SOUTHWESTERN COLLEGE

Midterm Report

Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools and Colleges

October 15, 2012

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

Superintendent/President's Prologue

Southwestern College is pleased to present this Midterm Report to the Accrediting Commission for Community and Junior Colleges. The report reflects an inclusive effort of staff and faculty as well as student review and input. Southwestern College has thoroughly and effectively reviewed our progress in meeting and exceeding the Commission's standards. The college reports that all recommendations have been fully resolved and that the necessary improvements have been sustained. Additionally, the college has fully achieved the proficiency level in terms of assessment of outcomes leading to program improvement.

Southwestern College has embraced accreditation as an ongoing self-reflective process of assuring quality educational services and continually increasing institutional effectiveness. The college has worked in a high profile, collaborative manner to address previous sanctions. These efforts resulted in the Commission decision in 2011 of full reaffirmation status, with no further sanctions.

With every challenge, there is an opportunity waiting to be realized. This perception of opportunity has become reality at Southwestern. Our work to resolve recommendations, meet and exceed standards and address self-identified improvement plans has made us a stronger college and renewed our resolve and commitment to our students and community.

Melinda Nish, Ed.D.
Superintendent/President

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Certification of Accreditation Midterm Report

October 10, 2012

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

From: Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910–7299

Southwestern Colleges submits the following Accreditation Midterm Report as requested by the Commission in the third year following a comprehensive evaluation.

We certify that there was broad participation by the college community, and we believe the Midterm Report accurately reflects the progress the College has made and continues to make since the 2009 Self Study and Comprehensive Site Visit.

Signed:

Norma L. Hernandez, Governing Board President

Melinda Nish, Ed.D, Superintendent/President

Randy Beach, Academic Senate President

Ron Vess, Accreditation Oversight Committee Faculty Co-Chair

Bruce MacNintch, President, Classified School Employees Association

Eric Maag, President, Southwestern College Education Association

Juan Luis Espinosa, Associated Student Organization President, Student Trustee

Silvia Cornejo, Southwestern Community College District Administrators Association

Mink Stavenga, DBA, Accreditation Liaison Officer

1. Statement of Report Preparation

This Midterm Report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) to summarize the progress the College has made in the three years since the last comprehensive visit. Southwestern College (SWC) welcomes the opportunity to highlight the College's renewed commitment to successfully maintaining compliance with the ACCJC's eligibility requirements, standards, practices and policies in an ongoing effort to improve organizational effectiveness for the benefit of its students.

After Southwestern College was placed on Probation by the Commission in January 2010, the college community began to re-examine its mission, planning processes and effectiveness in order to address the identified deficiencies. The Team Evaluation Report and the Commission's eventual sanction were an eye-opening experience for the college community that provided the opportunity to analyze, with rigor, its institutional goals and objectives. Southwestern College has evolved through this process into an institution of higher learning that fosters student success to a greater extent. All members of the college community are involved in these efforts from the planning of agendas to the implementation of ideas and processes and, finally, to the evaluation of new systems and processes in order to ultimately improve the institution's overall performance. Today Southwestern College is a sound institution with a firm foundation of clearly defined processes that will guide it into the future.

The College has sustained resolution of all ten recommendations noted by the Commission and has developed plans for continuous improvement. In addition, all seventy-six Self Identified Issues from SWC's 2009 Self Study have been addressed and are included in this Midterm Report. The Superintendent/President (S/P) and the Accreditation Liaison Officer (ALO) guide the College through the ACCJC standards and are responsible for ensuring that the College maintains compliance. Through the efforts of the Accreditation Oversight Committee (AOC), the Shared Consultation Council (SCC), the Superintendent/President, Governing Board members, faculty, staff, and students, the college community has a deliberate and strategic plan for continued success. In order to ensure that accreditation efforts remain sustainable, the AOC has been designated as a standing committee of the SCC.

This report was prepared with broad representation from all college constituents. The report writing process was guided by the AOC but involved a variety of standing committees and, in some cases, focused work groups. The AOC met on a monthly basis to monitor the progress made on the report and provided periodic updates to the SCC and the Governing Board. Drafts of this report were thoroughly vetted by representatives of all constituent groups and the final draft was edited by an editing team made up of two Vice Presidents and two Academic Senate representatives (the current president and immediate past-president).

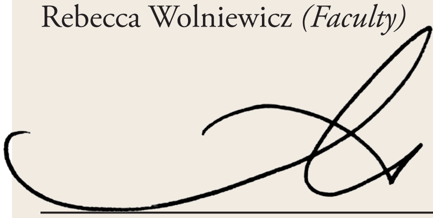
The current membership of the Accreditation Oversight Committee is as follows:

Mink Stavenga, Accreditation Liaison Officer
(AOC Co-Chair)

Randy Beach *(Faculty)*
Veronica Burton *(Faculty)*
Steven Crow *(Administrator)*
Michele Fenlon *(Classified)*
Diane Gustafson *(Faculty)*
Diana Kelly *(Faculty)*
Bruce MacNintch *(Classified)*
Melinda Nish *(Administrator)*
Albert Roman *(Administrator)*
Ben Seaberry *(Administrator)*
Angelica Suarez *(Administrator)*
Rebecca Wolniewicz *(Faculty)*

Ron Vess, Faculty
(AOC Co-Chair)

Susan Brenner *(Faculty)*
Silvia Cornejo *(Administrator)*
Juan Luis Espinosa *(Student)*
Linda Gilstrap *(Administrator)*
Linda Hensley *(Administrator)*
Eric Maag (Faculty)
Mia McClellan *(Administrator)*
Kimberlie Rader *(Confidential)*
Marsha Rutter *(Faculty)*
Angelina Stuart *(Faculty)*
Kathy Tyner *(Administrator)*



Melinda Nish, Ed.D
Superintendent/President, Southwestern Community College District

PART ONE

Sustained Resolution of Commission Recommendations

2. Sustained Resolution of Commission Recommendations:

The College's response to the Accrediting Commission Recommendations follows below.

A. RECOMMENDATION ONE:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college systematically and regularly evaluate and update the mission statement; assure that it defines the college educational purposes, its intended student population, and its commitment to student learning; and use it to guide institutional decisions and improvement goals [1.A.3; 1.B.2; 11.A.1].

RESOLUTION OF RECOMMENDATION ONE: SUSTAINED

Southwestern College systematically and regularly evaluates and updates its Mission Statement assuring that it defines the college's educational purposes, its intended student population, and its commitment to student learning. A formal structure has been established to ensure an annual review of the College Mission Statement is completed. The annual review is scheduled for the Shared Consultation Council (SCC) Retreat in August, the first official meeting of the fall semester, when the Mission Statement is revised if needed. The Mission Statement is used to guide institutional decisions and the improvement of goals. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

ACTION DEMONSTRATING RESOLUTION:

- August 3, 2011: Policy 1200 Mission and Values reviewed at SCC Retreat [2.a.1].
- November 16, 2011: Revised Policy and Procedures 1200 Mission and Values with new Vision Statement was presented and consultation was initiated.
- January 2012: Policy 1200 Mission, Vision and Values was submitted for 1st Reading to the Governing Board.
- February 2012: Policy 1200 Mission, Vision and Values was approved by Governing Board [2.a.2].
- August 15, 2012: Mission, Vision and Values reviewed at SCC Retreat [2.a.3].

On August 3, 2011, Policy 1200 Mission, Vision, and Values was reviewed by the SCC at its annual retreat. The input resulted in the revision of the Mission Statement, reaffirmation of the institutional values, and a recommendation to develop procedures that would outline the proper use of the Mission Statement (full and abbreviated). It was further decided that the full Mission Statement would be reserved for posters, accreditation documents and other strategic planning documents and that the agreed upon abbreviated version of the Mission Statement would be used on business cards, on agendas, and in College District emails.

The revised Full version of the Mission Statement reads as follows:

> *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.*

The abbreviated version of the Mission Statement reads as follows:

> *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.*

On September 7, 2011, the SCC discussed the need for a Vision statement and formed a task force to bring forth recommendations for consideration. At the November 16, 2011 SCC meeting, two versions of the Vision Statement were proposed by the task force and then incorporated into the draft revision of Policy and

Procedures 1200 Mission, Vision, and Values, which was sent out for consultation to the constituencies of SCC. After constituency input resulted in the selection of a preferred Vision Statement, Policy and Procedures 1200 Mission, Vision, and Values was approved by the SCC on December 7, 2011 and the Governing Board in February 2012.

The final Version of the Vision Statement reads as follows:

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

It was further decided at the December 7, 2011 SCC meeting that any future changes to the Mission, Vision, or Values would be effective the following academic year to allow time for a full vetting by the college community, to provide the Governing Board with a full review of the recommended changes, and to print materials containing the Mission, Vision and Values.

On August 15, 2012, Policy 1200 Mission, Vision, and Values was reviewed by the SCC at its annual retreat. The input resulted in a reaffirmation of the newly approved Policy and an agreement to review the Mission again at the SCC's August 2013 retreat.

ANALYSIS OF RESULTS:

Recommendation 1 is fully resolved and its resolution has been sustained.

The College Mission is reviewed annually and updated as necessary at the SCC retreat in August, with a full consultation cycle in the fall semester. The criterion for the evaluation of the College Mission includes established institutional performance indicators, trend data, Institutional Student Learning Outcomes (ISLOs), and accreditation standards. There is commitment, awareness, and understanding that institutional decisions must be based on the College Mission.

ONGOING AND FUTURE PLANS:

The integrated planning process, with the Mission at the heart of the process, links the Strategic Plan, Institutional Program Review, Institutional Performance Indicators and Student Learning Outcomes (SLOs) with the allocation of resources and annual budget development process. Policies and procedures to implement this integrated process are in place and are enhancing our institutional effectiveness. The College completed another full cycle of implementation and evaluated the effectiveness of these changes during the 2011–2012 Academic Year at the SCC meeting on April 18, 2012 [2.a.4].

Once the new Policy 1200 Mission, Vision, and Values was approved in fall 2011, a comprehensive marketing campaign was launched to promote it throughout the College District for the 2012–2013 Academic Year. This included displaying the Mission, Vision and Values on the College website, in all publications, and in highly visible areas of the College District. A Strategic Planning Brochure that clearly outlines the integrated planning cycle was first disseminated at the SCC's August 15, 2012 retreat. This brochure was widely distributed internally and externally [2.a.5].

SUMMARY OF SUSTAINABILITY:

Policy and Procedures 1200 Mission, Vision and Values outlines the criteria for use of the Mission Statement (full/abbreviated) and describes the cycle for evaluation and implementation.

The Mission Statement and the Strategic Priorities, as well as Student Learning Outcomes and data, have been incorporated into the Program Review forms to ensure that all processes are supporting the College District's Mission in accordance with ACCJC standards. Standards I.A.3, I.B.2, and II.A.1 have now been met and resolution of this recommendation has been fully sustained and has contributed to an improvement in institutional effectiveness.

The SCC is responsible for ensuring that this recommendation remains sustained. The SCC will review and, if necessary, revise the Mission Statement on an annual basis at its Fall Retreat.

EVIDENCE:

SECTION 2.A

2.A	EVIDENCE CITED
2.a.1	August 3, 2011: SCC Agenda/Minutes re: Policy 1200 Mission & Values reviewed at SCC Retreat
2.a.2	February 2012: Governing Board Agenda/Minutes re: Policy was approved by Governing Board.
2.a.3	August 2012: SCC Retreat Agenda re: Review of College Mission
2.a.4	April 2012: SCC Agenda/Minutes re: Evaluation of Integrated Planning Cycle
2.a.5	Strategic Planning Brochure

B. RECOMMENDATION TWO:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college establish and implement a collegial and comprehensive planning process that assures improvement in student learning. Such a process integrates the various college plans; is informed by quantitative and qualitative data and analysis; systematically assesses outcome within both instruction and noninstructional services; and provides for an ongoing and systematic cycle of goal setting, resource allocation; implementation, and evaluation [Eligibility Requirement 19; Standards 1.B.2; 1.B.3.; 1.B.4; 1.B.7; 111.A.6; 111.B.2.a; III.B.2.b].

RESOLUTION OF RECOMMENDATION TWO: SUSTAINED

The College's integrated planning cycle is systemic, ongoing and sustainable. This full integration of institutional planning processes has been accomplished through a collaborative effort involving the standing committees of the Shared Consultation Council (SCC). Integrated planning efforts have fortified and reaffirmed efforts towards meeting the ACCJC recommendations concerning the Mission Statement, Program Review, Student Learning Outcomes (SLOs), and the Technology Plan. Institutional dialogue and systematic analysis of outcomes, data and other evidence have supported this endeavor and made the College's efforts to attain this integration a reality. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

ACTION DEMONSTRATING RESOLUTION:

- The College Mission, Vision and Values has been reaffirmed and updated.
- Presentation of External and Internal Scans at the August 2011 SCC Retreat for institutional planning purposes.
- The SCC standing committees have been assigned responsibilities regarding prioritization of program review requests, institutional plans, Strategic Priorities and ACCJC Self-Evaluation Standards.
- Strategic Planning Community Forum on October 1, 2011.
- Approval of the 2012–2015 Strategic Planning Priorities, Objectives and Goals.
- Redesign of the Integrated Planning process.

At its annual Retreat on August 3, 2011, the SCC conducted its annual review of the Mission Statement and strategic planning. In the course of the review, modifications were made to the Mission Statement and it was determined that Policy and Procedures 1200 Mission and Values required a Vision Statement.

A Vision Task force was created by the SCC with several SCC members serving as members. The group was tasked with creating a Vision Statement and bringing it back to the SCC for review and approval. The task force met to review the purpose of a Vision Statement, the past Vision Statement and other institutional models. After review and discussion, the team came up with two Vision Statements and opted to take these out to the SCC constituencies for review and input.

The two Vision Statements were presented to the SCC and the following version of the Vision Statement was approved and sent forward to the Governing Board for consideration:

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

The Governing Board approved the newly revised Policy and Procedures 1200 Mission, Vision and Values, which included this new Vision Statement, in February 2012. Policy 1200 has been incorporated into the 2012–2015 Strategic Plan. The Mission, Vision and Values documents serve as the foundation for all institutional planning. To ensure that the new Mission Statement was widely publicized, an abbreviated version of the Mission Statement was approved by the SCC for use on email, business cards and other College documents. With the reaffirmed Mission Statement, new Vision Statement and our institutional values firmly in place, the College now has an improved process and guide for all present and future institutional planning. Policy and Procedures 1200 was also reviewed again at the SCC Retreat on August 15, 2012 with no changes recommended at that time.

The reaffirmed Mission, Vision and Values were included in the presentation of the Strategic Plan at the Strategic Planning Community Forum held at Southwestern College on Saturday, October 1, 2011. This event was well-attended by college and community members with over 150 people in attendance.

In addition to the Community Forum, there were also two Flex Day Forum Workshops in October 2011. During these forums, college constituencies and community members determined priorities and needs for each strategic planning priority. Each strategic priority was assigned to an existing committee and the two Co-Chairs of these committees were charged with leading the presentations. The Committee Co-Chairs provided an introduction to the session, led group discussions, brainstormed needs and provided an overview of participant input at the end of the session. Participants were then asked to review all eight strategic areas and vote on the most important items from each of the group-generated lists.

After the workshops, the data was captured and summarized into a document that was presented to each of the committee Co-Chairs for review. After their input, the information was compiled and placed into the draft 2012–2015 Strategic Planning Priorities document, and presented to the SCC in October 2011 [2.b.1.].

To support the strategic planning priorities and to ensure continued compliance with all ACCJC standards, a SCC Standing Committees Responsibilities Chart was created [2.b.2]. These planning committees have responsibility for prioritizing program review requests, institutional plans, strategic priorities, and ACCJC Standards. This chart was presented to the SCC, received constituency review and was granted approval.

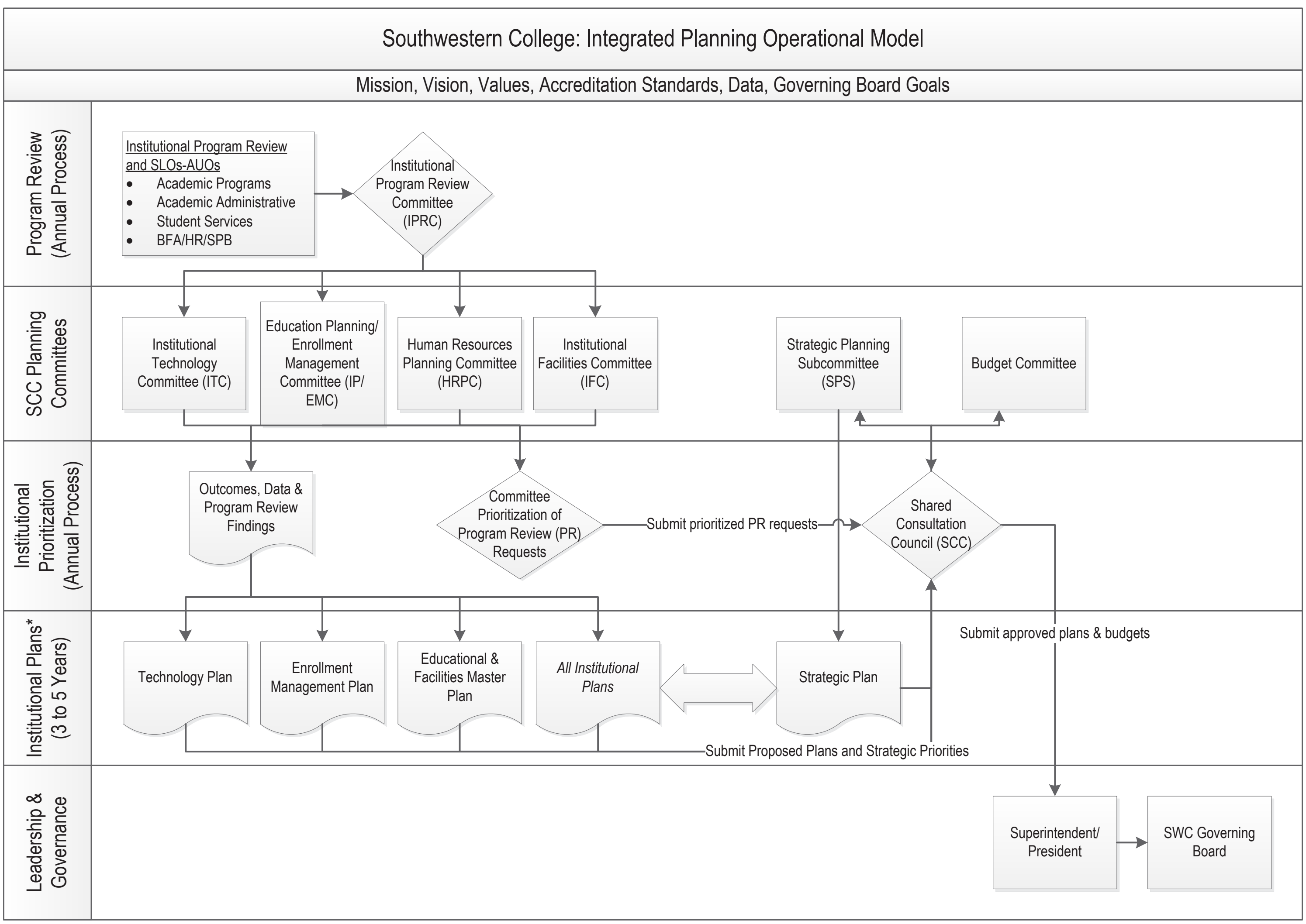
With the arrival in January 2012 of a new permanent Superintendent/President, Dr. Melinda Nish, the SCC analyzed the SCC Standing Committees Responsibilities Chart, and found it to be cumbersome. After some dialogue and brainstorming with our new Superintendent/President, the chart was modified to include the addition of a Strategic Planning Subcommittee (SPS). This helped to alleviate the burden on some committees and equitably charged all committees, including Budget Committee, with shared responsibilities for program review, strategic planning, and accreditation. This revised document now accurately reflects the charges and has clarified the roles of each of the committees, making collaboration and integration of efforts easier [2.b.3].

The Institutional Program Review Committee (IPRC), a standing committee of the SCC, continues to play a pivotal role in integrated planning efforts by establishing and overseeing the program review process at the institutional level. The IPRC approves and maintains the Program Review Handbook, ensures that both comprehensive and snapshot program review reports, are completed in a timely manner and that all units are participating in program review efforts. The IPRC has reviewed and included SLOs/Administrative Unit Outcomes (AUOs) in the Program Review Snapshot, which is a component of the Comprehensive Program Review form, to ensure that program review includes assessment of learning outcomes [2.b.4]. The IPRC Co-Chairs are responsible for sorting out program review requests and funneling them to the respective SCC committee in charge of prioritization for those requests.

To continue with the efforts made in spring 2011 for prioritization, the membership of the standing committees was broadened in spring 2012 to include a majority of the members originally included in the prioritization efforts, which reflect broad-based constituency representation, and those who were unable to serve were replaced with constituents who could provide insight into needs in those areas. The resulting membership of each committee was sufficient in number and variety to help with the committee's new scope of responsibilities [2.b.5]

Since the spring of 2011, and on an annual cycle, the budget development process and the funding of SCC prioritized items takes place in an open-to-the-public, biweekly Budget Committee meeting. The Budget Committee, a standing committee of the SCC, is comprised of constituency representatives and aligns its decisions to SCC funding priorities, which include preservation of jobs, classes, support to students, and safety. In addition, the Budget Committee receives a prioritized list of needs from the SCC after it prioritizes the top 20 needs from each Standing Committee, ensuring that program review and institutional priorities drive the budget allocation process for all budget cycles.

In the 2011–2012 academic year, the Budget Committee identified the source of funding to provide for expenditures based upon program review and prioritization in order to meet overarching institutional needs, such as technology infrastructure and safety. This demonstrates that the budget development cycle, as other institutional processes, is solidly based on institutional needs and reflects full constituency representation. The current Integrated Planning Process is shown in the diagram below:



* Institutional plans are guided by mission, vision, values, strategic priorities, accreditation standards, data analysis, governing board goals, CCC System Office, AB 1725, CA budget, community needs and external trends.

ANALYSIS OF RESULTS:

Recommendation 2 is fully resolved and its resolution has been sustained.

The College has now completed two full cycles of integrated planning, which ensures the following:

- All institutional planning is now based on the Mission, Vision and Values of the College, which is annually reaffirmed and updated as necessary, as well as program review and strategic planning.
- SCC Standing Committee responsibilities and membership have been clearly defined regarding prioritization of human resources, facilities, equipment, and technology needs; development of institutional Plans; strategic planning priorities; and maintaining compliance with ACCJC Standards.
- Institutional program review is based on annual assessment of quantitative and qualitative data and learning outcomes. It is linked to an established ongoing and systematic cycle of Planning (i.e. goal setting and resource allocation), Implementation, and Evaluation (PIE).
- Prioritization of needs from Program Review is vetted by all constituencies in a systematic review of these needs and is funded based on our Mission, Vision and Values; our institutional priorities; strategic goals; and internal and external data.
- Allocation of funds is based on prioritized needs to meet overarching institutional needs, such as technology infrastructure and safety, as well as institutional priorities with full constituency input.
- Through the analysis and application of data and outcomes, Program Review supports and promotes improvement of student learning as well as provides the rationale for funding of institutional needs to maintain the integrity of academic programs, services and units.
- The institutional planning cycle is assessed annually by the SCC and, as needed, revised to assure institutional effectiveness of the planning process.

ONGOING AND FUTURE IMPROVEMENT PLANS:

With each cycle of planning, the College will review the efficacy of the process and will address any changes necessary. The established integrated planning process will assure that Program Review findings are incorporated into institutional plans and that program review needs drive the allocation process. In the 2011–2012 academic year for example, the Budget Committee addressed allocation of funds based on program review, despite severe fiscal constraints, in order to meet overarching institutional needs, such as technology infrastructure and safety. This demonstrates that the budget development cycle, as other institutional processes, is solidly based on institutional needs and reflects full constituency representation.

SUMMARY OF SUSTAINABILITY:

Using the “Plan-Implement-Evaluate”(PIE) model, the College’s integrated planning process is now at the Sustainable Continuous Quality Improvement level of the ACCJC Rubric for Evaluating Institutional Effectiveness. This is evidenced by both the initial spring 2011 efforts as well as the continued 2011–2012 academic year cycle of program review, SCC prioritization of needs, institutional planning, budget development, and allocation of resources. The SCC Standing Committees are now redesigned for effectiveness and constituency input and they provide the human resources and input necessary to ensure that ongoing comprehensive integrated planning takes place. This allows the College to focus on its Mission and to continually improve student learning and institutional effectiveness. The infrastructure of the SCC and its standing committees has been established and they work collaboratively to ensure the sustainability of these efforts. Resolution of this recommendation has been sustained. ACCJC Eligibility Requirement 19, and Standards I.B.2, I.B.3, I.B.4, I.B.7, III.A.6, III.B.2.a, and III.B.2.b have all been met as a result of the sustained resolution of this recommendation.

EVIDENCE:

SECTION 2.B

2.B	EVIDENCE CITED
2.b.1	October 19, 2011 SCC Minutes
2.b.2	SCC Standing Committee Responsibility Chart (original)
2.b.3	SCC Standing Committee Responsibility Chart (final version)
2.b.4	Snapshot with SLOs section (updated September 2012 version)
2.b.5	SCC Standing Committee membership lists (revised Spring 2012)

C. RECOMMENDATION THREE:

The team recommends that the college improve program review across all areas; integrate it with student learning outcomes; and ensure that it is evidence based and is occurring at regular intervals sufficient to provide a foundation for college planning and allocation of human, physical, technological, and fiscal resources. At issue since 1996, the team recommends that the college implement its policy on program discontinuance [Eligibility Requirement 19; Standards I.A.4; I.B.1; I.B.5; I.B.6; II.A; II.A.1.a; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C; II.C.1.a; III.B.2].

RESOLUTION OF RECOMMENDATION THREE: SUSTAINED

The Program Review process is formally outlined in the Program Review Handbook and retains the spirit of the Achieving Institutional Mission (AIM) Procedural Guide from 2000. The handbook has been reviewed, updated and approved by the Institutional Program Review Committee (IPRC), the Academic Senate, and the Shared Consultation Council (SCC) [2.c.1]. In addition, the 2011–2012 Program Review/Snapshot Report cycle was planned, implemented and evaluated, resulting in revisions to the forms and program review process. The review and update of these forms and process provide substantial evidence that resolution of Recommendation 3 is complete and that the Program Review process is embedded in our College culture, is fully sustainable, and supports SLOs. The utilization of data in program review and in college-wide dialogue serves as a strong foundation for quality improvement and institutional planning. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

ACTION DEMONSTRATING RESOLUTION:

The College continued the program review processes established in spring 2011 during the following academic year (2011–2012). After some minor revisions of the procedures, updated program review forms and documents were distributed to all units of the College. New processes were in place for Administrative units, some of which completed their first ever Comprehensive Program Review Reports (e.g. Human Resources and Business and Finance), while the Snapshot Reports were familiar to all who had submitted the previous year.

Program review cycles vary by division/unit and state requirements but all units submit an annual review, either a snapshot or a comprehensive report, which includes the snapshot. Academic Programs are on a three-year comprehensive cycle while Student Services and Administrative Units are on six-year cycles. To ensure continuous improvement and effectiveness of all academic programs, service areas, and administrative units, the SCC reviews outcomes data during its prioritization process providing a strong foundation for future institutional planning [2.c.2].

Southwestern College has established a formal, ongoing Institutional Program Review process that spans all areas of the College, is integrated with Student Learning Outcomes/Assessments, and is evidence-based and data-driven.

- In fall of 2011, all units completed either a Comprehensive Program Review or a Snapshot, thereby completing another full cycle of institutional program review. Thus, program review reports demonstrate a rigorous institutional planning process and provide a valid, ongoing, data-driven basis for the allocation of human, physical, technological, and financial resources every fiscal year.

- Both the Snapshot and the Comprehensive Program Review provide the opportunity for reflection and assessment of key outcomes and data, which supports institutional planning.
- The Data Dashboard is a key component for academic program reviews and provides an online data resource for faculty. This acquisition was another innovation to support the program review process. Student Service areas and Administrative Units received results from the Student Satisfaction Survey as well as the Campus Climate Survey, two other vital components of data for analysis and assessment.
- All program reviews were made available in Public Folders. Currently, these documents are available on the Program Review website for internal use [2.c.3].

The five divisions (Superintendent/President, Vice President for Academic Affairs, Vice President for Business and Financial Affairs, Vice President for Human Resources and Vice President for Student Affairs) submitted program reviews for their respective areas. Each division prioritized all needs submitted through program reviews. Program Review Chairs from each division electronically forwarded all program reviews for their area to the IPRC Co-Chairs.

SCC standing committees were responsible for prioritizing needs from different categories, including technology, supplies, human resources, and facilities, that were submitted on the program review snapshots. In addition, each standing committee established their own set of criteria to be used in the ranking process. Once the Top 20 needs were prioritized by the SCC standing committees, these were sent along with the rationales (provided from the snapshot) to the SCC to begin the final step in the prioritization process. In addition to the Top 20, the committees were required to submit all the other requests in unranked order to strengthen transparency in shared planning and decision-making.

The revision and approval of the Program Review Handbook was also completed and approved in August 2012. The SWC Program Review Handbook includes the purpose of program review, procedures, and program review cycles. This document codifies the program review process and ensures that it is data-driven, tied to the allocation of resources, and allows for assessment of outcomes and other findings.

The Program Review Chairs from each division met with the IPRC Co-chairs, the Academic Senate President and the Interim Vice President for Academic Affairs on March 13, 2012 to discuss, revise and update the Program Review Forms. It was decided by this IPRC sub-committee that the forms for Academic Program Review and Student Services Program Review would not be changed and that the focus would be to update the Administrative Unit Program Review form so that it would align better with the existing Comprehensive and Snapshot forms.

With the information received at an ACCJC Regional workshop, the ISLO Coordinator revised the previous SLO section in the Program Review forms and came up with the idea of creating an Outcome, Data and Evidence (ODE) Sheet [2.c.4] for inclusion in both the Comprehensive and the Snapshot forms. This new form was presented and reviewed by the IPRC. It was determined that the new format was less cumbersome than the previous form and would now provide a more in-depth and thorough analysis and assessment of student learning outcomes and data. The recommendation was approved by the IPRC. Subsequently, this form was included in the Snapshot form, which has been incorporated into all program review comprehensive forms for the 2012–2013 academic year.

The SCC piloted the use of the Outcome, Data and Evidence Sheet in April 2012 at its prioritization session. Data from the most recent ARCC (Accountability Report for Community Colleges) were included as well as statistics from the ISLOs. This ODE data, in addition to the Top 20 list and the standing committee rationales, assisted the SCC in making prioritization decisions, thus closing the loop on integrated planning.

To ensure the efficacy of the institution and to underscore the analysis and use of data, Policy 4021 Program Discontinuance has been implemented and the procedures for 4021 are being used to evaluate several programs which are in various stages of the process.

ANALYSIS OF RESULTS:

Recommendation 3 is fully resolved and its resolution has been sustained.

Program Review has taken root at the College and is thriving:

- Program Review processes are fully implemented by all units, ensuring that all areas, including academic, student service areas and administrative units alike, are participating in the annual self-evaluation and analysis of data.
- Program Review requests play a key role in the prioritization and resource allocation process.
- The Institutional Program Review Committee (IPRC) Handbook has been updated to reflect and codify the new procedures for program review [2.c.5].
- Both the Snapshot and the Comprehensive Program Review provide the opportunity for reflection and assessment of key outcomes and data for institutional planning.
- The Office of Institutional Effectiveness (OIE) has been designated as the keeper of all data for program reviews as well as the archival office for all reports.
- The institutional program review process has led to meaningful institutional dialogue regarding the Mission, shared planning, decision-making, data, and the allocation of resources.

ONGOING AND FUTURE IMPROVEMENT PLANS:

In summer 2012, the Director of Institutional Technology (IT) launched SharePoint, an intranet software that provides a more accessible, user-friendly, and organized method of communicating, posting, and archiving documents than the current Public Folders in Outlook. The director of IT is working on a database that can be used in program review. It will facilitate transparency in internal planning processes, including the Program Review process, and will make meetings less paper dependent, cutting District costs and supporting a greener environment. In addition, this action will provide access to data from off-campus, facilitating the completion of essential reports for all constituencies. The IT department will upload the program review database into SharePoint, making the compiling of program review reports by members of committees/units much more efficient.

SUMMARY OF SUSTAINABILITY:

The Institutional Program Review process at our College is now at the Sustainable Continuous Quality Improvement level of the *ACCJC Rubric for Evaluating Institutional Effectiveness*. The Institutional Program Review process is fully functional, cyclical and includes all units. The established processes, including the annual review of SLOs, provide the foundation for all institutional plans in a clear, transparent manner. The implementation, analysis and revision of the process has resulted in a paradigm shift toward sustained integrated planning, solidified commitment to student learning, and maintenance and integrity of our programs and services in support of our Mission, Vision, and Values.

Resolution of this recommendation has achieved sustainability. Additionally, Eligibility Requirement 19; as well as Standards I.A.4, I.B.1, I.B.5, I.B.6, II.A, II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C, II.C.1.a, and III.B.2; have all been met as a result of the sustained resolution of this recommendation. The SCC and the Institutional Program Review Committee are responsible for ensuring that the resolution of this recommendation remains sustained.

EVIDENCE:

SECTION 2.C

2.C	EVIDENCE CITED
2.c.1	August 22, 2012 IPRC Minutes
2.c.2	Minutes from SCC prioritization training April 2012
2.c.3	Program Review website link
2.c.4	Outcome, Data and Evidence Sheet (ODE)
2.c.5	IPRC Handbook

D. RECOMMENDATION FOUR:

The team recommends that the college identify SLOs for all of its courses, academic programs, learning and support services; and identify administrative unit outcomes for noninstructional areas. It is further recommended that the college use data and analysis to assess student achievement of those outcomes and use assessment results to make improvements [II.A; II.A.2.e; II.A.2.f].

RESOLUTION OF RECOMMENDATION FOUR: PROFICIENCY LEVEL ATTAINED

During the 2011–12 academic year, Southwestern College has seen a dramatic increase in both awareness of and participation in Student Learning Outcome (SLO) assessment. Several factors facilitated the increase. A clearer process for using data and analysis to assess student achievement of learning outcomes is now in place. The Institutional Student Learning Outcomes Resource Center was established and assists all members of the college community in completing SLO assessments. More human resources have been allocated to support the SLO assessment process.

With the increase in awareness and participation, Southwestern College is using SLO assessment results college-wide. For instance, SLO assessment results are being used to make improvements, both in and out of the classroom. Recent revisions to Program Review requirements led faculty, administrators, and staff to use SLO assessment findings while reviewing their needs and processes, which ensures student learning remains at the forefront of institutional planning. SLO assessment results are used to make decisions at all levels, (e.g. discipline, department, school, division, unit) as well as college-wide, including decisions related to the allocation of technology, physical, financial, and human resources.

Through the use of Program Review, the College has established and implemented a collegial and comprehensive planning process that includes SLO assessment results to ensure improvement in student learning. SLO assessment and its results are a part of college-wide dialogue regarding student learning and success, which was exemplified at the 2012 SCC Retreat [2.d.1]. Southwestern College is confident it will reach Sustainable Continuous Quality Improvement by the spring 2013 semester.

ACTION DEMONSTRATING RESOLUTION:

SLO Support and Assessment Planning: Every instructional program and service, and noninstructional and administrative unit, is actively involved in the assessment of SLOs. One reason for this increase in participation is the newly established Institutional Student Learning Outcomes Resource (ISLOR) Center. The ISLOR Center provides workshops and one-on-one training on SLO assessment, regularly updates the college community on assessment progress and results, and offers guidance for using SLO assessment results to identify gaps in student learning and for refining teaching techniques as well as improving educational resources [2.d.2]. The ISLOR Center also offers guidance on incorporating SLO assessment results into Program Review. SLO resources made available during the 2011–2012 academic year include:

- The Institutional Student Learning Outcomes (ISLO) Website, **http://www.swccd.edu/~islo**
- SLO Assessment directions tailored for both SLO and Administrative Unit Outcome (AUO) assessment processes on our ISLO website.
- eLumen Handbooks tailored to suit both Instruction and Student Services **http://www.swccd.edu/~islo/outcomes/store/store.html**
- Program Pages in the Blackboard learning system to help instructors communicate SLOs and their importance, and to conduct SLO measures.
- The creation of the ISLO Academy—a series of 9 workshops addressing every aspect of the SLO assessment process from writing and assessing SLOs to closing the loop on assessment.
- The Institutional Program Review Website, **http://www.swccd.edu/3rdLevel/index.asp?L2=535**

In the spring 2012 semester, the College approved funds to hire nine ISLO Point people (aka "The Points"). The Points (one per School) assisted faculty in writing and measuring SLOs, creating and implementing plans for improvement, and entering data into eLumen. Having an SLO expert in each School offered faculty support tailored to their specific discipline needs. Faculty participation in SLO assessment was assisted by ISLO Point people who provided initial training in SLO assessment and planning, which supports the sustainability of our institutional commitment to SLO assessment.

As a component of Staff Development, Southwestern College has regularly offered workshops in SLO assessment. For example, in both spring 2012 and fall 2012, Staff Development held mandatory two-hour SLO Assessment Breakout Sessions during Opening Day activities [2.d.3]. These sessions provided ample time for faculty, staff, and administrators to discuss SLO assessment processes, to review and respond to assessment results, to generate plans for improvement, and to deliberate how to incorporate SLO assessment results into their Program Review. In addition, the sessions provided an opportunity for institutional dialogue of SLO assessment results and planning for improvements in student learning and support services. Staff Development plans to offer mandatory SLO Breakout Sessions each fall during Opening Day activities and elective SLO sessions each spring on Opening Day.

In fall 2012, the Outcomes Assessment Timeline was developed and implemented college-wide [2.d.4]. Specifically designed to aid the assessment process, the timeline helps track:

- When each SLO is to be measured;
- When disciplines/units will meet to review and analyze assessment results and create plans of improvement;
- When plans of improvement are to be implemented; and
- When disciplines/units will meet again to review and analyze assessment results collected after plans of improvement are executed, and to "close the loop" of assessment.

The timeline follows the Planning, Implementation, and Evaluation (PIE) procedure used in the College's integrated planning process. Beginning in fall 2012, timelines are updated yearly and submitted with Program Review.

Results from SLO measures are analyzed and used to create plans for improvement. Course-level SLO (CSLO) and Program-level SLO (PSLO) plans of improvement are entered into eLumen. Administrative Unit Outcomes (AUO) plans of improvement are stored within each unit and sent electronically to the ISLO Coordinator. The Office of Institutional Effectiveness is the designated archival center for institutional plans, and Program Reviews, including SLO documentation.

Using SLO Results for Making Improvements: Faculty and staff are in the final stages of implementing plans for improving student learning. As listed on Outcome Assessment Timelines, instructional/noninstructional service areas and administrative units are implementing plans of improvement in the fall 2012 semester.

In the spring 2012 semester, the Shared Consultation Council (SCC) took into consideration ISLO assessment results during the prioritization process. It was the first time ISLO results were used for allocating college-wide resources [2.d.5]. The inclusion of ISLOs in the prioritization process kept student learning, as identified through SLO assessment, at the forefront of the integrated institutional Planning, Implementation, and Evaluation (PIE) process.

Incorporating SLO Results into Program Review: SLOs were incorporated into the 2011–2012 Program Review cycle. After evaluating the use and effectiveness of the SLO section in Program Review, the Institutional Program Review Committee (IPRC) was charged with revising the section. As a result, the Outcomes Data and Evidence Sheet (ODES) was developed [2.d.6]. The ODES, more than its predecessor, specifically focuses on integrating SLO assessment results into Program Review. It is specifically designed to keep student learning at the forefront of review and decision-making processes. Use of the ODES was approved for use in the 2012–2013 Program Review cycle [2.d.7].

Using SLO Results in College Planning and in the Allocation of Resources: Program Review is an essential step in institutional planning at Southwestern College. SLO assessment results are integrated with Program Review to indicate gaps in student learning, as evidence to support requests for resources, and as a basis for decision-making at the Discipline, Unit, Department, School, and Division levels [2.d.8].

Program Review drives the allocation of resources at all levels and are an essential focus in the development of Southwestern College's Educational and Facilities Master Plans, as well as the Strategic Plan update. In the prioritization process, SCC members were provided data from the Fall 2011 ISLO Progress Report regarding the level of student achievement of our ISLOs. As student learning needs are identified through the SLO assessment process, they are stated in the Program Review. Program Review is the primary source for allocating resources college-wide. Since Program Reviews are consulted while writing Master and Strategic plans, Southwestern College maintains focus on its core mission and sustainable continuous quality improvement that directly supports student learning.

ANALYSIS OF RESULTS:

Recommendation 4 is fully resolved and its resolution has been sustained.

Southwestern College is in full compliance with the ACCJC's recommendations regarding SLOs and has surpassed the Proficiency Level for SLOs as stated in the *Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes*. The College is on track to fully attain Sustainable Continuous Quality Improvement by the spring 2013 semester.

SLO assessment results are being used to improve student learning at Southwestern College. All instructional, noninstructional, service, and administrative areas at the College are involved in the SLO assessment process. Every area has completed and submitted to the OIE an Outcomes Assessment Timeline and Plan(s) for Improvement based on SLO assessment results. Plans of Improvement have been implemented in the 2011–2012 Academic Year and in fall 2012.

In spring 2011, Program Review and SLO assessment results were used by the SCC during the Prioritization process. In spring 2012, ISLO assessment results were also included in the Prioritization process. Program Review and ISLO assessment results are currently being used to update the College's Educational and Facilities Master Plans and the Strategic Plan update, thus ensuring that future planning at Southwestern College will remain focused on improving student learning and maintaining continuous quality improvement.

ONGOING AND FUTURE IMPROVEMENT PLANS:

Southwestern College has in place all the elements necessary to maintain sustainable continuous quality improvement using SLO assessment results to inform decision-making. Southwestern College now has in place:

- A clear process for using data and analysis to assess student learning outcomes;
- An ISLO Coordinator position [2.d.9];
- An ISLO Resource Center to support faculty, staff and administrators in completing SLO assessment;
- Outcomes Assessment Timelines, updated yearly, to track SLO assessment progress and processes;
- Clear guidelines for developing and implementing plans of improvement;
- Regular, mandatory meetings set by Staff Development to ensure all college employees have the time necessary to participate in the SLO assessment process, discuss assessment results, use results to design and implement plans of improvement, and then integrate results into Program Review;
- An established Program Review process that ensures SLO assessment results are used to drive decision-making;
- Reliable systems for collecting, reviewing, and archiving SLO assessment results;
- Regular opportunities to engage in institutional dialogue regarding student learning at the Department, School, Division and Unit levels;
- Specific language in the faculty contract for including SLOs in syllabi [2.d.10]; and
- Methods for tracking progress in SLO assessment, which include:
    - Participation in the measurement of student achievement of SLOs;
    - Completion of Plans of Improvement;
    - Annual submittal of updated Outcomes Assessment Timelines for discipline/unit planning; and
    - Inclusion of SLOs in syllabi.

At the beginning of each new academic year, the ISLO Committee uses its first few meetings to review college feedback regarding SLO assessment processes and to make or suggest improvements to the process. ISLO Committee findings are then forwarded to key constituency groups, including the Academic Senate, the IPRC, and the SCC. This yearly review process ensures that structures are firmly in place to assure that student learning and success remain at the forefront of college practices and decision-making.

SUMMARY OF SUSTAINABILITY:
Southwestern College is in full compliance with the ACCJC's recommendations regarding SLOs and has surpassed the Proficiency Level for SLOs as stated in the *Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes*. The College is on track to fully attain Sustainable Continuous Quality Improvement by the spring 2013 semester.

Specifically, the College already has a student learning outcome assessment process that:

- is ongoing and systematic,
- is tied into the yearly program review cycle, the starting point of integrated planning,
- includes every course, program, service area, noninstructional unit, administrative unit and student on campus,
- continually assesses student learning in order to improve student achievement,
- is supported institutionally,
- is used for the allocation of human, technology, physical and financial resources to support student learning,
- facilitates and demonstrates the achievement of stated student learning outcomes,
- regularly evaluates student learning outcomes processes,
- regularly evaluates and fine-tunes organizational structures to support student learning,
- specifically links outcome results to program review, and
- established structures to ensure regular, ongoing and robust institutional dialogue about SLOs.

In addition, the College is now targeting sustainable continuous improvement through:

- the use of assessment results for sustainable continuous quality improvement of the institution,
- the use of student learning outcome results to assess institutional effectiveness and improvement, and
- the review and analysis of student/faculty/staff input regarding the SLO assessment process.

Southwestern College is confident that it will reach Sustainable Continuous Quality Improvement as outlined in the ACCJC *Standards and Rubric for Evaluating Institutional Effectiveness–Part III Student Learning Outcomes* by spring 2013.

Standards II.A, II.A.2.e, and II.A.2.f have now been met and SLO proficiency level has been attained on the *ACCJC Rubric for Evaluating Institutional Effectiveness*. The Office of Institutional Effectiveness has been given responsibility to ensure that this recommendation remains resolved and that the highest level in the Rubric is attained.

EVIDENCE:

SECTION 2.D

2.D	EVIDENCE CITED
2.d.1	August 15, 2012 SCC Retreat Minutes
2.d.2	ISLO Academy workshop announcements
2.d.3	Staff Development Opening Day ISLO Breakout Session
2.d.4	Outcomes Assessment Timeline
2.d.5	April 11, 2012 SCC Minutes re: Prioritization
2.d.6	Outcomes, Data, Evidence Sheet (ODES)
2.d.7	March 14, 2012 IPRC Minutes re: ODES Approval
2.d.8	Program Review Snapshot
2.d.9	ISLO Coordinator Job Description
2.d.10	February 27, 2012 SCEA/District joint communiqué

E. RECOMMENDATION FIVE:

The team recommends that, in order to comply with the Commission's policies on distance learning and substantive change, the college submit a substantive change report for those programs that currently offer more than 50 percent of a program through distance education [Eligibility Requirement 21].

RESOLUTION OF RECOMMENDATION FIVE: SUSTAINED

Southwestern College researched, prepared, and submitted a Substantive Change Proposal for Distance Education to the Commission's Substantive Change Committee for review at its June 2010 meeting. The College received confirmation that the Substantive Change Proposal was accepted by the Commission on July 13, 2010. Based on the acceptance of the Substantive Change Proposal, full compliance with this recommendation has been achieved. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

ACTION DEMONSTRATING RESOLUTION:

During the Site Visit Team exit interview, the College learned that it was considered to be out of compliance with one of the Accrediting Commission's eligibility requirements. ACCJC Accredited Colleges are required to submit for approval a Substantive Change Proposal in advance of offering 50 percent of a program using a distance learning mode of delivery.

Southwestern College responded promptly to the comments from the visiting accreditation team during the exit interview. On October 21, 2009 the Accreditation Liaison Officer (ALO) met with the Self Study Accreditation Steering Committee Co-Chairs and other key personnel to develop a strategy for submitting a Substantive Change Proposal to the Commission. A work group was identified to explore the courses and programs that were offered at 50 percent using a distance learning mode of delivery.

During the period leading up to the Action Letter, the Office of Instructional Support Services (ISS) conducted research and prepared data to submit for the required Substantive Change Proposal. A complete audit was conducted of all distance education programs offered by Southwestern College. In addition, the College examined the curriculum approval process which applies to all College locations.

After the Action Letter was received in early February 2010, the Substantive Change work group was assigned Recommendation 5 and became an official work group of the Accreditation Oversight Committee (AOC). The Substantive Change Proposal was completed and finalized in May 2010 and submitted to the Accrediting Commission's Substantive Change Committee on May 5, 2010 for their June meeting [2.e.1].

ANALYSIS OF RESULTS:

Recommendation 5 is fully resolved and its resolution has been sustained.

The College was notified on July 13, 2010 with an official letter of confirmation that the Commission had approved its Substantive Change Proposal [2.e.2].

The College has continued to monitor programs to preclude such substantive change violations from happening in the future. The Office of Instructional Support Services and the Curriculum Committee (CC) have been tasked with the monitoring responsibilities.

The process for monitoring programs to assure no violation of the substantive change requirement occurs includes the following:

- The Office of ISS reviews the Distance Education (DE) course proposal to assess the potential need for a substantive change.
- The Curriculum Committee considers approval of DE courses based on the merits of the course and is informed by ISS staff of the potential substantive change submission requirement.
- Following CC approval, the Office of ISS consults with the ACCJC, if necessary, to determine whether the new DE course requires a substantive change submission.
- If the ACCJC advises that a substantive change is required, the DE course is then reviewed by the Dean of ISS, the cognizant Dean and faculty originator(s).
- If a substantive change is required and the District agrees to go forward with the substantive change, then the required documentation is prepared and submitted.

- The substantive change request will be prepared by the Office of ISS in consultation with the faculty originator(s) and cognizant dean, and then presented to the ACCJC for approval.

Commencing with the 2010–2011 academic year, the Office of Instructional Support Services (ISS) has reviewed new DE Course Proposals and made a determination whether or not the action being requested would potentially require that a Substantive Change Proposal be filed with the ACCJC. No new DE courses that could have triggered a Substantive Change Proposal have been approved since 2010.

ONGOING AND FUTURE IMPROVEMENT PLANS:
If in the future the CC approves a DE course which triggers a Substantive Change, the Office of ISS will work with the program generating the new DE course to make an assessment whether or not the program can adequately meet the requirements of an ACCJC Substantive Change Proposal. Future proposals will also address the ability of new DE programs to provide comparable levels of student services as those provided in the face-to-face program offerings. As per the Accrediting Commission's recommendation, any future Substantive Change Proposals related to DE will contain a comparative analysis of face-to-face and distance education student success and retention.

Two committees have been formed. A task force of the CC is working on increasing the rigor of the DE course approval process and an SCC-approved AOC task force, the Distance Education Task Force (DETF), is developing recommendations to ensure ACCJC standards, as they relate to DE courses, are met.

SUMMARY OF SUSTAINABILITY:
Oversight for DE course approval is provided by the Curriculum Committee, while the Office of ISS and the Accreditation Liaison Officer oversee all Substantive Change Proposals. No additional Substantive Change Proposals for Distance Education have been necessary since the submission of the May 2010 Proposal. The College now meets Eligibility Requirement 21 and the resolution of this recommendation has been sustained on an ongoing basis.

EVIDENCE:

SECTION 2.E

2.E	EVIDENCE CITED
2.e.1	Substantive Change Proposal Report: Distance Education
2.e.2	ACCJC Action Letter re: Substantive Change Proposal Acceptance: July 13, 2010

F. RECOMMENDATION SIX:

As previously identified in the 1996 and 2003 ACCJC WASC Accreditation Reports, the team recommends that the college implement a Technology Plan that is integrated with the Strategic Plan and college goals; relies on Program Review; and provides reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training college wide [II.C.1.a, III.C.1.a, and II.C.1.c].

RESOLUTION OF RECOMMENDATION SIX: SUSTAINED

By establishing that all program review reports have a section for technology requests and by naming the Institutional Technology Committee (ITC) as the responsible committee for technology-related items, including program review requests and oversight of the plan, the Technology Plan has been fully integrated with the Strategic Plan and institutional goals as well as with the institutional prioritization process. In addition, the hiring of much needed new personnel in the Institutional Technology (IT) department has further increased the efficacy of the Technology Plan, supported the ITC in its efforts, and established institutional technology replacement procedures and practices, which go hand-in-hand with the efforts of integrated planning and program review. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

ACTIONS DEMONSTRATING RESOLUTION:

There has been ongoing significant progress in the resolution of Recommendation Six. The ITC has supported internal integrated planning efforts for program review as well as the institutional prioritization process by developing a Technology addendum to Program Review documents, a database for cataloging hardware and software installed in computer labs, and an implementation grid for the Technology Plan to track progress on projects [2.f.1]. These efforts support the 2012–2015 Technology Plan, institutional prioritization by SCC, as well as our ongoing accreditation efforts.

The Governing Board approved a new Director of Institutional Technology at its June 2011 meeting. With this hiring, the College gained an experienced and knowledgeable individual who has rapidly moved the College forward in our use of technology for academic and operational purposes.

The ITC established the Technology Plan Oversight Team (TPOT) comprised of a group of key ITC members who were tasked with reviewing and prioritizing the Technology Plan Implementation Grid Action Items (projects) for the ITC [2.f.1]. These projects were then tracked using an online database and monitored by the ITC for progress [2.f.2].

TPOT members worked diligently throughout the summer of 2011 to replace the inadequate technology section within the previous year's program review report with a new, more comprehensive Technology Addendum [2.f.3]. This updated Technology Addendum was submitted along with every fall 2011 program review report for all college units. The addendum was designed to outline the request at a variety of levels from 1 to 4, with 4 being the highest need and to provide a rationale for the need which would be used for prioritization purposes. These details further enhanced the integration of all technology at the College and allowed the ITC to prioritize technology requests with all the relevant facts. Once completed, all Academic Program Review Technology Addendums from all academic program reviews were compiled into a large electronic file, which was then provided to the Academic Senate's standing committee responsible for prioritization, the Academic Technology Committee (ATC). As per the procedures set out in the Technology Plan, the ATC first prioritizes all academic technology requests. Once this is done, the requests are then sent to the ITC Co-Chairs and the ITC gathers data to incorporate institutional technology needs into the prioritized ATC list. For the first time, Survey Monkey was utilized in the spring of 2012 to assist in the accomplishment of this enormous undertaking.

Upon his arrival in June 2011, the Director of IT realized there was a crucial need for key personnel in order to fully support the Technology Plan. These key positions had also been identified in the prior year's Program Review and prioritization process. As a result, several additional IT staff members have been hired in the following positions:

- Programmer Analyst (Web), hired in October 2011.
- Network Systems Analyst, hired in January 2012.
- Lead Lab Technician, hired as temporary stipend position in March 2012.
- Programmer Supervisor, hired in September 2012.

While conducting an assessment of the 2011–2015 Technology Plan in 2012, it was determined that some important information was lacking in certain areas of the Plan. As a result, the IT Director, along with his team, designed the Technology Plan Implementation Grid. This online database catalogs and allows tracking of all technology requests and/or other technology infrastructure items that have been approved, funded, implemented and those that are now in place to meet and support the internal functions of the College. The database also provides current and transparent information for all technology decisions and users and is located on the College website. Another recent improvement is the online database of all college labs [2.f.4]. This listing allows for all college staff to be able to easily identify the software and hardware installed in computer labs, thereby enhancing the effectiveness of scheduling and teaching classes.

The IT department has also been designated as the repository of all software licenses and paperwork for all purchased software [2.f.5]. This Software Library is another way that the College ensures that technology purchases are made with full knowledge of college resources and needs and further ensures that licenses are kept current and active.

The new Technology Addendum was implemented in fall 2011 with all units utilizing this new form for each technology request. While a bit burdensome on departments making many requests, the information from the Addendum was helpful to the committee members on the ATC and the ITC who had to prioritize these items. After the fall, the Academic Program Review (APR) Committee as well as the Institutional Program Review Committee (IPRC) reviewed the Addendum. It was decided that the Outcomes, Data and Evidence Sheet should be used to link assessment results to technology requests. The Outcomes, Data and Evidence Sheet, which has been approved by the IPRC, will be included as part of the revised and updated Program Review Snapshot starting fall 2012.

As evidenced on the February 22, 2012 Shared Consultation Council (SCC) minutes, the Council voted to approve a SCC Standing Committee Responsibility Chart, which details the prioritization, strategic priority, institutional plan, and accreditation self-study responsibilities of each standing committee [2.f.6]. The alignment of the standing committees assures that the decisions of each standing committee focus on responsibilities that fall within their purview. Thus, technology-related decisions are made by the ITC and are based on the Institutional Technology & Research, strategic priority and ACCJC standards. In addition, identifying the ITC as the committee responsible for these items further ensures that all constituencies are involved in supporting the annual review of the implementation grid for the Technology Plan as well as the prioritization of technology needs.

In February 2012, it was discovered that the College had previously purchased SharePoint but had not yet implemented it. The Superintendent/President and the Director of IT, along with the Dean of the Office of Institutional Effectiveness (OIE) and the Academic Senate President, discussed launching the intranet in spring 2012. However, after discussion with all constituencies, it was decided that more time was needed for implementation and training. SharePoint was launched in fall 2012, beginning with access to SCC Standing Committee Sites. The use of SharePoint alleviated the cumbersome use of Outlook Public Folders and facilitated information-sharing as well as a reduction in the use of paper agendas and documents. It also provided a means for full transparency by College District committees. The use of SharePoint also helped establish protocols for posting documents and initiated further institutional dialogue regarding how we share information and what form information should take in order to be more user-friendly.

ANALYSIS OF RESULTS:

Recommendation 6 is fully resolved and its resolution has been sustained.

The ITC, as the responsible SCC Standing Committee for college-wide issues dealing with technology, annually updates and reaffirms that the Technology Plan is a living document, that supports our institution's priorities, needs and goals. In addition, the ITC provides an annual update on the Technology Implementation Grid as well as an annual report to the Governing Board on its progress [2.f.7]. As a result of the use of a new Technology Addendum, technology requests are now fully integrated with program review needs, thereby ensuring this is a sustainable practice. The actions described in the section above assist in institutional planning and decision-making and they have contributed to bringing College practices to the sustainable continuous quality improvement level according to the ACCJC rubrics.

ONGOING AND FUTURE IMPROVEMENT PLANS:

The ITC has plans to implement an online Program Review Database, which will make the prioritization of needs stemming from program review much easier in the near future. This is proposed to be accomplished through SharePoint and the use of an online database, but will require another year to refine, implement, provide training, and obtain formal approval of institutional procedures. The college community is looking forward to having this online database for program review as it will reaffirm and provide ongoing evidence that College processes are solidly based on data and program review.

SUMMARY OF SUSTAINABILITY:

The ITC has been provided its own line item in the College budget, which will ensure that the Technology Plan receives sufficient monies on an ongoing annual basis to sustain the implementation of the Plan. This budget line item, originally called the "Technology Obsolescence Fund," and recently redubbed the "Technology Replacement Fund," was established in spring 2011 and will be increased as budget conditions allow. The fund was approved by the former Interim Superintendent/President as well as by our current Superintendent/President. Along with this annual funding, new hires, forms and procedures guarantee that the Technology Plan and the ITC will play a strong role in decision-making at the College in order to support an effective teaching and learning environment that promotes student learning and success.

Standards II.C.1.a, II.C.1.c, and III.C.1.a have now been met and resolution of this recommendation has been fully sustained. Institutional effectiveness has been enhanced considerably as a result of the Technology Plan being implemented and fully integrated with the College's Strategic Planning process. The ITC has been given the responsibility to ensure that this recommendation remains resolved on an ongoing basis.

EVIDENCE:

SECTION 2.F

2.F	EVIDENCE CITED
2.f.1	Tech Plan Priorities
2.f.2	Tech Plan Implementation Grid Screenshot
2.f.3	Technology Addendum
2.f.4	Main College Computer Labs Online Database Screenshot
2.f.5	Software Library Screenshot
2.f.6	SCC Standing Committee Responsibility Chart
2.f.7	Technology Plan Status Report presentation to the Governing Board

G. RECOMMENDATION SEVEN:

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

RESOLUTION OF RECOMMENDATION SEVEN: SUSTAINED

A comprehensive Five-year Staff Development Plan was developed by the Staff Development Committee under the leadership of the Staff Development Coordinator. This plan was reviewed and approved by the Shared Consultation Council (SCC) in May, 2011. This plan also included a detailed Implementation Plan for 2011–2012, which has been used to plan and conduct professional development activities to meet the needs of all staff.

After the arrival of a permanent Staff Development Coordinator in 2009, the formal evaluation process used for professional development activities was created and includes an evaluation of each activity. In addition, an annual evaluation of the Staff Development program is part of the annual Needs Assessment Survey each spring [2.g.1].

ACTION DEMONSTRATING RESOLUTION:

A comprehensive Five-year Staff Development Plan was developed by the Staff Development Committee under the leadership of the Staff Development Coordinator. This plan was reviewed and approved by the Shared Consultation Council (SCC) in May 2011.

This plan also included a detailed Staff Development Implementation Plan for 2011–2012, which has been used to schedule, organize, and conduct professional development activities to meet the needs of all staff constituent groups: Administrators/Managers, Classified Professionals, Part-time and Full-time Faculty [2.g.2 and 2.g.3].

The formal evaluation process used for professional development activities was created and includes an evaluation of each activity. In addition, an annual evaluation of the Staff Development program is part of the annual Needs Assessment Survey each spring.

The Staff Development Coordinator position was filled in November 2009. Since 2009, the budget for Staff Development has been increased. In addition, a Training Services Coordinator has been hired to coordinate and deliver software training for all staff. Further details related to professional development activities are listed below:

- **Five-year Staff Development Plan**: This plan was developed in spring 2011 and will be reviewed and updated each year by the Staff Development Committee. The most recent review took place in August 2012 [2.g.4 and 2.g.5].
- **Annual Implementation Plan for Staff Development**: The Implementation Plan for 2011–2012 has been reviewed and was used to inform the planning process for 2012–2013. The spring 2012 Needs Assessment Survey was conducted and the results were used in developing the Implementation Plan for 2012–2013. This plan includes professional development activities to meet college-wide needs and the needs of all staff constituent groups: Administrators/Managers, Classified Professionals, Part-time and Full-time Faculty.
- **Evaluation of Professional Development**: The evaluation of each professional development activity is used to continue to make improvements to the overall Staff Development program. In addition, the Needs Assessment Survey, administered each spring, contains questions to evaluate the overall program of Staff Development for each constituent group.

ANALYSIS OF RESULTS:

Recommendation 7 is fully resolved and its resolution has been sustained.

Through the efforts of representatives of all constituent groups and the work of the Staff Development Coordinator and staff, the College provides all personnel with appropriate opportunities for continued professional development. Ongoing, collaborative planning for present and future professional development activities is accomplished through the Staff Development Office. The College has taken steps to provide an adequate budget to conduct professional development activities, even in the current tight budget environment. With the establishment of a formal Needs Assessment Survey for the Staff Development Program and the evaluations of each professional development activity, college constituents are finding ample opportunity to pursue interests, both professional and individual, through the College's well-organized and effective staff development program.

ONGOING AND FUTURE IMPROVEMENT PLANS:

The Staff Development planning process includes two plans that are reviewed and revised annually:

- **The Five-year Staff Development Plan**: This includes an overview of college-wide professional development goals and priorities.

- **The Annual Staff Development Implementation Plan**: This plan is informed by the annual Needs Assessment Survey of each constituent group. This plan includes professional development which addresses college-wide issues and professional development which is specific to each constituent group.

SUMMARY OF SUSTAINABILITY:

The Staff Development program at Southwestern College uses the "Plan–Implement–Evaluate" (PIE) model to ensure sustainability of the program. The annual cycle of Staff Development includes the following activities (example provided is for 2012–2013), which are facilitated by the Staff Development Coordinator in consultation with the Staff Development Committee:

March 2012	Needs Assessment Surveys to all four constituent groups: Administrators/Managers, Classified Professionals, Part-time and Full-time Faculty.
May 2012	Needs Assessment Surveys tallied and analyzed.
June 2012	Draft revisions to Five-year Plan, and draft 2012–2013 Implementation Plan.
Aug. 2012	Five-year Plan and Implementation Plan reviewed and approved by Staff Development Committee, with constituent group input.
Sept. 2012	Staff Development Plans reviewed and approved by Shared Consultation Council. Ongoing specific Staff Development activities are planned, delivered, and evaluated.

Resolution of this recommendation has been sustained, Standards III.A.5, III.A.5.a, and III.A.5.b have now been met, and institutional effectiveness has been enhanced as a result of this recommendation's resolution. The Staff Development Committee is responsible for ensuring that the resolution of this recommendation remains sustained.

EVIDENCE:

SECTION 2.G

2.G	EVIDENCE CITED
2.g.1	Spring 2012 Needs Assessment Surveys and Results
2.g.2	List of 2011–2012 Staff Development activities and participation
2.g.3	Evaluations of 2011–2012 Staff Development activities
2.g.4	Revised Five-Year Staff Development Plan (September 2012)
2.g.5	2012–2013 Staff Development Implementation Plan (September 2012)

H. RECOMMENDATION EIGHT (A):

The The Team recommends that the college set as a priority fostering an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college [III.A.4.c and IV.A].

RESOLUTION OF RECOMMENDATION EIGHT (A): SUSTAINED

Southwestern Community College District has achieved an environment of trust and respect among all constituencies. Processes and structures are in place to ensure that resolution of this recommendation remains sustainable.

ACTION DEMONSTRATING RESOLUTION:

The election of 2010 brought two new Governing Board members and a welcome change to the makeup of the Governing Board. In addition, the previous Superintendent/President resigned on November 30, 2010. The resignation was followed by a rapid and transparent process that yielded an experienced Interim Superintendent/President with significant accreditation experience. She came to the College in January 2011 with a can-do attitude, mobilized faculty, staff, and students in a way no one would have believed possible. Following the resignation of the Vice President of Business and Financial Affairs (VPBFA) in February 2011, the Interim Superintendent/President brought in an experienced Interim VPBFA to help stabilize this area and rebuild trust in the field of budget development and Proposition R. The Technology Plan developed by a consultant was inadequate due to the minimal input from college constituencies. Despite the looming deadline, a group of dedicated individuals, staff, faculty and administrators alike, worked long hours to produce a plan which could be vetted by the various constituencies in time.

The Follow-Up Report was submitted on time after the appropriate approval process. The Interim Superintendent/President attended the meeting of the Accrediting Commission in June 2011 and made a personal appeal for the lifting of probation for Southwestern College. The entire college was elated when we were not only removed from probation but our accreditation had been fully reaffirmed.

Aware that our institution must continue to show sustainability and that trust and respect are imbedded in our culture, our Superintendent/President has continued to meet regularly with constituency leaders (e.g. President of Academic Senate, President of faculty union, President of classified union). Also, the Accreditation Oversight Committee and the SCC standing committees have continued to meet regularly and play a vital role in implementing our integrated planning process.

Additional actions to demonstrate resolution of Recommendation Eight (a) include:

- Posters giving the ground rules for civility have been placed in most meeting rooms and public spaces.
- The new Superintendent/President, Dr. Melinda Nish, made a report on her first thirty days to the college via global email and to the community on the College website in which she stated, "I pledge to you that I will actively involve these groups in the decision-making processes at the College." She scheduled a series of "listening forums" to hear directly from individuals about Southwestern College's strengths, challenges, and how all can work together to meet those challenges. Seventeen forums were scheduled between January 19 and February 27, 2012.
- On February 28, 2012 an online survey was distributed globally for those who were not able to attend a face-to-face meeting.
- Reports from constituency leaders continue to be given at the beginning of Governing Board meetings so that input from these groups can be heard by the trustees before voting.
- The Governing Board President sends a monthly newsletter electronically to all staff and faculty and posts the newsletter on the College website for access by the community. This is proof of a new environment that fosters communication and informs the college community [2.h.1.8a].
- At their August 2011 meeting, the Governing Board voted to give the student trustee privileges to make and second motions as well as to receive compensation for meeting attendance on a level equal to the other trustees, in accordance with District Policy 2015.
- A follow-up Campus Climate Survey was launched on March 12, 2012, using the same instrument that was used in fall 2010, and in spring 2011 for consistency and comparison. Prior to fall semester Opening Day, a hard copy of the 358-page report was placed in the Library and also was made available in Public Folders [2.h.2.8a].
- Many internal promotion opportunities have improved morale. The Director of Grants, who had been dismissed by the previous administration in March 2009, competed for and was rehired as Director of Research, Planning, and Grants in January 2011. In August 2011 she was hired as Dean of Institutional Effectiveness. The Dean of Mathematics, Science, and Engineering was named Interim Vice President for Academic Affairs, and subsequently named permanent Vice President. As a result, a faculty member became Interim Dean of Mathematics, Science and Engineering (MSE). Faculty members were hired as Director of the Higher Education Center at San Ysidro; Director of Research, Planning, and Grants; and as Interim Director of Human Resources. Also, many classified professionals were promoted into administrative positions and into higher level classified positions.
- Opening Day ceremonies in fall 2011, spring 2012, and fall 2012 were planned by the Staff Development Committee, which has representatives from all constituencies. Performances by student groups provided the opening entertainment. The spring 2012 and fall 2012 Opening Day ceremonies were held in the gymnasium to provide enough seating for all employees, and offices were closed during that time to allow all college employees to attend, something which had not been done in the past.
- The Staff Development Office foyer displays lists of employees who are former students. This was one of the original recommendations of work group 8a.
- Team building activities have been held including an Ice Cream Social in summer 2011, Accreditation Forums in fall 2011, the annual Holiday Breakfast in December 2011, and a farewell party for the outgoing Interim Superintendent/President, also in December 2011.

ANALYSIS OF RESULTS:

Recommendation 8a is fully resolved and its resolution has been sustained.

The Interim Superintendent/President left in December 2011 at the end of her contract amid genuine outpourings of respect and affection for the person who believed in us when we did not believe in ourselves and who led us to our accreditation goal. It is significant that our new Superintendent/President had been mentored by the Interim and exhibits many of the same qualities of leadership.

An analysis of the Superintendent/President's creation of an environment promoting trust and respect, as evidenced by Question 8e of the Campus Climate

Survey (see pages 64–65), deserves explanation. For each of the three surveys, a different individual has been the Superintendent/President. There was a statistically significant increase from fall 2010, when the Superintendent/President was unpopular and autocratic, to spring 2011, when the Interim Superintendent/President rallied the College to gain reaffirmation of accreditation. There was a slight decrease, though not statistically significant, in the average score for Question 8e between spring 2011 and spring 2012. The new Superintendent/President had been in the position less than two months when the latest survey was launched and was something of an "unknown".

It has been said that the Campus Climate Survey could have had just one very important question: "How would you describe morale at Southwestern College today as compared to five years ago?" This was included in the survey as question number 67. The percent change between fall 2010 and spring 2011 for this question was 500%, a statistically significant and impressive increase in morale. Between fall 2010 and spring 2012, the statistically significant percent change was 478.3%. The change from spring 2011 to spring 2012 was not statistically significant.

ONGOING AND FUTURE IMPROVEMENT PLANS:

The Improvement Plans outlined in the evidence will ensure sustainability of a culture of mutual respect at the College [2.h.3.8a].

Although the College has set these short- and mid-range goals to achieve sustainability of the recommendation, the long-term goal of the College is to continuously *foster an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college*. Two all-college summits were held on February 10, 2011 and March 24, 2011. Further discussion took place and additional action plans were developed to achieve sustainability in fostering an environment of trust and respect.

As mentioned above, the College re-surveyed the college community in March 2012, using the same comprehensive campus climate survey instrument used in 2010 and 2011. A plan has been established to continue the survey every spring for the next 3 years.

One of the goals set by work group 8a was "Faculty, Staff, and Administrators should participate in a multi-pronged effort to improve communication and promote an environment of trust and respect." To that end, Staff Development planned leadership training (required for all supervisors, managers, administrators, etc.) on characteristics of a good leader and how to deal effectively with bullying in the workplace. The first workshops were completed by the end of the fall 2011 semester and ongoing sessions will be scheduled. Interpersonal communication workshops and activities to build communication skills were planned by Staff Development, were first held in spring semester 2011, and have been offered on an ongoing basis.

The Diversity & Equity Committee, composed of representatives from all constituencies, has been meeting monthly. Their mission statement is "To foster cultural competence, promote equity and understanding within our multicultural environment (e.g., ethnicity, race, gender, ability, sexual orientation, socioeconomic status, religion) and to keep the College in alignment with national organization standards regarding diversity and equity issues." The Committee plans a "diversity audit" in spring 2013 to compare the diversity of faculty, staff, and of students. The results of that assessment will be used to develop strategies for the future. In preparation for the audit, during fall 2012 the Committee will identify current data sources that can be utilized for monitoring diversity, identify an instrument to use in developing the diversity scorecard, and identify areas/programs for a nontraditional enrollment analysis. There already are many college programs that celebrate cultural diversity. While the Diversity & Equity Committee does not have a budget to sponsor such programs, it will endorse and promote such cultural activities.

Another goal that has been addressed is "a campaign to promote core values." In addition to revisiting the College Mission Statement and adding a Vision Statement to Policy and Procedures 1200 Mission, Vision and Values, the Shared Consultation Council (SCC) also revisited and reaffirmed that our Values are the same. Thus, the Values in Policy 1200 have not changed. The SCC revisited and reaffirmed Policy 1200 at its August 15, 2012 retreat. To ensure an environment of trust and respect and to promote these values as part of our culture, posters that state the SCC-adopted rules for civility have been placed in meeting rooms and public spaces. Recognizing the need to celebrate those who have brought honor to the College, the new Chief Public

Information and Government Relations Officer, hired in spring 2012, is developing a database of employee, department or group profiles for a new College website. The profiles will change on a regular basis but will be a permanent fixture on the website. The monthly Governing Board newsletter already incorporates this important recognition.

Work group 8a recommended that monthly forums for staff, faculty, and students be held and attended by all Cabinet members (Superintendent/President and Vice Presidents) and that one forum per semester be held at each of the educational centers. Consequently, the new Superintendent/President held "listening forums" that served as a framework for constituency input for future forums. In March 2012, the SCC Task Force for Reorganization was asked to conduct forums to collect ideas about a possible realignment of Academic Affairs due to two Dean vacancies. The goal of the realignment was to better utilize our resources and address program review requests identified through the SCC prioritization process [2.h.4.8a]. These forums were conducted in late March and early April. The results of these forums were brought to the SCC for discussion and for input at the May meeting. A final decision on realignment of Academic Affairs was shared in a college-wide email on May 24, 2012.

Yet another goal was identified as "Review human resources processes and modify if necessary; plan and implement mentoring opportunities for administrators, faculty, and classified." Work Group 8a's suggestions to develop 360 degree evaluations, beginning with administrators, and to consider using college employees who have appropriate expertise when seeking consultants to carry out college projects, are under consideration.

SUMMARY OF SUSTAINABILITY:
The Staff Development Committee, charged with planning Opening Day ceremonies, meets monthly and now includes a student representative appointed by the Associated Student Organization.

The Superintendent/President has reinstituted the Leadership Team, which is a meeting of the constituency leaders outside of the SCC to address specific leadership issues and to build bridges between the constituency groups.

The Shared Planning and Decision-Making Handbook (SPDM) is being updated cyclically [2.h.5.8a]. The SCC designated the responsibility of updating the handbook to the Office of Institutional Effectiveness with participation by members from all constituencies.

In conclusion, Southwestern College has sustained its efforts in upholding the accreditation standards and improving the College's environment of trust and respect since the reaffirmation of accreditation in June 2011. Institutional processes continue to be transparent and inclusive with constituencies providing input for decision-making. Morale is high.

This recommendation has achieved sustainability and Standards III.A.4.c and IV.A have now been met. The actions associated with resolving the recommendation have led to improved organizational effectiveness. The newly formed Human Resources Committee will take responsibility for ensuring continued improvement and sustainability.

EVIDENCE:

SECTION 2.H.8A

2.H.8A	EVIDENCE CITED
2.h.1.8a	Governing Board Newsletter
2.h.2.8a	Campus Climate Survey Comparative Analysis 2012
2.h.3.8a	Summit I and II Matrix
2.h.4.8a	SCC Prioritization Matrix
2.h.5.8a	Shared Planning and Decision-Making Handbook

H. RECOMMENDATION EIGHT (B):

The team further recommends that the college establish and follow a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes.

RESOLUTION OF RECOMMENDATION EIGHT (B): SUSTAINED

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

ACTION DEMONSTRATING RESOLUTION:

Prior to 2011 the Shared Consultation Council (SCC), previously known as the College Leadership Council, met monthly for 50 minutes. The Superintendent/President and Cabinet told members what they wanted those members to know. Questions and comments were unwelcome. This is no longer true.

The SCC purview was revised to include 10+1 items that are 'mutually agree' items, and meetings are now held every other week for approximately two hours. Membership is made up of all constituencies. The Academic Senate paid particular attention to the diversity of the representatives within its constituency. A Request for Consultation form was revised per Policy 2510 Shared Planning and Decision-Making and Policy 2515 Role and Scope of the Academic Senate 10+1 Agreement; the form is used by members to bring an issue to the SCC, to poll constituencies, and to provide evidence that all issues have been thoroughly vetted before coming to the SCC for a vote.

Additional actions to demonstrate resolution of Recommendation 8b include:

- At their August 2011 meeting the Governing Board, in accordance with District Policy 2015 Student Trustee, voted to give the student trustee privileges to make and second motions and to receive compensation for meeting attendance at a level equal to the other trustees.
- The Shared Planning and Decision-Making Handbook (SPDM) [2.h.1.8b] was reviewed and updated in advance of the August 2011 Shared Consultation Council (SCC) retreat and was placed in public folders [2.h.2.8b].
- Regular (monthly) statements on the progress of negotiations are sent by the members of the negotiating team.

ANALYSIS OF RESULTS:

Recommendation 8b is fully resolved and its resolution has been sustained.

The primary outcome of the resolution of Recommendation 8b is the approval of policies that clearly delineate the functions and voice of the constituencies, including the students. Policy 2510 Shared Planning and Decision-Making, Policy 2515 The Role and Scope of the Academic Senate, and Policy 2015 Student Trustee have been created and/or revised and are now fully implemented and imbedded in our culture [2.h.3.8b, 2.h.4.8b, 2.h.5.8b]. The SPDM Handbook was created to codify Policy 2510 and 2515 as well as institutional processes that support integrated planning and was presented to the SCC at their August 2011 retreat.

ONGOING AND FUTURE IMPROVEMENT PLANS:

The SPDM Handbook will be updated on a three-year cycle to parallel the Academic Program Review cycle and to reflect any organizational changes that have taken place. A Task Force was appointed in summer 2012 to review the SPDM Handbook and make suggestions for updates. Responsibility for the Handbook was placed with the Dean for the Office of Institutional Effectiveness. Policy 2510 and 2515 will be reviewed as part of the review of the SPDM Handbook.

SUMMARY OF SUSTAINABILITY:

The College has sustained resolution of this recommendation on an ongoing basis, and Standard IV.A has now been met. The SCC has responsibility for ensuring that resolution of this recommendation remains sustained. Policies have been put in place to assure that all constituencies have a substantial voice in shared planning and decision-making. Processes for that substantial voice are codified in the SPDM Handbook and have become the foundation for and are deeply ingrained in our daily operations and planning. This has resulted in an improved level of organizational effectiveness.

EVIDENCE:

SECTION 2.H.8B

2.H.8B	EVIDENCE CITED
2.h.1.8b	Shared Planning and Decision-Making Handbook
2.h.2.8b	August 2011 SCC Retreat minutes
2.h.3.8b	Policy 2510 Shared Planning and Decision-Making
2.h.4.8b	Policy 2515 The Role and Scope of the Academic Senate
2.h.5.8b	Policy 2015 Student Trustee

I. RECOMMENDATION NINE:

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

RESOLUTION OF RECOMMENDATION NINE: SUSTAINED

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

ACTION DEMONSTRATING RESOLUTION:

The former Superintendent/President, the Accreditation Liaison Officer (ALO), and the previous Governing Board responded swiftly to the findings and recommendations of the 2009 ACCJC Site Visit Team and the Accrediting Commission. In early March 2010, the ALO met with the former Superintendent/President to discuss goals and objectives, and to develop timelines to address the recommendations regarding the Governing Board. A series of Board training sessions were scheduled in 2010 including the following:

- May 18, 2010: Role of the Governing Board (sponsored by the Community College League of California (CCLC) and facilitated by Bill McGinnis, Trustee at the Butte-Glen Community College District);
- August 5, 2010: Shared Decision-Making in California Community Colleges, including the role of the Governing Board in the Process (presentation by CCLC President, Scott Lay, and then state-wide President of the Academic Senate for California Community Colleges, Jane Patton, at the annual retreat of the Southwestern College Shared Consultation Council); and
- September 23, 2010: Accreditation and Trustee Roles and Responsibilities (presentation by ACCJC President, Barbara Beno).

As a result of the 2009 ACCJC site visit team Report, the College took a closer look at policies related to the Governing Board and their role in fulfilling ACCJC requirements regarding their service to the College. Following the release of the 2010 ACCJC Action Letter, the Governing Board took the following actions:

- Discontinued participation on the SCC Budget Committee (formerly known as the College Budget Task Force).
- Eliminated Policy 2432, Selection of Vice Presidents.
- Confirmed that Board members no longer serve on, or sit in on, College committee meetings.

- Clarified that communications between Board members and College staff need to be channeled through the Office of the Superintendent/President.

As a result of the November 2, 2010 elections, two previous Governing Board members were not re-elected and two new Governing Board members were seated at the December 8, 2010 Governing Board meeting. In addition, as mentioned in an earlier section of this report, Superintendent/President Chopra resigned his position as of November 30, 2010.

Acting Superintendent/President Angelica Suarez arranged and led a New Governing Board Member Orientation Session for the new Governing Board members on January 12, 2011. Several sections of this session were conducted by the College's Accreditation consultant, Don Averill. Additionally, the two new Board members attended the CCLC New Trustee Workshop and Legislative Conference, January 21–24, 2011 in Sacramento, California.

Upon the arrival of the Interim Superintendent/President (IS/P) Denise Whittaker on January 24, 2011, immediate action took place to further resolve Recommendation 9. The IS/P compiled a training manual with relevant Board information and facilitated a three-hour Governing Board Study Session on February 16, 2011. The Study Session agenda covered numerous items related to the role of the trustees and included the adoption of a Governing Board Resolution to be committed to the ACCJC Accreditation Standards, that are applicable to leadership and governance [2.i.1].

Since April 2011, the Governing Board has committed to establishing an annual training calendar/schedule by identifying the fourth Wednesday of each month as a Study Session to address a variety of issues such as statewide budget cuts and enrollment projections and priorities. The list of topics includes, but is not limited to: Budget Development, Role of the Governing Board, Board Goals, Board Self-Evaluation, Accreditation Standards, Categorical Funding, Understanding Full-Time Equivalent Students (FTES), Foundation, Strategic Planning, Program Review, and SLO Assessment and Measurement.

Policy and Procedures 2715 Ethics was revised in March 2011, submitted to the Governing Board for first reading in April 2011, and approved in July 2011. At that time, all members of the Governing Board signed the Ethics Policy Declaration[2.i.2]. A Governing Board member resigned in July 2011 and Humberto Peraza was appointed Board member in August 2011. Trustee Peraza was trained by IS/P Whittaker shortly after his appointment.

With the arrival of the new permanent Superintendent/President, Dr. Melinda Nish, in January 2012, there was a renewed and intensified effort to provide training and workshops for the Governing Board. Four Trustees, including Trustee Peraza, attended the CCLC New Trustee Workshops in January 2012 with the new Superintendent/President. This provided the Governing Board and the new Superintendent/President with an early opportunity to develop an understanding of their respective roles, sustaining the resolution of Recommendation 9.

In addition, a number of the monthly Governing Board workshops in 2012 have specifically addressed the role of the Governing Board, including the following sessions:

- February 22, 2012: Special training with CCLC President Scott Lay, including specific discussion about Board roles and delegation of operation to the Superintendent/President.
- April 25, 2012: Update on the ACCJC October 15, 2012 Midterm Report and a discussion on the role of the Governing Board in the resolution of Recommendations 9 and 10.
- June 9, 2012: Board Retreat (Board Self-Evaluation and Board Goals), facilitated by Cindra Smith, including a review of roles, delegation to Superintendent/President, and the establishment of a new training calendar.
- August 22, 2012: Budget and Accreditation Workshop (Update on ACCJC Midterm Report and a discussion on the ACCJC summer 2012 News Article on Accreditation and Governing Boards).
- September 12, 2012: Approval of 2012–2013 Governing Board Goals [2.i.3].
- September 12, 2012: Approval of 2012–2013 Governing Board Workshop Schedule.
- September 26, 2012: Brown Act Workshop.

A complete listing of Governing Board Workshops/Special Meetings for 2011–2012 and 2012–2013 is provided as evidence [2.i.4].

The Annual Governing Board Retreat is held each spring, unless the entire Board mutually agrees to a change. At this meeting, annual Board goals and the Board Self-Evaluation are discussed. The Superintendent/President schedules the Board Retreat.

As mentioned in the previous Recommendation 8(b), the College *Shared Planning and Decision-Making Handbook* has been finalized. This handbook clarifies the role of the Governing Board [2.i.5] and its relationship to the college community.

The following table provides a summary of relevant policies and/or procedures that have been developed, revised or eliminated with the purpose of clarifying the role of the Governing Board:

#	POLICY/PROCEDURE	STATUS	GB APPROVAL DATE
2432	Selection of Vice Presidents	Eliminated	May 12, 2010
2710	Conflict of Interest Procedure (New)	Approved	June 9, 2010
2100	Board Elections Policy (Revised)	Approved	March 9, 2011
3900	Freedom of Expression Policy (Revised)	Approved	March 9, 2011
2510	Shared Planning and Decision-Making Procedure (Revised)	Approved	March 9, 2011
2320	Special Emergency Meeting Policy (Revised)	Approved	April 13, 2011
2330	Quorum Policy (Revised)	Approved	April 13, 2011
2740	Board Education Procedure (New)	Approved	June 13, 2012
2745	Board Self-Evaluation Procedure (New)	Approved	June 13, 2012
2740	Board Education Policy (Revised)	Approved	September 12, 2012

ANALYSIS OF RESULTS:

Recommendation 9 is resolved and its resolution has been sustained.

As a result of the activities described above and more than two years of sustained emphasis, there is clear understanding on the part of all current Governing Board members that the role of the Governing Board is to be a policy-making body and that it is not to interfere with the authority and responsibility of the Superintendent/President regarding College operations.

The departure of the former Superintendent/President and the swift hiring of the Interim Superintendent/President eliminated tension and provided a significantly improved atmosphere of trust and respect. The making and signing of the Governing Board Resolution regarding the Governing Board commitment to ACCJC Standards is one example of this improved atmosphere. The process to select the new permanent Superintendent/President was an example of a new commitment by the Governing Board to act in a unified manner. The Selection Committee consisted of one continuing Board member and one new Board member, as well as constituent group representatives and community members. The Board's choice of the new Superintendent/President was unanimous and all involved commented favorably on the process, signaling a new positive direction for the Governing Board.

College-wide climate surveys were conducted in fall 2010, spring 2011, and spring 2012 and included the following question [question 37]: "The current Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of management in the administration of the College." Between fall 2010 to spring 2012, there was a statistically significant increase of 37%, indicating greater satisfaction with the Governing Board's understanding of its role [2.i.6]. As described in the response to Recommendation 8(a), other questions related to the Governing Board showed similar, or even greater, increases in satisfaction levels. While the satisfaction levels in spring 2012 were statistically lower than those measured in spring 2011, there is clearly more confidence that the Governing Board understands its role as a policy-making body, particularly in comparison to fall 2010.

The Superintendent/President confirms that Trustees have made a commitment to their policy-making role and have made significant improvements in not interfering in the general operations of the institution. Communication is provided, in the form of written reports and updates, between the Superintendent/President and Trustees on a regular basis to keep the Trustees informed. The Superintendent/President also meets with each member as needed to review the monthly Board agenda, or on any other issue or concern as determined. The Trustees recognize the seriousness of this obligation, are committed to adhering to Standard IV, and believe sufficient evidence has been submitted to demonstrate sustained resolution of this recommendation.

ONGOING AND FUTURE IMPROVEMENT PLANS:

The Superintendent/President continues to work closely with Governing Board members, individually and as a group, to identify behaviors that could be interpreted as micromanagement. The Superintendent/President will also continue to clarify the delegation of duties on an ongoing basis. The Governing Board President will also continue to lead the Board in respecting the role of the Superintendent/President and to make sure the Board speaks as one voice.

It is the intention of the Governing Board to remain in compliance with Standard IV at all times. Additional policies and procedures will be developed or modified as necessary. Newly seated Governing Board members will be given extensive training, especially as it relates to ACCJC Standard IV.

SUMMARY OF SUSTAINABILITY:

The Governing Board has developed an annual training calendar and ongoing and systematic Governing Board training sessions are taking place. The Governing Board acts as a whole after a decision has been reached, conducts self-evaluations on an annual basis, and continually shows a high level of respect towards one another. Extensive training has been provided for new Trustees and will continue to be provided for new Trustees in the future. The Governing Board selected a new permanent Superintendent/President in an open, collegial, and transparent manner. Subsequently, the Superintendent/President recommended three new permanent Vice Presidents to fill existing vacancies without any Governing Board interference. Resolution of this recommendation has been sustained, and Standards IV.B.1.a and IV.B.1.j have now been met, resulting in an improved level of organizational effectiveness.

EVIDENCE:

SECTION 2.I

2.I	EVIDENCE CITED
2.i.1	Governing Board Resolution: Adherence to Accreditation Standards
2.i.2	Governing Board Ethics Form
2.i.3	Governing Board Goals 2012–2013
2.i.4	Governing Board Workshops/Special Meeting Schedule
2.i.5	Page 27 of the Shared Planning and Decision-Making Handbook re: Overview of Participants and Roles
2.i.6	Campus Climate Survey Results re: Governing Board

J. RECOMMENDATION TEN:

The Team recommends that the Governing Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations and document adherence to the protocol [IV. B.1.a and IV.B.1.j].

RESOLUTION OF RECOMMENDATION TEN: SUSTAINED

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

ACTION DEMONSTRATING RESOLUTION:

Code of Ethics: The Governing Board reviewed both the Code of Ethics Policy and Procedures at the February 16, 2011 Governing Board Study Session. The edits and revisions to the Ethics Policy and Procedures were completed in March 2011, submitted to the Governing Board for first reading in April 2011, and approved in July 2011 [2.j.1]. At that time, all members of the Governing Board also signed the new Code of Ethics Resolution [2.j.2]. The Board minutes serve as documentation when members recuse themselves due to a conflict of interest.

It has been ascertained that the process currently used regarding the Ethics Policy is consistent with ACCJC Standard IV and that this portion of Recommendation Ten has been fully resolved.

Conflict of Interest: There is clear evidence that a recusal process is followed. Two new Governing Board members received a New Board Member Orientation on January 12, 2011. This Orientation Session specifically included coverage of the Governing Board Policy and Procedure related to the Conflict of Interest (2710) as well as the Code of Ethics (2715). At the Governing Board Study Session on February 16, 2011, the entire Governing Board again reviewed these two Policies and Procedures.

As agreed to at the Governing Board February 16, 2011 Study Session, commencing with the March 2011 Board Meeting, the following statement is placed on the agenda and is read by the Superintendent/ President at each meeting: *"The Superintendent/President respectfully asks if any of the Governing Board members need to recuse themselves from any item where there might be a potential conflict of interest."* [2.j.3]

It should be noted that there previously had been awareness on the part of the former Governing Board members to recuse themselves from any Governing Board agenda items that would potentially be regarded as a conflict of interest; however, a recusal process had not been formalized.

In addition, the Trustees held a lengthy discussion at the February 16, 2011 Study Session about the Conflict of Interest Policy and Procedures, confirming there was a process in place whereby a Trustee may ask the Superintendent/President to intervene if a Trustee feels there may be a Conflict of Interest for another Trustee. The Trustees also confirmed the opportunity for any one of them to approach another Trustee individually to respectfully suggest that a potential Conflict of Interest situation exists from which he/she might want to recuse himself/herself. The Governing Board also recognizes that, as an elected body, there are external agencies that formally address Conflict of Interest allegations. At the February 16, 2011 Study Session, the Trustees were provided with the "Fair Political Practices Commission" (FPPC) statement on Conflict of Interest and they were made aware of the availability of e-training from FPPC. They were also made aware that such allegations may be addressed by the Grand Jury or the Attorney General's Office, all of which may investigate, sanction and file penalties as well as impose other consequences.

Another example of the Governing Board's awareness in resolving potential conflicts of interest was during discussions on a new Campaign Contributions policy at the March 14, 2012 Governing Board meeting. The Governing Board grappled with the addition of a paragraph related to the enforcement of the Campaign Contributions policy. After a robust conversation, it was decided that the policy provides a sufficient self-enforcement mechanism and that the additional language was not necessary.

Board Training: The Governing Board has also fully resolved other Governing Board-related concerns expressed in the 2009 ACCJC Site Team Report by:

- Committing to the fourth Wednesday of each month for a special training/study session in which the following topics have been presented and discussed:
    - The Board's Fiduciary Responsibilities/Budget Development Process/Budget Issues/Budget Reduction Options/College Priorities, etc.
    - Role of the Governing Board.
    - Collegial Consultation/Shared Planning and Decision-Making.
    - Clarification of Individuals vs. the Board as a Whole.
    - Student Success and Achievement with Various Performance Indicators.
    - Strategic Planning.
    - Program Review/SLO Assessments.
    - Prop R, Facilities, and Facilities Planning
    - Centers' Status.
    - Office of Institutional Effectiveness.
- Committing to calendaring and holding the Annual Board Retreat.
- Providing external opportunities through the Community College League of California (CCLC) or Association of Community College Trustees (ACCT) for ongoing Board development.
- Providing opportunities for specialized training sessions or presentations from the CCLC, ACCT, or the ACCJC to further Board development.
- Providing for the annual Board Retreat in which Board Goals and the Board's Self-Evaluations have been addressed.
- A complete listing of Governing Board Workshops/ Special Meetings for 2011–2012 and 2012–2013 is provided as evidence [2.j.4].

ANALYSIS OF RESULTS:

Recommendation 10 is fully resolved and its resolution has been sustained.

The Governing Board has fully implemented formal procedures for handling potential violations of the Conflict of Interest and Ethics Policies as requested by the ACCJC. In addition, The Governing Board has established and implemented ongoing Board training in the form of monthly Study Sessions and has established a dynamic but thoughtful self-evaluation process, which integrates external feedback along with the Code of Ethics into the process. The Board has also committed to following a calendar that includes the Annual Board Retreat. The purpose of the retreat is to determine Board goals as part of the College's strategic planning efforts and to review the Board's previous year's Self-Evaluation. The Board will also conduct a new Self-Evaluation at its annual retreat.

The Governing Board has calendared training/study sessions on the fourth Wednesday of each month during the regular academic year. Additional external development opportunities are available through the CCLC and the ACCT.

ONGOING AND FUTURE IMPROVEMENT PLANS:

During the summer of 2012, questions were raised regarding Policy 7310 Nepotism as it relates to Governing Board members and resulted in a review of the policy. Revisions are being made to the Nepotism Policy and it is anticipated that the revised policy will be adopted by the end of fall of 2012.

It is the intention of the Governing Board to remain in compliance with Standard IV at all times. Additional policies and procedures will be developed or modified as necessary. Newly-seated Governing Board members will be provided extensive training, especially as it relates to Standard IV.

SUMMARY OF SUSTAINABILITY:

The Governing Board's updated Code of Ethics Policy and Procedure has been fully implemented and has been operational for more than two years. All Governing Board members signed the newly developed Ethics Policy Declaration in July 2011 and have adhered to the Declaration. Similarly, the Governing Board updated Policy 2710 Conflict of Interest and developed an accompanying Procedure in 2010, both of which have been fully operational for more than two years. Governing Board members are consistently asked to recuse themselves from agenda items during the start of each Governing Board meeting. Resolution of this recommendation has been sustained and Standards IV.B.1.a and IV.B.1.j have now been met, resulting in an improved level of organizational effectiveness.

EVIDENCE:

SECTION 2.J

2.J	EVIDENCE CITED
2.j.1	Revised Ethics Policy
2.j.2	Governing Board Code of Ethics Resolution
2.j.3	Governing Board Meeting Minutes Demonstrating Recusals (various)
2.j.4	Governing Board Workshops/Special Meeting Schedule

Part Two

Progress Made on
76 Self-Identified Issues from 2009
Self Study

Progress made on 76 Self-Identified Issues (SIIs) from 2009 Self Study

#	SELF-IDENTIFIED ISSUE (SII) (original action plan from 2009 Self Study) NOTE: Original action plan # is shown in column to the left and associated ACCJC Standard numbers are shown in parenthesis. SIIs are ordered by Standard number and section.	ACTION TAKEN	RESOLUTION OF ISSUE (including timeline if action is still in progress)
		STANDARD ONE	
43	Establish guidelines for systematic incorporation of the mission statement in the development and execution of committee work and programs [S1.A2].	Strategic Planning has been featured on the SCC agenda to present data and actions, which focus the SCC membership on the SWC Mission Statement. It has also been established that any change in the Mission statement that is agreed upon at the SCC Retreat will be implemented the following academic year.	**Issue Resolved**
76	Develop and approve policies/procedures specifying when and how the mission statement will be reviewed and published [S1.A4].	District Policy 1200 (and procedures): Institutional Mission, Vision, and Values were developed and approved by the College's Governing Board on February 2012. The Policy and Procedures specify when and how the mission statement is reviewed, revised if needed, and published.	**Issue Resolved**
12	Integrate the needs identified through Program Review with the Educational Master Plan, the Facilities Master Plan, and the Technology Plan [SI.B.3, SII.A.1.a & SII.A.2.f].	The following information depicts the progress made in 2011–2012: • SWC's program review is a comprehensive process that provides for review, input and integration for the identified needs from the various institutional plans. • Educational Master Plan and Facilities Master Plans are being developed in 2012–2013 and will be tied to the needs identified in Program Reviews and the Technology Plan.	**In Progress** **Expected Resolution:** Spring 2013 **Responsible Party:** The Educational Planning & Enrollment Management Committee Co-Chairs
10	Establish a functioning Research Office and implement institutional processes for data collection, analysis, and planning as a means to evaluate and consistently improve stated student learning and administrative unit outcomes aligned to the mission; communicate outcomes to the public [SI.B1 & SIV.A2].	The following progress was made during 2011–2012 to address the minimal staffing in the Office of Institutional Effectiveness: • Director of Institutional Research, Planning & Grants (IRP&G) position was established and filled in January 2011; • Research Analyst position was established and filled in Spring 2011; • Dean of Institutional Effectiveness position was established and filled by August 2011; • Senior Research Analyst position was established and filled in April 2012; • Grant writer position was established and filled by end of fall 2011; and • Administrative Secretary II position was filled in October 2011. Progress made on Planning, Data Collection/Analysis: • Procedures and processes have been established that address data and survey requests for staff and faculty needs. A survey instrument has been secured which provides a resource for the college to gather feedback data for program evaluation;	**Issue Resolved**

		• Satisfaction surveys were conducted in 2010–2011 and 2011–2012 that included a Campus Climate Survey as well as a Student Satisfaction Survey; • All SLOs/AUOs were established by Spring 2011; measurement and analysis of SLOs/AUOs, plans for improvement, and timelines were developed by October 2012; • eLumen, software for SLO collection and monitoring of assessment outcomes, has been implemented as well as a robust training schedule for faculty utilization of software; • SLO website has been developed, which serves as a faculty/staff resource as well as an informational interface with the external and college community regarding SWCs SLO status; • Mission and Values were reviewed at August 2011 SCC retreat for the purpose of developing the 2012–2015 Strategic Plan. Resulting actions from the SCC retreat included the following: Values remained unchanged, Mission Statement was slightly revised, and the need for an abbreviated Mission Statement was discussed. College consultation process occurred from September to December 2011; • SCC sub-committee to create/recommend a college Vision statement was convened in September 2011; their work resulted in the recommendation of two college Vision statements for SCC consideration and consultation purposes; college consultation process for the Vision statement occurred November/December 2011; Governing Board adopted Policy 1200: Mission, Vision, and Values was approved in February 2012; and • Annual cycle for the Campus Climate and the Student Satisfaction Survey cycle was established.	
11	Establish a comprehensive and fully integrated institutional budget and planning process that includes a mechanism to determine the degree to which goals are met and communicate these outcomes [SI.B2].	Integrated planning and budget process is in a continuous improvement mode as a result of this process being implemented for the first time in fall 2011. This cycle was reviewed for its effectiveness in spring 2012. Fall 2012 will launch the second cycle for integrated planning and budget process which will represent a sustainability mode for continuous quality improvement. The following information depicts the progress made in 2011–2012: • Working closely with SCC, created an integrated planning process that was launched in October 2011 to develop the 2012–15 strategic plan in which its timeline for approval is in alignment with the College's budget process; • Institutional goals and objectives were identified, as well as measurements for goal achievements; • Unit plans have also being developed in alignment with program review needs; these unit plans will be assessed annually; • The goals and objectives in the 2012–2015 Strategic Plan will be updated once a semester (beginning in fall 2012) and the strategic plan will be revised accordingly; updated strategic plan will be found on the College website and will be emailed to the college community.	**Issue Resolved**

Progress made on 76 Self-Identified Issues (SIIs) from 2009 Self Study

#	**SELF-IDENTIFIED ISSUE (SII)** (original action plan from 2009 Self Study) NOTE: Original action plan # is shown in column to the left and associated ACCJC Standard numbers are shown in parenthesis. SIIs are ordered by Standard number and section.	**ACTION TAKEN**	**RESOLUTION OF ISSUE** (including timeline if action is still in progress)
		STANDARD TWO	
1	Formalize a method of evaluating teaching modes and methodologies to assess their effectiveness [SII.A].	A Standing Committee of the Shared Consultation Council (SCC), The Educational Planning & Enrollment Management Committee (EP/EMC), has accepted the task of addressing the Self-Identified Issue (SII) of evaluating teaching modes and methodologies. The EP/EMC has developed a plan to address this SII. One of the strategic goals of the EP/EMC is to "encourage innovation in teaching methodologies and/or modes". The evidence that is being used is a 2012 Online Learning User Satisfaction Survey. Staff Development Needs Assessment Faculty Surveys indicate interest in learning more about distance education technologies. • An Ad Hoc committee of the Curriculum Committee has been working diligently to develop criteria for Distance Education courses including rigor and content review. The Curriculum Handbook has information on the level of rigor required at college level. • Staff Development workshops focus on several valid methodologies that improve the efficacy of teaching and learning and which support student success in their academic careers. The workshops include: focusing on the needs of adult learners, technology & classroom instruction, classroom assessment techniques and ways to engage students in active learning. • The SCC approved a Distance Education Task Force (DETF) on March 7, 2012. The purpose of the DETF is to ensure that the College meets ACCJC standards related to Distance Education, including those assessing the effectiveness of this mode of teaching. SLOs are being institutionally implemented, which will help in the assessment of the effectiveness of current methods of delivery, including online delivery and online methodologies. The assessment of SLOs will be completed by October of 2012 and will provide a good base of data to review.	**In Progress** **Expected Resolution:** It is expected that this Self Identified Issue (SII) will be resolved by Spring 2013. **Responsible Parties:** The Educational Planning & Enrollment Management Committee Co-Chairs
49	Assess the value of the Teaching Academy for newly hired full-time faculty and reinstate if needed [SII.A.2.d].	In 2010–2011 new full-time faculty were encouraged to participate in a semester-length "orientation" which included teaching and learning strategies and pertinent information about the College to help them get off to a good start in their first year. There were four monthly sessions in fall 2010 and one final session in May 2011. Overall the evaluations of the sessions were very positive, and the faculty who participated recommended continuing this process for new full-time faculty. It is planned that whenever new full-time faculty are hired again, this semester-length	**Issue Resolved**

		"orientation" will be provided and will include a mix of teaching strategies and college information.	
9	Form a Curriculum Committee task force to review the associate degree requirements in physical education, health, and computer literacy and make recommendations for any modifications to the current policy [SII.A.3].	Near the end of the spring 2012 semester, the Curriculum Committee agreed to form a task force to review all associate degree requirements that are not part of a specific program, specifically the requirements in physical education, health, and computer literacy. In fall 2012, the incoming faculty co-chair will work with the VPAA to identify committee members and establish goals.	**In Progress** **Expected Resolution:** Spring 2013 **Responsible Parties:** Curriculum Committee Co-Chairs
13	Complete research utilizing existing external sources to systematically and consistently assess the needs of the community-based business and industry throughout the District service area and region in order to revise the existing programs accordingly and respond to new workforce training needs [SII.A.5].	• In 2011, an external environmental scan was conducted that included an analysis of business and industry needs within the SWC's service region as well as an analysis of industry growth trends. • Consistent analysis regarding community based business and industry needs will be included in the research agenda that is currently being developed. • In fall 2012 a Summit meeting is to be held at Southwestern College to solicit input from business and industry throughout the College District regarding their current and future needs.	**In Progress** **Expected Resolution:** Spring 2013 **Responsible Party:** Office of Institutional Effectiveness
72	Publicize the College Source database available for remote access that lists catalogs and course descriptions from all over the country [SII.A.6.a].	"Steps to Transfer" Workshops provide students with the website. The link was added to the Website in fall 2011.	**Issue Resolved**
3	Submit as procedure for Governing Board Policy 4021 the steps already being taken with regard to program discontinuance [SII.A.6.b, SIV.2.b].	SWC Policy 4021: Program Discontinuance was adopted in February of 2011. A corresponding Procedure 4021: Program Discontinuance was developed and was approved by the Shared Consultation Council in March 2011.	**Issue Resolved**
38	Review procedures for production of the class schedule to enhance efficiency, accuracy and timeliness [SII.A.6.c].	A new scheduling system is being evaluated. Feedback has been received from Deans, Department Chairs, and School office staff.	**In Progress** **Expected Resolution:** Spring 2014 **Responsible Party:** Dean of Instructional Support Services
14	Tie program review, enrollment management, faculty hiring prioritization and the strategic plan to the budget development process through CLC [SII.A.7.b].	The CLC was restructured and then renamed the "Shared Consultation Council" (SCC). The SCC created and implements a prioritization process to address all program review identified human, physical, fiscal and technological needs. This process results in a prioritized list of items that are considered for funding during the budget development cycle.	**Issue Resolved**
22	Add terms "plagiarism" and "cheating" to the index of the College catalog	These terms have been added to the 2012–2013 Catalog.	**Issue Resolved**

	[SII.A.7.b].		
63	Assess the interest among faculty for a tutorial on plagiarism that can be used across the curriculum [SII.A.7.b].	The Office of Academic Affairs will address this issue as part of the Dean's Council agenda in Academic Year 2012–2013.	**In Progress** **Expected Resolution:** Fall 2013 **Responsible Party:** Vice President for Academic Affairs
73	Add the entire text of District Policy 7029 to the Student Policy Manual [SII.A.6.a].	Policy 7029 is the Academic Integrity Policy. The full policy was added to the Student Policy Manual (2009–2010 edition pg. 30).	**Issue Resolved**
35	Assess the staffing shortage in the Online Learning Center and respond to the recommendations of the Academic Technology Committee and the Academic Senate [SII.A1.b].	An additional staff member was added to the Online Learning Center in 2011–2012. Additional staffing needs will be evaluated by the Distance Education (DE) Task Force in the 2012–2013 AY.	**In Progress** **Expected Resolution:** Spring 2014 **Responsible Party:** Dean of Instructional Support Services
39	Explore offering a SWC sponsored study abroad program, as 50% of the students from consortium schools who attend are from SWC [SII.A2.a].	SWC is the regional host for the Study Abroad program. Additionally, SWC has sponsored Study Abroad programs to South Africa, Florence, Italy; Barcelona, Spain; and currently the Coordinator is planning a return of the program to South Africa in spring 2013. Additional opportunities to expand and enhance this program are being explored.	**Issue Resolved**
36	Evaluate course offerings in distance education and expand as needed, with more support given to faculty, especially adjuncts, who wish to learn Blackboard and/or enhance teaching methodologies for online student success [SII.A2.d].	The DE Task Force will conduct a comprehensive review of support provided to DE faculty in the 2012–2013 AY and make recommendations for improvement.	**In Progress** **Expected Resolution:** Spring 2014 **Responsible Party:** Dean of Instructional Support Services
6	Utilizing various media including the SWC website, enhance student awareness and access to college programs and services [SII.B.1].	A number of steps have been taken above the base level of college advertising and publications: • The College website is undergoing a restructuring that gives programs and services more authority to update their information and promote their units. The new design also features a top-level Student Services category and a web designer has been hired specifically to enhance Student Services pages. • The College has adopted social media platforms—notably Facebook and Twitter—to keep students informed about deadlines and opportunities. The Office of Community and Media	**Issue Resolved**

		Relations maintains master accounts and various departments, programs and clubs have adopted their own. • A new marketing plan is being developed to help the Higher Education Centers better communicate their offerings to potential students.	
19	Promote the values of diversity and inclusiveness for all current and prospective students [SII.B.1].	A diversity statement is added to all promotional materials including the College schedule and catalog.	**Issue Resolved**
75	Implement a systematic and ongoing cycle of program planning, evaluation, and assessment for all Student Services and Support programs. Continue to integrate SLOs throughout the departments' plans along with effective assessment practices and instruments to measure their success. Correlate department goals with Board Goals and the Strategic Plan [SII.B.1].	The Student Affairs Division has established a cycle of planning, implementation and evaluation for SLOs/AUOs. SLOs/AUOs have been assessed, results have been discussed at departmental meetings, and program enhancement plans have been implemented (as necessary). Student Affairs is in full compliance with the ACCJC's recommendations regarding SLOs and has surpassed the Proficiency Level for SLOs as stated in the Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes. The College is on track to fully attain Sustainable Continuous Quality Improvement by the spring 2013 semester.	**Issue Resolved**
74	Assess the need for full time counselors to improve services to students and enhance student outcomes [SII.B.4].	As part of the program review process, this assessment has taken place. As a result, requests for counseling faculty are submitted through the Faculty Hiring Prioritization process. Consequently, two Counseling faculty positions have been funded and filled: Higher Education Center San Ysidro (HECSY) Counselor and the Disability Support Services (DSS) Counselor.	**Issue Resolved**
23	Address the adequacy of the library budget for books, electronic resources, media and closed captioning, adjunct librarians, and ADA software [SII.C.1.a].	The book budget has still not proven to be adequate to address the ongoing demands of college curricula. In addition the cuts to other areas of the library budget (adjunct library faculty, electronic resources, media and closed captioning) have resulted in a delay in resolving this SII. It is the intention of the College to increase the Library budget once the State of California's budget improves and the College's budget is replenished.	**On hold due to budget constraints.** **Expected Resolution:** Once the budget outlook improves **Responsible Party:** Dean for Instructional Support Services.
24	Identify the system with which to replace Horizon and secure funds for it [SII.C.1.a].	Library staff worked with the Office of Institutional Technology (IT) and Sirsi/Dynix to upgrade to the most current Horizon software release 7.5.2. Upgrade was completed in December 2011.	**Issue Resolved**
25	Provide additional college-wide software for the key server to meet increased student demand for course specific software in the open tutorial labs [SII.C.1.a].	During 2011–2012, the Learning Assistance Services (LAS) Program Review determined that the number of software licenses was sufficient for student usage in the ASC and Library Interdisciplinary Tutoring Centers (ITC) locations. Additional seats were purchased for the key server for software in the open labs in the 500 building.	**Issue Resolved**
26	Assess student needs to determine if increased tutorial services, hours and	It was determined during a comprehensive Program Review of LAS that additional tutors and tutorial hours would benefit students. This finding was supported by student feedback received in	**Issue Resolved**

	locations are needed and, if so, submit a plan for increased staffing [SII.C.1.a].	LAS evaluation forms completed by students. Additional funding was provided in the 2011–2012 AY for tutoring services. Increased tutorial services will be provided in future years as budget permits.	
27	Explore variants of online library orientations, such as podcasts or tailored online subject guides for classes, in addition to the present video tutorials, in-person orientations, and hand-outs [SII.C.1.b].	Measures have been taken to evaluate current trends in bibliographic instruction and information competency. These new applications will be incorporated as college funding and technology become available.	**In Progress** **Expected Resolution:** Fall 2013 **Responsible Party:** Dean of Instructional Support Services
28	Explore additional methods for publicizing library orientations to reach more faculty members and students [SII.C.1.b].	Library Faculty have been proactive in contacting (by email, flyers and word of mouth) faculty. These contacts highlight services, benefits and outcomes of the library orientations for faculty and students. Library faculty also have participated in campus activities that highlight library services. Finally, library faculty have developed and implemented student/faculty contact through social networking sites.	**Issue Resolved**
29	Explore and obtain potential funding opportunities for ongoing specialized tutor training [SII.C.1.b].	LAS continues to pursue funding opportunities for specialized tutor training, including grants research and college resources.	**In Progress** **Expected Resolution:** Fall 2014 **Responsible Party:** Dean of Instructional Support Services
31	Continue to explore alternative delivery modes for academic support services both on the main campus and at the HEC locations [SII.C.1.b].	LAS staff toured all three Higher Education Center (HEC) sites to evaluate their respective tutoring needs and to explore the possible expansion of services.	**Issue Resolved**
30	Initiate research to assess if student needs are being met by current ASC services and, if not, respond to unmet needs [SII.C.1.c].	As determined via a Comprehensive Program Review, LAS strives to meet the needs of SWC students seeking tutoring and other support services, such as test proctoring and discipline-specific workshops. Plans are underway to respond to unmet needs.	**Issue Resolved**
32	Conduct research to evaluate the services/collections of the college libraries in all locations [SII.C.2]	Preliminary research has been conducted by library faculty and staff into usage of college library and services available to patrons. To date an extensive survey instrument has not been launched to access the services/collections at all libraries. Library faculty and staff have discussed the development of such an instrument and with the assistance of the Office of Institutional Effectiveness this instrument will be distributed, collected, evaluated and assessed. From there, the resulting findings will be incorporated into library academic and administrative program reviews.	**In Progress** **Expected Resolution:** Fall 2013 **Responsible Party:** Dean of Instructional Support Services.
33	Initiate a marketing plan utilizing various media to promote LAS programs [SII.C.2].	A marketing plan has been implemented and is ongoing. LAS is developing the following modes of public relations in an effort to market program offerings: • Updated college web page	**Issue Resolved**

		• Facebook page • Governing Board presentations • SWC College department and school meeting presentations • Academic Senate presentations • Opening Day workshops	

Progress made on 76 Self-Identified Issues (SIIs) from 2009 Self Study

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		STANDARD THREE	
40	Continue to develop SLOs at the course and program level [SIII.A.1.c].	In 2011–2012, the following resources were made available to assist the college community in the assessment of SLOs: • ISLO Website • ISLO Resource Center • ISLO Academy Workshops • Discipline Program Pages All required outcomes have been identified and written. Staff, faculty and administrators have assessed outcomes. The College is in full compliance with the ACCJC's recommendations regarding SLOs and has surpassed the Proficiency Level for SLOs as stated in the Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes. The College is on track to fully attain Sustainable Continuous Quality Improvement by the spring 2013 semester.	**Issue Resolved**
70	Revise the Classified Staff Handbook to include the Institutional Code of Ethics policy (No. 3050) for all District employees [SIII.A.1.d].	The provisions in the Collective Bargaining Agreement (CBA) and in District policy and procedure sufficiently address employee issues and District processes. Policy No. 3050 is applicable and accessible to all District employees. The Classified Staff Handbook is comprised of District policies and procedures. District policies and procedures which apply to all staff are reviewed and revised with input by employee constituencies. As policies and procedures are updated, the Handbook will be updated as needed.	**Issue Resolved**
50	Explore different avenues that would increase adjunct faculty participation in staff development activities [SIII.A.5.b].	In the annual Needs Assessment Surveys of Part-time Faculty (spring 2010 and spring 2011), two main obstacles to participation were clearly shown: 1. The College District does not pay part-time faculty for participation in professional development (as other local community colleges do, through Flex credit). 2. Many part-time faculty are not available to come to campus for workshops because they are busy teaching at other colleges or they work full-time. Some have expressed interest in late afternoon, evening, and weekend workshops, as well as online workshops. The Staff Development Coordinator developed a series of workshops that qualified for "hurdle" credit in spring 2012. The Staff Development Coordinator is currently evaluating their effectiveness in increasing participation among part-time faculty.	**In Progress** **Expected Resolution:** Spring 2013 **Responsible Party:** Staff Development Coordinator
51	Complete a formal evaluation of the Staff	In spring 2010, spring 2011, and spring 2012 a comprehensive Staff Development Needs	**Issue Resolved**

	Development Program on an annual basis [SIII.A.5.b].	Assessment Survey was administered to the four constituent groups: Part-time and Full-time Faculty, Classified Professionals, and Administrators & Managers. These Needs Assessment Surveys included questions designed to evaluate the effectiveness of the Staff Development Program and to highlight unmet needs for each constituent group. This Needs Assessment Survey will continue to be administered each spring and will be used to develop an implementation plan for the coming year.	
20	Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews [SIII.A.6, SIII.D.1.a & SIV.A.1].	The Institutional Program Review Committee (IPRC) has been meeting regularly since January 2010. The IPRC has implemented an Institutional Program Review cycle for all instructional and noninstructional units on campus. In addition, all documents are available on the College website. The entire cycle was completed by January 31, 2012. The Program Review reports were used for Institutional Prioritizations for the 2012–2013 Academic Year.	**Issue Resolved**
64	Assess need for additional training on emergency response and safety issues [SIII.B.1.b].	The Emergency Operations Plan (EOP) has been completed by the consultant and submitted to the Federal Emergency Management Agency (F.E.M.A.) for approval. Once the Plan has received F.E.M.A agreement, it will be sent to the Governing Board for final approval. Once approved, the EOP is expected to be rolled out to the college community in a 3-Phase process including: • Planning • Training • College-wide Preparedness Exercises	**In Progress** **Expected Resolution:** Summer 2013–Fall 2013 **Responsible Parties:** Vice President for Business and Financial Affairs, Chief of Police, and Safety Committee
65	Establish web access for emergency response training including use of internal media [SIII.B.1.b].	The Safety Committee is interviewing prospective vendors to complete the Mass Communication Plan. A company is expected to be selected by the end of August. Once the vendor is identified, the Mass Communication Plan is expected to be completed in the 2012–2013 academic year. Steps already taken include: • Emergency Preparedness Quick Reference Guide has been developed for faculty and staff • Emergency Preparedness Quick Reference Guide has been added to the Student Newspaper • Emergency evacuation maps have been updated and will be displayed across the College District	**In Progress** **Expected Resolution:** Fall 2013 **Responsible Parties:** Vice President for Business and Financial Affairs, Chief of Police
21	Based on the approved Five Year Technology Plan, implement policies and procedures that institutionalize ongoing replacement of desktop hardware, technology infrastructure, and academic software as well as update its technology plan on a regular basis [SIII.C.1].	As part of the resolution of ACCJC Recommendation 6, a completely new five-year Technology Plan was developed, implemented and fully integrated with the College's Integrated Planning process. New policies and procedures are being developed to formalize the development and implementation of future Technology Plans. The ITC is the standing committee of the SCC responsible for this item.	**In Progress** **Expected Resolution:** Spring 2013 **Responsible Party:** Institutional Technology Committee Co-Chairs
4	A written policy and procedures for preliminary budget parameter	Drafts have been developed of a written policy and accompanying procedures for financial management and budget parameter development.	**In Progress**

	development should be created, adopted and implemented [SIII.D.1.b].		**Expected resolution**: July 2013 **Responsible Party:** Vice President for Business and Financial Affairs
5	The District should establish a transparent and clear shared-governance method of developing parameters for budget planning to alleviate the perceptions that resources are distributed unfairly and without long and short range planning for fiscal stability [SIII.D.1.b].	An integrated planning process tied to program review and aligned with budget allocation was established in fall 2011. As a result of the first planning cycle, a few modifications were made and the cycle will be reviewed for its effectiveness and modified as needed until the college is able to establish a smooth and seamless process. The integrated budget planning process involves all departments, schools, offices, units, and programs. These budgetary considerations are brought forward from the Budget Committee to the Shared Consultation Council, the College's leadership committee, and prioritized accordingly. The College will experience its second full cycle of integrated planning beginning in fall 2012. This integrated planning process is codified in the SPDM (Shared Planning and Decision Making) Handbook.	**Issue Resolved**

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		STANDARD FOUR	
46	Reconfirm the shared governance process for consultation and decision-making [SIV.A.1].	It has been reconfirmed at several SCC meetings that the constituencies will vote on the basis of consensus and with full consultation of their groups for those items that are mutually agreed upon as noted in Policy/Procedures 2515. In addition, Policy/Procedures 2510: Shared Planning and Decision Making have been approved and have become imbedded in the college culture. With respect to AB 1725 items, only those that are mutually agree will come before the SCC as voting items; other 10 + 1 items will be provided to the SCC as information only, thus respecting Policy & Procedures 2515, and the Role & Scope of the Academic Senate 10 + 1 Agreement.	**Issue Resolved**
47	Clarify the shared governance process for consultation and decision-making with a flow chart and/or diagram showing the relationship of all standing committees, constituent groups, CLC, ELT, etc. to each other [SIV.A.1].	The latest SCC chart, newly approved in fall 2011, depicts all the constituencies and provides further clarification on those subcommittees responsible for Strategic Planning, Prioritization and Accreditation Standards.	**Issue Resolved**
44	Institute annual Standing Committee summary reports [SIV.A.2.a].	The SCC was provided regular reports by the standing committees to the SCC in written emails; in addition, the standing committees will offer an annual presentation to the Governing Board highlighting their accomplishments and documenting their progress on institutional goals.	**Issue Resolved**
48	Expand the District Standing Committees to include Equivalency, Program Review, and Accreditation [SIV.A.2.a].	The Standing Committees of the SCC now include the Accreditation Oversight Committee (AOC) and the Institutional Program Review Committee (IPRC). The College has also formed the Human Resources Committee, which will umbrella the Equivalency Committee; this has been mutually agreed upon by the Academic Senate and the District.	**Issue Resolved**
66	Include the original policy number on all new replacement policies [SIV.A.2.a].	Each revised policy refers to the policy that is being replaced.	**Issue Resolved**
67	Repeal policies that are replaced by another via Governing Board action to alleviate confusion as to whether these policies are still in force or not [SIV.A.2.a].	Outdated policies are not currently posted.	**Issue Resolved**
7	Include state discipline as an element in the course origination form [SIV.A.2.b].	During the 2011–2012 academic year the Curriculum Committee agreed to require all course origination forms for existing and new curriculum housed in CurricUNET to indicate the state discipline and minimum qualifications for faculty who would be considered to teach the course. The committee will continue to work in the 2012–2013 academic year to develop a workable plan involving faculty, especially department chairs, for retroactively adding this information to	**In Progress** **Expected resolution**: Spring 2013 **Responsible Party:**

		existing curriculum.	Curriculum Committee Co-Chairs
8	Investigate how to become more selective in the curricula and programs offered at SWC [SIV.A.2.b].	In spring 2012, the Vice President for Academic Affairs (VPAA) and the curriculum faculty co-chair presented to the Curriculum Committee research which showed the large amount of degree and certificate programs that are currently in the SWC catalog, an amount that is significantly larger than other area community colleges and universities. This conversation will continue in fall 2012 as the college reviews its priorities in course and program offerings in light of current budget conditions.	**Issue Resolved**:
37	Implement yearly staff development training workshops on CurricUNET and curriculum development [SIV.A.2.b].	Curriculum Workshops have been held during Opening Day and Staff Development days.	**Issue Resolved**
15	Enhance data collection, analysis, and research capacity to allow for benchmarking and monitoring of strategic plan accomplishments [SIV.A.3].	Data resources for determining institutional strategic goals and program review reports included: SWC Data Dashboard, campus climate surveys, student satisfaction surveys, and internal/external environmental scans. Next steps will include implementing a research agenda and a benchmarking system that will provide for timely and accurate analysis for evaluation of unit annual goals and institutional strategic goals.	**In Progress** **Expected Resolution:** Fall 2013 **Responsible Party:** Office of Institutional Effectiveness
16	Promote the strategic plan and accomplishments within the institution and with the community at large [SIV.A.3].	The accomplishments of the Strategic Plan for 2009–2010 have been listed on the College website; the accomplishments/outcomes for the 2010–2011 Strategic Plan were also evaluated and posted. The results from the 2011–2012 year will also be posted on the SWC website and will be presented to the SCC for the representatives to share with their constituency groups. The updated 2012-2015 Strategic Plan Booklet has been widely circulated in the Fall 2012.	**Issue Resolved**
17	Engage the college community and the community-at-large in the regular review of the strategic plan [SIV.A.3].	The cycle for college community and external community's participation in developing the strategic plan has been established and implemented. Regular review of the strategic plan has been established and implemented by the SCC. Office of Research's review of institutional and unit goals, updating of the 2012–2015 strategic plan will occur once a semester. The following information depicts progress made in 2011–2012: • Strategic planning process for 2012–2015 began in October 2011 and included over 150 people from the community and the college discussing and identifying goal concepts and objectives to be addressed in the current three year strategic plan.	**Issue Resolved**
18	Analyze the responses found in the 2008 staff survey to ascertain the reasons for a generally lower level of satisfaction among the classified staff regarding the means of communication [SIV.A.3].	A series of four employee satisfaction surveys were conducted in 2010–2012 and the results indicated great improvement in the satisfaction levels amongst all employee groups.	**Issue Resolved**
42	Communicate the results of evaluations of governance and decision-making structures and processes to the college	Emails from the Superintendent/President's Office as well as announcement of SCC items in the Academic Senate President's Reports are communicated to the college community on a regular basis.	**Issue Resolved**

	community [SIV.A.3].		
41	Develop a methodology and timeline to regularly evaluate the institution's governance and decision-making structures and process [SIV.A.5].	The SCC has agreed to regularly review the institution's governance and decision-making structures and processes at its annual August Retreat. This is stated in the Shared Planning & Decision-Making (SPDM) Handbook and is decided by consensus of membership at the Retreat.	**Issue Resolved**
34	Provide access, e.g. through the library, to enclosures for Special Meetings of the Governing Board, with the exception of those enclosures related to closed session items [SIV.B.1.a].	Enclosures for special meetings of the GB are posted on the SWC website 72-hours before the meeting.	**Issue Resolved**
52	Recommend annual Governing Board training pursuant to Policy 2710: Conflict of Interest and Policy 2715: Code of Ethics to reduce the likelihood of public perceptions of conflicts of interests or violations of the College's code of ethics [SIV.B.1.a].	Review of 2710 and 2715 was conducted in February 2011 and was placed on the GB Training Calendar in December 2011. Brown Act training was held on November 16, 2011 and has been added to the GB annual training calendar.	**Issue Resolved**
69	Develop an easily accessible, searchable, online site for all college policies in Web Advisor [SIV.B.1.d].	After a policy is approved by the Governing Board approved it is posted in the Public Folders and on the main College website which is accessible to all District personnel. http://www.swccd.edu/4thLevel/index.asp?L3=440	**Issue Resolved**
71	Assure hiring processes are conducted according to established policies and procedures in order to avoid any future instance of Chancellor's Office oversight [SIV.B.1.d].	Hiring Processes are following established policies and procedures as evidenced by the recent hiring of the Superintendent/President, and 3 Vice Presidential positions.	**Issue Resolved**
68	Develop and implement a process for a systematic, 3-year cycle of policy and procedure review [SIV.B.1.e].	Process for policy and procedure review is in development. The newly hired Vice President of Human Resources will oversee resolution of this self-identified issue.	**In Progress** **Expected Resolution:** Fall 2013 **Responsible Party:** Vice President for Human Resources
53	Train newly elected trustees prior to assuming office, in compliance with Policy 2740 [SIV.B.1.f].	New Governing Board member Peraza met with the Superintendent/President in July 2011 to review his role as a new Governing Board member. Trustee Peraza attended CCLC New Governing Board Member training in January 2012. Regular training sessions are held for all Board members.	**Issue Resolved**
54	Document all Governing Board training [SIV.B.1.f].	Regular training sessions are held and the Superintendent/President's staff documents this information.	**Issue Resolved**
55	Revise Policy 2740 to include an annual	Policy 2740: Board Education was revised to include this information and was approved at the	**In Progress**

	session in which specific ongoing development needs of the Board are identified [SIV.B.1.f].	September 11, 2012 Governing Board meeting.	**Expected Resolution:** Early Fall 2012 **Responsible Parties:** Governing Board, Superintendent/President
56	Codify into a formal procedure the common practice for identifying the training and education needs of the Governing Board [SIV.B.1.f].	Procedure 2740: Board Education was approved by the Governing Board on June 13, 2012. The new procedure identifies the training and education needs of the Governing Board.	**Issue Resolved**
57	Revise Policies 2740 and 2015 to include provisions for training the student trustee and team building with the voting Governing Board members [SIV.B.1.f].	Policy 2015: Student Trustee Provisions for training the student trustee is included in newly proposed Policy language. This Policy is currently under review by the Associated Student Organization (ASO) and is expected to be completed and approved in the Fall 2012 semester. Policy 2740: Board Education Provides language to ensure student trustee training. This newly revised policy will go to the Governing Board in August 2012 for a 1st reading and is expected to be approved by September 2012. Procedure 2740: Board Education This procedure was approved by the Governing Board on June 13, 2012.	**In Progress** **Expected Resolution:** End of Fall 2012 **Responsible Parties:** Governing Board, Superintendent/President
58	Revise Policy 2745 to include solicitation of input from the college community at least one month prior to the self evaluation in order that these findings are utilized in the self-evaluation [SIV.B.1.g].	Proposed revisions of Policy 2745 are under review by the Governing Board Policy Review Committee. Self-evaluations were conducted at a special June 2012 GB meeting. Procedure 2745 was approved by the Governing Board on June 13, 2012.	**In Progress** **Expected Resolution:** End of Fall 2012 **Responsible Parties:** Governing Board, Superintendent/President
59	Document in the Governing Board minutes the discussion of the self-evaluation results [SIV.B.1.g].	Superintendent/President will ensure that a discussion of the evaluation results occurs and that it is recorded in the Governing Board minutes in fall 2012.	**In Progress** **Expected Resolution:** End of Fall 2012 **Responsible Parties:** Governing Board, Superintendent/President
60	Disseminate the results of the annual Governing Board self evaluation to the college community via the College website and public folders in a timely manner [SIV.B.1.g].	Superintendent/President will ensure that the Governing Board self evaluation is made available to the college community through a variety of media channels in fall 2012.	**In Progress** **Expected Resolution:** End of Fall 2012

Progress made on 76 Self-Identified Issues (SIIs) from 2009 Self Study

			Responsible Parties: Governing Board, Superintendent/President
61	Recommend the Governing Board develop a procedure for evaluating and dealing with Governing Board behavior that violates Policy 2715: Code of Ethics [SIV.B.1.h].	A new Policy 2715: Code of Ethics was revised and new procedures were developed in 2011.	**Issue Resolved**
62	Recommend the Governing Board protect and strengthen SWC's image in the public's eye through vigilant compliance with Policy 2715 [SIV.B.1.h].	Through annual board education and training embedded in Policy/Procedure 2740, the Superintendent/President has and will continue to address compliance with Policy 2715: Code of Ethics.	**Issue Resolved**
2	Ensure a timely response to recommendations made in Accreditation documents [SIV.B.1.i].	The Superintendent/President, the Accreditation Liaison Officer (ALO) and the Accreditation Oversight Committee (AOC) provide oversight for all Accrediting Commission recommendations and ensure that a timely and accurate response is made.	**Issue Resolved**
45	Investigate ways to bring greater administrative stability to the college community [SIV.B.1.i].	The Superintendent/President realigned the Vice Presidents' salary schedule with the Statewide average. This change provided for a better pool of applicants, and three new permanent Vice Presidents were hired in spring 2012. Additionally, administrative stability has been strengthened by internal promotions (e.g., at least six hires since 2011 have gone from faculty or classified ranks to that of administrator).	**Issue Resolved**

Glossary of Terms

List of Acronyms found in Midterm Report

List of acronyms found in Midterm Report

ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
AIM	Achieving Institutional Mission
ALO	Accreditation Liaison Officer
AOC	Accreditation Oversight Committee
ARCC	Accountability Report for Community Colleges
ATC	Academic Technology Committee
AUO	Administrative Unit Outcomes
CC	Curriculum Committee
CCLC	Community College League of California
CSLO	Course-Level Student Learning Outcomes
DE	Distance Education
DETF	Distance Education Task Force
FPPC	Fair Political Practices Commission
FTES	Full-time Equivalent Student
IPRC	Institutional Program Review Committee
ISLO	Institutional Student Learning Outcomes
ISLOR	Institutional Student Learning Outcomes Resource Center
ISP	Interim Superintendent/President
ISS	Instructional Support Services
IT	Institutional Technology
ITC	Institutional Technology Committee
MSE	Mathematics, Science and Engineering
ODE	Outcome, Data and Evidence
OIE	Office of Institutional Effectiveness
PIE	Planning, Implementation and Evaluation
PSLO	Program Student Learning Outcomes
SCC	Shared Consultation Council
SLO	Student Learning Outcomes
SPDM	Shared Planning and Decision-Making
SPS	Strategic Planning Subcommittee
SWCCD	Southwestern Community College District
TPOT	Technology Plan Oversight Team
VPAA	Vice President for Academic Affairs
VPAS	Vice President, Academic Senate
VPBFA	Vice President for Business and Financial Affairs
VPHR	Vice President for Human Resources
VPSA	Vice President for Student Affairs
WASC	Western Association of Schools and Colleges

Master Evidence List

Evidence Cited in Midterm Report

Master Evidence List

STANDARD ONE:

SECTION 2.A

2.A	EVIDENCE CITED
2.a.1	August 3, 2011: SCC Agenda/Minutes re: Policy 1200 Mission & Values reviewed at SCC Retreat
2.a.2	February 2012: Governing Board Agenda/Minutes re: Policy was approved by Governing Board
2.a.3	August 2012: SCC Retreat Agenda re: Review of College Mission
2.a.4	April 2012: SCC Agenda/Minutes re: Evaluation of Integrated Planning Cycle
2.a.5	Strategic Planning Brochure

STANDARD TWO:

SECTION 2.B

2.B	EVIDENCE CITED
2.b.1	October 19, 2011 SCC Minutes
2.b.2	SCC Standing Committee Responsibility Chart (original)
2.b.3	SCC Standing Committee Responsibility Chart (final version)
2.b.4	Snapshot with SLOs section (updated September 2012 version)
2.b.5	SCC Standing Committee membership lists (revised Spring 2012)

STANDARD THREE:

SECTION 2.C

2.C	EVIDENCE CITED
2.c.1	August 22, 2012 IPRC Minutes
2.c.2	Minutes from SCC Prioritization training April 2012
2.c.3	Program Review website link
2.c.4	Outcome, Data and Evidence Sheet (ODE)
2.c.5	IPRC Handbook

STANDARD FOUR:

SECTION 2.D

2.D	EVIDENCE CITED
2.d.1	August 15, 2012 SCC Retreat Minutes
2.d.2	ISLO Academy workshop announcements
2.d.3	Staff Development Opening Day ISLO Breakout Session
2.d.4	Outcomes Assessment Timeline
2.d.5	April 11, 2012 SCC Minutes re: Prioritization
2.d.6	Outcomes, Data, Evidence (ODE) Sheet
2.d.7	March 14, 2012 IPRC Minutes re: ODE Approval
2.d.8	Program Review Snapshot (website link)
2.d.9	ISLO Coordinator Job Description
2.d.10	February 27, 2012 SCEA/District joint communiqué

STANDARD FIVE:

SECTION 2.E

2.E	EVIDENCE CITED
2.e.1	Substantive Change Proposal Report: Distance Education
2.e.2	ACCJC Action Letter re: Substantive Change Proposal Acceptance: July 13, 2010

STANDARD SIX:

SECTION 2.F

2.F	EVIDENCE CITED
2.f.1	Tech Plan Priorities
2.f.2	Tech Plan Implementation Grid Screenshot
2.f.3	Technology Addendum
2.f.4	Main College Computer Labs Online Database Screenshot
2.f.5	Software Library Screenshot
2.f.6	SCC Standing Committee Responsibility Chart
2.f.7	Technology Plan Status Report presentation to the Governing Board

STANDARD SEVEN:

SECTION 2.G

2.G	EVIDENCE CITED
2.g.1	Spring 2012 Needs Assessment Surveys and Results
2.g.2	List of 2011–2012 Staff Development activities and participation
2.g.3	Evaluations of 2011–2012 Staff Development activities
2.g.4	Revised Five-Year Staff Development Plan (September 2012)
2.g.5	2012–2013 Staff Development Implementation Plan (September 2012)

STANDARD EIGHT (A):

SECTION 2.H.8A

2.H.8A	EVIDENCE CITED
2.h.1.8a	Governing Board Newsletter
2.h.2.8a	Campus Climate Survey Comparative Analysis 2012
2.h.3.8a	Summit I and II Matrix
2.h.4.8a	SCC Prioritization Matrix
2.h.5.8a	Shared Planning and Decision-Making Handbook

STANDARD EIGHT (B):

SECTION 2.H.8B

2.H.8B	EVIDENCE CITED
2.h.1.8b	Shared Planning and Decision-Making Handbook
2.h.2.8b	August 2011 SCC Retreat minutes
2.h.3.8b	Policy 2510 Shared Planning and Decision-Making
2.h.4.8b	Policy 2515 The Role and Scope of the Academic Senate
2.h.5.8b	Policy 2015 Student Trustee

STANDARD NINE:

SECTION 2.I

2.I	EVIDENCE CITED
2.i.1	Governing Board Resolution: Adherence to Accreditation Standards
2.i.2	Governing Board Ethics Form
2.i.3	2012–2013 Governing Board Goals
2.i.4	Governing Board Workshops/Special Meeting Schedule
2.i.5	Page 27 of the Shared Planning and Decision-Making Handbook re: Overview of Participants and Roles
2.i.6	Campus Climate Survey Results re: Governing Board

STANDARD TEN:

SECTION 2.J

2.J	EVIDENCE CITED
2.j.1	Revised Ethics Policy
2.j.2	Governing Board Code of Ethics Resolution
2.j.3	Governing Board Meeting Minutes Demonstrating Recusals (various)
2.j.4	Governing Board Workshops/Special Meeting Schedule