



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

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**2015 Annual Report  
Final Submission**

04/02/2015

Southwestern College  
900 Otay Lakes Road  
Chula Vista, CA 91910-7299

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Mink Stavenga
3.	Phone number of person preparing report:	619-482-6542
4.	E-mail of person preparing report:	mstavenga@swccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662">http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=11662</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.swccd.edu/index.aspx?page=265">http://www.swccd.edu/index.aspx?page=265</a>
6.	Total unduplicated headcount enrollment:	Fall 2014: 19,917 Fall 2013: 19,658 Fall 2012: 19,546
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	18,182
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	4,366
9.	Number of courses offered via distance education:	Fall 2014: 376 Fall 2013: 361 Fall 2012: 361
10.	Number of programs which may be completed via distance education:	28
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 6,657 Fall 2013: 6,949 Fall 2012: 6,355
12.		Fall 2014: 0 Fall 2013: 0

	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	65.2%									
14b.	Successful student course completion rate for the fall 2014 semester:	67.8%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>1082</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>N/A</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>N/A</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1082	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1082									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	899									
16b.	Number of students who received a degree in the 2013-2014 academic year:	815									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	179									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,290									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,214									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	1. Intersegmental General Education Transfer Curriculum 2. California State University General Education Breadth									
19a.	Number of career-technical education (CTE) certificates and degrees:	100									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	100									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	7									

19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	100		
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:			
	<b>CIP Code 4 digits (###.##)</b>	<b>Examination</b>	<b>Institution set standard (%)</b>	<b>Pass Rate (%)</b>
Associate Degree Nursing	51.16	national	76.2 %	80.3 %
Certified Nursing Assistant	51.16	state	92 %	100 %
Dental Hygiene	61.06	national	95 %	100 %
Emergency Medical Technician	51.09	national	76 %	69 %
Licensed Vocational Nursing	51.16	national	72.4 %	40 %
Medical Laboratory Technician	51.10	national	90.3 %	100 %
Paramedic	51.09	national	90.8 %	95 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	<b>CIP Code 4 digits (###.##)</b>	<b>Institution set standard (%)</b>	<b>Job Placement Rate (%)</b>	
Accounting	52.03	66.2 %	61.5 %	
Administration of Justice: Corrections Emphasis	43.01	82.7 %	50 %	
Animation, Interactive Tech. Video Graphics/Special Effects	10.03	68.3 %	100 %	
Architecture	04.09	69.5 %	57.1 %	
Automotive Performance Systems	47.06	68 %	60 %	
Biotechnology	15.04	71.5 %	80 %	
Business Administration	52.02	75.7 %	50 %	
Business Administration: International Business Emphasis	52.11	57 %	75 %	
Certified Nursing Assistant	51.39	84.4 %	100 %	
Child Development	19.07	61.7 %	54.9 %	
Child Development Teacher	19.07	69.3 %	78.9 %	
CIS---Entry Level Database Administrator	11.08	45.3 %	75 %	
CIS---Operations/PC Support Specialist Emphasis	11.10	62.8 %	83.3 %	
Community, Economic and Urban Development	52.01	79.2 %	75 %	
Computer Aided Design and Drafting	15.13	79.2 %	85.7 %	
Construction Inspection	46.04	79.1 %	83.3 %	
Construction Management	46.04	79.2 %	66.7 %	
Crime Scene Investigator	43.01	66 %	100 %	
Criminal Justice	43.01	71 %	71.4 %	
Culinary Arts---Baking/Pastry	12.05	35.6 %	75 %	
Dental Hygiene	51.06	90.7 %	93.2 %	
Electrical and Electronics Test Technician	47.01	58.3 %	42.9 %	
Emergency Medical Technology and Paramedic	51.09	91.4 %	93.8 %	
Finance	52.08	76 %	100 %	
Fire Science Technology	43.02	83 %	90 %	
Fitness Specialist Certification---Advanced	31.05	83.7 %	85.7 %	
Graphic Design	50.04	70.7 %	57.1 %	
Information Systems	11.01	69.7 %	50 %	
Insurance	52.17	95 %	100 %	
Law Enforcement Training Academy	43.01	86.1 %	63.6 %	
Leadership and Supervision---Intermediate	52.02	72.2 %	100 %	

Marketing	52.18	39.6 %	66.7 %
Medical Assistant: Coding and Insurance---Basic	51.07	68 %	50 %
Medical Interpreter---Basic (English/Spanish)	16.01	70.8 %	70.6 %
Medical Office Management	51.08	88.2 %	25 %
Microcomputer Office and Technical Support---Advanced	11.06	58.8 %	50 %
Microsoft Certified Systems Intensive Training---Basic	47.01	77.5 %	100 %
Music---Commercial	10.02	61.4 %	100 %
Nursing, Associates Degree	51.38	85 %	77.3 %
Nursing, Vocational	51.39	85 %	100 %
Occupational Health and Safety	15.07	95 %	100 %
Paralegal Studies: Bilingual (English/Spanish)	22.03	77.8 %	58.8 %
Public Administration	44.04	85.5 %	66.7 %
Real Estate	52.15	61.2 %	66.7 %
Social Work	44.00	85.5 %	50 %
Surgical Technology	51.09	90.3 %	100 %
Sustainable Energy Studies	15.05	65.5 %	100 %
Telemedia	09.07	73.4 %	71.4 %
Transfer Education/Preparation for Nursing	51.11	95 %	33.3 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
None	n/a	n/a

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

SWC's Research Office prepared a four-year longitudinal study comparing student success and retention rates of students in Distance Education (DE) versus Face-To-Face (F2F) courses. The study found that the student success and retention rates of students in DE courses were significantly lower than the student success and retention rates in F2F courses. This data was provided in aggregate form and also for the 70 most heavily enrolled courses. In the Fall of 2014 the Dean of Instructional Support Services (who is responsible for oversight of SWC's DE programs) and the Director of Research, Planning and Grants met with each School Dean and Department Chairs within those Schools to review the research results for the courses within each of the individual Schools. During these meetings various strategies were discussed as to how deficiencies could be addressed with each course where there was a significant difference in student success and retention rates. Subsequent to these meetings the School Deans and Department Chairs held meetings with faculty in the academic departments to discuss what actions could be taken to improve student success and retention rates at the individual course and section level. A report on the actions taken is due to the Dean of Instructional Support Services by the end of the Spring 2015 semester.

**Student Learning Outcomes and Assessment**

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1458
	b. Number of college courses with ongoing assessment of learning outcomes	1339
	Auto-calculated field: percentage of total:	91.8
25.	Courses	
	a.	298

	Total number of college programs (all certificates and degrees, and other programs as defined by college):		
b.	Number of college programs with ongoing assessment of learning outcomes	238	
	Auto-calculated field: percentage of total:	79.9	
Courses			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	24
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	24
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	<a href="http://www.swccd.edu/index.aspx?page=2857">http://www.swccd.edu/index.aspx?page=2857</a>	
28.	Number of courses identified as part of the general education (GE) program:	265	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	90%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	238	
32.	Number of Institutional Student Learning Outcomes defined:	16	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>ILOs are set by faculty and reviewed by the Student Outcomes and Achievement Review (SOAR) Committee. The SOAR is a shared planning and decision-making committee of the Shared Consultation Council (SCC) with representatives from all constituent groups. SWC has GELOs for all of its GE patterns. All ILOs and GELOs are measured using assessment data from course-level SLOs (CSLOs). Each CSLO is mapped to an appropriate ILO. ILO results are distributed through an annual SOAR Report with analysis of ILO results, Institution Set Standards and other data. This report is presented to the SCC and used by programs completing annual program review. The report is posted on several sites on the District website and, is presented to the college's Governing Board. Also, many administrative and student services offices maintain administrative unit outcomes (AUOs) mapped to our ILOs. Staff development opportunities are provided for faculty and staff on SLOs and AUOs, including a 7-workshop SLO Academy. Finally, students are made aware of CSLOs and ISLOs through the inclusion of CSLOs on all course syllabi and by banners that fly over all campuses of the District promoting ILOs. ILOs are listed in the online and print course catalogs.</p>		
<p><b>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</b></p>			
36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes		

	<p>to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Data collection for ILOs is based on mapping CSLOs to ISLOs. PSLOs are aligned with ISLOs. SLO assessment data are analyzed and results used in instruction, curriculum planning, and program review. Faculty set goals in program review using data including course, program &amp; institutional level SLO results. Program faculty maintain a timeline to ensure all SLOs are assessed during a comprehensive program review cycle. Staff Development offers the SLO Academy and other support, such as the newly created Institutional Program Review and Outcomes Coordinator. A workshop was given on Opening Day Spring 2015 Participants were given tools for facilitating within their departments discussions on creating outcomes based on course objectives and aligning them with overall program goals and ILOs. Similar training is available through the SLO Academy. As discussion regarding effective SLO creation and assessment continues among faculty, more instructors are reviewing SLOs in context of their course objectives and their students' demonstration of learning. For example, the Fire Science program's analysis of its SLO data in its latest program review led to a program-level recommendation to standardize teaching practices across all sections.</p>
<p>37.</p>	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>SWC takes several steps to communicate SLO results and activities to external and internal audiences. The college's ILOs and all program-level SLO (PSLO) assessment results are available on the District's Student Learning and Success website and are accompanied by explanations intended to assist students in selecting a major and understanding the educational components and learning outcomes of a major. Along with information for students, the SLO website is robust with many pages intended to increase understanding and awareness of SLOs among all staff. It contains training material for writing and assessing SLOs and AUOs and for using eLumen. In addition to information on the SLO website, the SOAR Committee's annual report containing ILO data results, key findings, and recommendations for the field is available publicly on the website. Also in the SOAR report are analysis, findings, and recommendations based on a review of achievement data found in the CCCCO's Student Success Scorecard and Institution Set Standards. The intent of the SOAR report is to provide explanations for achievement and student learning results in order to guide program review development and resource allocation.</p>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Dialog and reporting of SLO assessment results includes the SOAR Committee Annual Report which explains results of ILO, Institution Set Standard, and CCCCO Scorecard data. Analysis and recommendations in the report are shared with all employees via presentations to the Shared Consultation Council and Governing Board. The report is posted on the Data Resources website to support program review and is referenced in program review documents and program review trainings. Each fall semester "Opening Day" staff discuss SLO assessment and other data in the context of program review, which gives time to discuss achievement and learning results and to integrate findings into program review. Faculty use SLO results to improve instruction, and administrative offices use SLO results to better support, even if peripherally, student learning and success. Finally, using program review, faculty and staff report and use SLO data to set goals and request resource allocations. Each goal and resource allocation request must be based on data (SLO data, industry data, or completion data) and linked to one of the District's strategic priorities to support integrated planning and data-driven decision making.</p>
<p>39.</p>	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>SLO assessment occurs in disciplines and student services. In Anthropology faculty compared assessment results of students who completed Biological Anthropology in a classroom with access to materials (fossils, skeletons, etc.) to that of students who completed the course in rooms without materials. The first group regularly maintained higher levels of SLO achievement. Faculty acted to ensure all Anthropology courses are taught in rooms with materials. English faculty see regular differences in SLO proficiency between students taught</p>

in rooms that contain document cameras compared to those that are not. English faculty used results in program review to request and receive additional document cameras. Math faculty compared course sections taught by part-time instructors with no office hours to fulltime instructors with office hours. Math faculty with office hours generated higher SLO scores. Using these SLO results led to more fulltime Math faculty and more Math support services. Finally, the International Program used SLO results to plan increased collaboration with international and bi-national educational partners. These collaborations expand the global awareness and global preparedness of SWC students

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Higher Education Center National City Higher Education Center Otay Mesa Higher Education Center San Ysidro
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

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