



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

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**2014 Annual Report
 REVIEW**

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:	http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=6515
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.swccd.edu/index.aspx?page=265
6.	Total unduplicated headcount enrollment:	Fall 2013: 19,697 Fall 2012: 18,783 Fall 2011: 18,984
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	17,592
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	5,284
9.	Number of courses offered via distance education:	Fall 2013: 361 Fall 2012: 361 Fall 2011: 362
10.	Number of programs offered via distance education:	28
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 6,949 Fall 2012: 6,355 Fall 2011: 5,712
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0

		Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	62.42 %									
14b.	Successful student course completion rate for the fall 2013 semester:	67.71 %									
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, what is it?</td> <td>1035</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>0</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>0</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	1035	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?	0	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?	0
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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?	0									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	986									
16b.	Number of students who received a degree in the 2012-2013 academic year:	n/a									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	n/a									
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?	1,284									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	1,138									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No									
18b.	If yes, please identify them:	N/A									
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:	93									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	7									
	Number of CTE certificates and degrees for which the										

19d.	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:																																																																																																									
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Fitness Specialist Certification: Advanced	31.05	88.39 %	80 %
Geospatial Technology Technician: NOT ENOUGH DATA TO CALCULATE	45.07	0 %	50 %
Hospitality: Travel and Tourism Management: NOT ENOUGH DATA TO CALCULATE	52.09	0 %	80 %
Insurance: NOT ENOUGH DATA TO CALCULATE	52.17	0 %	66.67 %
Landscape Architecture	01.06	66.67 %	68.61 %
Legal Interpretation: Basic (Eng/Span)	16.01	77.78 %	60.2 %
Marketing	52.18	68.34 %	66.67 %
Medical Assistant: Administrative: NOT ENOUGH DATA TO CALCULATE	51.08	0 %	66.67 %
Medical Assistant: Clinical: NOT ENOUGH DATA TO CALCULATE	51.08	0 %	66.67 %
Medical Assistant: Coding and Insurance: NOT ENOUGH DATA TO CALCULATE	51.08	0 %	75 %
Medical Laboratory Technician: NEW PROGRAM, NOT ENOUGH DATA TO CALCULATE	51.10	0 %	90 %
Music: Commercial	10.02	64.44 %	100 %
Nursing	51.16	89.59 %	87.88 %
Nursing: Operating Room Nurse	51.09	89.59 %	87.88 %
Nursing: Vocational Nursing	51.16	89.59 %	87.88 %
Occupational Health and Safety	15.07	67.86 %	90 %
Office Information Systems Professional	52.04	71.03 %	76.83 %
Paralegal Studies	22.03	78.96 %	75 %
Paralegal Studies: Bilingual (Eng/Span)	22.03	78.96 %	75 %
Pharmaceutical and Laboratory Science: NEW PROGRAM, NOT ENOUGH DATA TO CALCULATE	41.03	0 %	100 %
Photography: Graphic Applications	10.12	70.57 %	69.57 %
Real Estate	52.15	65.43 %	80 %
Surgical Technology	51.09	90 %	83.33 %
Child Development: Teacher Education Preparation	13.15	68.56 %	66.32 %
Telemedia Production Specialist	09.07	68.69 %	65 %
Travel and Tourism: NOT ENOUGH DATA TO CALCULATE	52.19	0 %	100 %

22.	Please list any other instituon set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
	NONE		

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).
	After the 2013 ACCJC Annual Report was released, the ALO organized a task team to begin discussing institution-set standards. By fall 2013, concerted efforts began to take shape and were presented to the Shared Consultation Council (SCC). The task team developed several data models, researched best practices, experimented with various methods for validity, and explored methods shared by the RP Group at the fall Student Success Conference. The task team came up with 5 different options for calculating institution-set standards and began the vetting process. Presentations were made to all constituency groups at a wide variety of meetings including opening day breakout sessions. The Accreditation Oversight Committee

gathered feedback and made a final selection. After receiving approval from all constituencies a presentation was made to the SCC which approved the proposed methodology. SWC will be using 95% of a five-year average. The SWC Governing Board was informed of the selection of this Institution-Set Standard methodology at a recent workshop on accreditation.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
Courses		
24.	a. Total number of college courses:	1363
	b. Number of college courses with ongoing assessment of learning outcomes	1314
	Auto-calculated field: percentage of total:	96.4
Programs		
25.	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	298
	b. Number of college programs with ongoing assessment of learning outcomes	236
	Auto-calculated field: percentage of total:	79.2
Student and Learning Support Activities		
26.	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	19
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	18
	Auto-calculated field: percentage of total:	94.7
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.swccd.edu/index.aspx?page=2857
28.	Number of courses identified as part of the GE program:	265
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	99 %
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 program Student Learning Outcomes:	265
32.	Number of Institutional Student Learning Outcomes defined:	16
	Percentage of college instructional programs and	

33.	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:	69 %
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> <div style="border: 1px solid black; padding: 5px;"> <p>ILOs results are generated from course-level student learning outcomes (CSLOs) in eLumen. ILO results are first presented to the Student Outcomes and Review (SOAR) Committee. Membership of the SOAR is comprised of representatives from all constituency groups across campus, including students. ILO data is reviewed, analyzed, and discussed by SOAR members in order to interpret the data, make recommendations for improvements, and generate findings. Findings are forwarded to the Shared Consultation Committee (SCC) for further discussion and analysis. A final SOAR report is made to all members of the institution for use in program review, planning, and decision-making in order to improve student learning and institutional effectiveness. The report is posted on the SWC website enabling public review of student learning at the institution. The report will also be posted on our Student Learning and Success website next to PSLO results, enabling curious individuals to review and compare PSLO and ILO results in our academic programs.</p> </div>	
<p>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.</p>		
36.	<p>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 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> <div style="border: 1px solid black; padding: 5px;"> <p>CSLOs, PSLOs, and unit-level SLOs are aligned with ILOs. CSLOs are aligned with PSLOs and the mission statement. All course outlines and programs include a section for SLOs. SLOs are aligned with a specific ILO. SLO sections ensure that each course and program is designed to support the teaching of ILOs. SLOs for each course and program are available to students and the public via CurricUNET. CSLOs are listed on course syllabi, and PSLOs and their results are available on the SWC website. PSLO results will be listed in the 2013-2014 Catalog near each program description. SLOs in course, program, and institutional practices are beginning to shift the way the educational experience is described and provided. The shift from "what students will be able to do" toward working to ensure "what students can now do" after receiving instruction or a learning support service is beginning to change how instructors design curriculum, interact with students, and assess student learning. It is now common to overhear instructors discussing how to better instruct students as a result of reviewing SLO results. Faculty record their use of SLO results to improve student learning and services in both eLumen and program review.</p> </div>	
37.	<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> <div style="border: 1px solid black; padding: 5px;"> <p>ILO results are posted on the website. Recently, we've added a Student Learning and Success page. Content on the webpage is structured to: Encourage students to consider what they will learn and what they can reasonably expect to achieve; Assist students in locating support services; Keep students involved in campus activities; and Move student towards meeting their educational goals. The page includes a section defining, explaining, and using SLO results for improved instruction and student guidance. Further, the PSLO section of the site is provided alongside gainful employment as well as other similar information to assist students in selecting a program of study. We hope this website becomes a tool students can use alone</p> </div>	

	<p>or with Counselors, instructional faculty and student support staff. Further, it can be used as a tool by employers and other community members to gather information about our academic programs and students' learning.</p>
38.	<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>During Opening Day, all units are provided ILO and other institution-level data. The data is generated through campus wide review, analysis, and dialogue. During program review, each area on campus reviews SLO and ILO data results with other institutional data. Each department/unit participates in SLO assessment to collect area-specific data. Instructional data is stored in eLumen and non-instructional data is stored in SharePoint. Each area reviews and analyzes its data and compares it to ILO and other institution-level data. Information generated is used in program review and, as needed, in generation of plans for improvement. In program review, all requests for allocations must be accompanied by SLO or other data and tied to institutional plans as evidence for need. All requests for allocations go through the program review processes and are aligned with at least one Strategic Priority set by the College. In 2013, the College's Educational Master Plan was updated. It included and used ILO results in reporting. The College's Strategic Priorities are drawn, in part, from the Educational Master Plan and ILO results and findings. These efforts work to support institutional effectiveness.</p>
39.	<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>The World Languages Department revised its cultural SLO exam and rubric to assess specific items. As a result, the assessment next year will provide more comprehensive and aggregated data at each level of language as well as for the Native vs. the Non-Native track in the Spanish program. As a result of SLO assessment and analysis by discipline faculty, the American Sign Language Department has decided to add an Expressive SLO to ensure that each course and each instructor assesses how well ASL students are expressing themselves through the use of signs and body language. In addition, the department has added a Program SLO to the other SLOs it has adopted and implements, which will help in the assessment of the new certificate of achievement the department has approved for implementation in Fall 2014. In order to maintain its national accreditation, the Nursing Program required Biology to decrease its unit-value of its prerequisite courses, Human Anatomy and General Microbiology. Biology is comparing the achievement of CSLOs for both courses before and after the decrease in units. These results will be used to predict how transitioning to a compressed calendar might further affect student achievement in these courses.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 1
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:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Crown Cove Aquatic Center Higher Education Center @ National City Higher Education Center @ Otay Mesa Higher Education Center @ San Ysidro
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

Go To Question #: [REVIEW/EDIT](#)

The Annual Report must be certified as complete and accurate by the CEO (Dr. Melinda Nish). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify report](#)

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