries.org/procurement/login.php> )

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 ([CRLA website](#))

### **Self Evaluation**

Cost-saving contracts with consortia and outside vendors allow the Library and LAS to maximize the resources available to students, thereby contributing to several College goals, including stewardship of financial resources and improving student learning. Contracted services are reviewed on a continuous basis to ensure they continue to meet users' needs. For example, librarians review electronic database subscriptions annually, incorporating information such as feedback from students and faculty, database usage statistics compiled locally, and product reviews provided by the consortium. LAS reviews student access numbers for online services via the Western eTutoring web site to track usage trends. As the service is relatively new as of fall 2014, 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 achieved collected in Library and other learning services are used for the basis of improvement and

reported in program review.

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). Library faculty assess SLOs following the Academic Program Review cycle (<http://www.swccd.edu/index.aspx?page=268>), and results are stored in eLumen and reported in comprehensive program review (Evidence: [SWC Library Dropbox: SLO Reports LIB 110, LIB 151](#)). The Administrative Unit Outcomes (AUOs) follow the Administrative Program Review cycle (<http://www.swccd.edu/index.aspx?page=270>). Results are stored in SharePoint and reported in the comprehensive program review. <http://www.swccd.edu/index.aspx?page=2897> Evidence: [SWC Library Dropbox: Faculty Staff Development Library Workshops](#)

Library faculty and staff gather and review a variety of additional quantitative and qualitative data in review of the Library's learning support services. The Library keeps a number of internal statistics, including the number of library instruction sessions taught, the number of online databases accessed, the number of reference and circulation questions answered at the Reference Desk, at Circulation, and online through QuestionPoint Chat Reference. It also collects circulation statistics showing the number of check outs for various types of materials. (Evidence: [SWC Library Dropbox: Statistics](#)). Additionally, the Library collects the following information:

- Working with the college's Research Office, the library has been included in the Campus Climate surveys that provide data analysis regarding library services from Fall 2010 through Spring 2014 (<http://www.swccd.edu/index.aspx?page=1862>; <http://www.swccd.edu/index.aspx?page=3217>).
- Librarian liaisons collaborate with discipline faculty to ensure that individual departmental needs are met.
- Course- level surveys for Library instruction are also conducted ([SWC Library Dropbox: Student Survey for LIB 151 and LIB 110](#)).
- Student and faculty users evaluate the Library areas of Circulation, ILL, Media Services, and the Reference Desk. Informal, comments for improvement are also solicited via suggestion boxes and through email on the library's website. Feedback is also received from surveys submitted by students using the Ask Us Now 24/7 Chat Service. (Evidence: [Suggestion box in SWC Library Facility, \[library@swccd.edu\]\(mailto:library@swccd.edu\) email account, Ask Us Now Administrator Account](#))
- The Library is participating in a statewide survey to assess student use of technology in the Library, administered through the California Chancellor's Office in summer, 2014. ([Chancellor's Office Student Engagement Survey Pilot Project](#), [http://celccc.org/documents/2011/tech\\_survey/ccl-lib-tech-surv-finalreport2011.pdf](http://celccc.org/documents/2011/tech_survey/ccl-lib-tech-surv-finalreport2011.pdf) .
- The Library worked with the Office of Institutional Research to develop a survey to assess services and collections. The survey was administered online and at each of the Library's four locations (at main campus and the HECs) in fall 2014. (Evidence: [OIR](#)



## Library Survey Report, December 2014)

- Librarians collaborate with discipline faculty through the curriculum process to ensure that individual departmental needs are met and that the library holdings for that department are up to date. (Evidence: Curricunet (<http://www.curricunet.com/southwestern/index.cfm>))

The Southwestern College Library compares its holdings and services to those of other college campuses of comparable size to ensure that it remains competitive. The 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. (ACRL Annual Survey, <https://acrl.countingopinions.com> ; Council of Chief Librarians Annual Library Data Survey, <http://www.cclccc.org/resources.html> ; Academic Libraries Survey sponsored by the National Center for Education Statistics, [http://nces.ed.gov/surveys/libraries/aca\\_data.asp](http://nces.ed.gov/surveys/libraries/aca_data.asp) ; Library and Learning Resources Report California Community College Chancellor's office, 2011. [http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/2011\\_Library\\_and\\_Learning\\_resources\\_program\\_Combined\\_\[FINAL1\].pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/2011_Library_and_Learning_resources_program_Combined_[FINAL1].pdf))

In support of the Learning Assistance Service's 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 (<http://www.swccd.edu/index.aspx?page=268>), and results are stored in eLumen and reported in comprehensive program review (Evidence: SWC Library Dropbox: SLO Reports LIB 110, LIB 151). Both the Library and LAS completed a comprehensive program review in 2011 and complete program review snapshots every year.

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, and Governing Board meetings, and make annual trips to Higher Education Centers (HECs) to solicit feedback.

Survey data strongly suggests that students feel they benefit from LAS programs. The LAS spring 2013 SLO survey revealed that 96% of students felt they had developed skills that would help them in their courses, and 96.8% of the students surveyed felt an increase in their confidence to succeed. This leads to students coming back for more tutoring, with 98.1% saying they would return for further sessions, demonstrating that students are feeling a positive connection with our tutors. (Evidence: SLO Report 2014.)

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. (Evidence: LAS Program Review Snapshot 2011-present)

### **Self Evaluation**

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. Data is used to request resources necessary to support student needs through the program review process.

The College meets the Standard.

### **Actionable Improvement Plans**

None