

WASC Accreditation Report  
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Plan	Action Plan	Comment	Responsibility	Status	Action Taken/Needed
1.10	Revisit the Mission Statement and guidelines in order to ensure currency and add a statement regarding cultural enrichment.	This task is being done by the Institutional Planning Steering Committee (IPSC). IPSC is conducting a college and community wide input process to determine revisions.	IPSC		
1.2a	Policy-making and decision-making groups and committees are advised each year that their actions are to be guided by the Mission Statement and documentation should reflect its inclusion;	To be implemented after IPSC revises Mission Statement.	IPSC		
1.2b	New employee orientations incorporate a review of the Mission Statement; and	The unrevised Mission Statement is distributed at New Employee Orientations and will be replaced by the revised version once adopted.	IPSC		
1.2c	Staff Development activities are developed to highlight the Mission Statement and to discuss its role in guiding institutional planning and decision-making.	This task is being done by the Institutional Planning Steering Committee (IPSC).	IPSC		
1.30	Review the Mission Statement using the input solicited by the Accreditation Standard One Committee during the Self Study.	This task has been moved to the IPSC.	IPSC		
2.60	Inform all segments of the college community about the Academic Freedom Policy, its applications, implications, and the District's commitment to upholding it.	There is a plan to review with the Academic Senate Executive Committee and the Vice President for Academic Affairs to review the plan and disseminate to the college community.	Academic Senate Academic Affairs		
2.11	Inform all segments of the college community about the Academic Freedom Policy, its applications, implications, and the District's commitment to upholding it.	A review of this form will be conducted in the future.	Academic Senate Academic Affairs		
2.14	Review the Student Evaluation Form of Faculty to determine whether it adequately addresses the issue of faculty objectivity and impartiality.	Mission Statement is being reviewed.	IPSC		

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2.16	Acknowledge formally the College's commitment to diversity in its Mission Statement.	At present all college policies are undergoing review and will be posted on the college website once approved by the Governing Board.	Superintendent/ President		
2.21	Develop and adhere to a regular timeline and frequent review of important institutional documents.	Vice President for Human Resources is overseeing a full review of the District's policies and procedures. The College has purchased a set of policies and procedures from the CCLC to provide guidance to staff and administrators who are in the process of revising many policies and procedures.	Superintendent/ President VP Human Resources		
2.22	Include District policies and College operational procedures on the College web site and devise a system to ensure updated information on a consistent basis.	Vice President for Human Resources is overseeing the current review of college policies and is working with the college web team to devise such a system.	Supr/ President VP Human Resources		
2.24	Institute a strategic planning process that involves all Southwestern College stakeholders to establish institutional priorities, goals, and objectives in alignment with the College's Mission Statement.	The College has an Institutional Strategic Planning Team charged with providing input for an effective process to gather information. A consultant has been hired to conduct and facilitate workshops with all the stakeholders to explain the process for strategic planning and gathering data.	IPSC		
2.25	Continue to provide a College-wide, multi-directional information system that focuses upon self-study progress and outcomes.	Email updates are sent periodically to the college community and reports are made to governing bodies such as; The Executive Leadership Team, Academic Senate, etc. by the Accreditation Co-Chairs.	Superintendent/ President		
3.50	Develop and implement a College-wide dissemination plan to effectively and consistently communicate results of Program Review self-studies.	Institutional Research intends to summarize results of the current program cycle and disseminate via its website the electronic versions of the programs' self-studies.	Institutional Research		
3.60	Use the results of the current accreditation Self-Study in the development of a new institutional plan.	See comments regarding Institutional Planning Efforts.	IPSC		
3.70	Use current measures, such as those included in Partnership for Excellence, to disseminate feedback on the College's effectiveness.	Institutional Research via the webpage currently delivers data on retention and success rates, transfer information of students, as well as other student and course characteristics. Institutional Research plans to expand beyond these measures to incorporate summaries pertaining to student learning outcomes.	Institutional Research		

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3.80	Coordinate Program Review and data analysis, as well as College-wide planning efforts, to promote a broader understanding of College programs and services.	In conjunction with college-wide strategic planning efforts, Institutional Research is compiling its annual plan to focus on ensuring alignment with the College's mission and goals. Institutional Research intends to publish the plan on the Institutional Research webpage.	Institutional Research		
3.11	Explain the impact of these planning documents, including the decisions derived from them.	A transparent planning process and flexible plan defining Southwestern College strategic goals is being developed with input from all constituency groups.	IPSC		
3.12	Supplement the 15-year Educational Master Plan and the Facilities Master Plan with 3-5 year operational plans.	In March 2005 the Southwestern College Governing Board approved the hiring of KH Consulting to work with the Institutional Planning Steering Committee to develop short and long term planning goals.	IPSC		
3.13	Revise the Staff Diversity Plan to incorporate legislative changes.	The first revision is posted in the Public Folders, Legal Affairs, Staff Diversity Plan (Policy # 5019) with proposed revisions, it has not yet been finalized.	Supr/President VP Human Resources		
3.15	Establish academic and operational protocols between the Centers and the main campus with input from all stakeholders including the Academic and Classified Senates.	The current operational protocols between San Ysidro Education Center and the Higher Education Center are currently under review in anticipation of the opening of the Otay Mesa Center in about 3 years. The committee began their review of existing process/procedures in Fall 2005.	VP Academic Affairs		
3.18	Systematically review the outcomes of all plans.	Review of college infrastructure plans will be integrated into the discussion by the Institutional Planning Steering Committee.	IPSC		
3.19	Seek ways to finance program needs that surface through the Program Review process with hard-money.	Anticipated revisions of the Program Review process will include a budgetary component.	VP Academic Affairs		
3.21	Encourage faculty to use Institutional Research to help determine the most effective teaching methods.	Institutional Research will work with staff development to establish teaching modalities for incorporation into classroom activities, learning communities, and retention strategies.	Institutional Research		
3.23	Communicate to the public the efforts that go into quality assurance in the classroom through the tenure review program, adjunct evaluations, classified employee evaluations, and the Program Review process.	We are in the process of developing a strategic plan that will address communication and marketing to the public. Part of the plan includes making information available on how we maintain and provide assurance of quality programs, instruction, and service.	IPSC		
3.28	Provide opportunities for faculty to have expanded input into administrative evaluations.	These issues are currently handled by the Superintendent/President's office and the Legal Affairs Consultant.	Supr/President VP Human Resources		

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4.30	Regularly reassess each college program to determine that it is consistent with the College's mission and goals.	Program Review has been a strong component of the academic curricula at SWC. All instructional programs have completed a six-year cycle of self-study. Members of the discipline assess each program in their area to determine that it is consistent with the College's mission and goals via a thorough evaluation of the Program's curricula, course scheduling, faculty qualifications, student success, etc. Thereafter Program needs are identified. We are currently undergoing a review of the last six years of Program Review, which was the first iteration of the Program Review process. The revised Program Review process will be implemented in Fall 2006 and will continue to require an assessment to determine that each college program is consistent with the College's mission and goals.	Academic Program Review Committee		
4.40	Continue to develop educational programs that are consistent with the Institutional Mission, the service-area demographics/economics, and the student constituency.	The Institutional Plan Steering Committee (IPSC) is currently exploring how to better serve the student and community constituency with educational programs that are consistent with the Institutional Mission and the service area demographic / economic characteristics. A draft of the institutional strategic plan is expected in Spring 2006.	IPSC		
4.50	Implement a formalized mechanism to assure that required courses in academic programs are offered a minimum of once every four semesters.	Deans and department chairs ensure required courses for a specific program are scheduled in accordance with the course outline and the prescribed semester-by-semester plan for the program. At the present time no formalized mechanism is in place to assure that required courses in academic programs are offered a minimum of once every four semesters.	Office of Instruction		
4.70	Continue to ensure that students complete programs within reasonable time periods.	The availability of student data related to program completion rates is lacking and is an area that will be addressed by the IPSC. A draft of the institutional strategic plan is expected in Spring 2006.	IPSC Institutional Research		

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4.80	Evaluate and expand	A draft Evening/Weekend College Plan has been sent to the Vice President for Academic Affairs for consideration and consultation. A draft report showing the degrees and certificates that can be earned by taking evening / weekend classes as well as the classes that need to be scheduled evenings / weekends to offer additional degrees and certificates was prepared in December 2005. Many of the degrees and certificates need only one or two additional courses scheduled evenings / weekends to add them to the list. Impacted courses (e.g. pre-allied health) have been scheduled and successfully enrolled during the weekends. Early hour classes in high demand / impacted courses are offered on a regular basis. Television courses are no longer offered by the College. An Online Learning Plan was drafted in 2004, sent through the consultation process, and approved.	VP Academic Affairs		
4.90	Study the feasibility of beginning a pilot open-entry/open-exit program with one of the over-subscribed classes.	Self-paced / variable instruction and interactive math classes are now being offered, including Math 20, 35, 45, and 65. Self-paced classes allow open exit but all classes begin at the start of the semester. The math department is considering putting course materials into modules that would allow for open entry/open exit classes if the scheduling details could be worked out.	VP for Academic Affairs Math Department		
4.10	Continue to use Program Review and other evaluation procedures to address problems of impacted programs and specific courses.	Program Review continues to be the primary vehicle by which the discipline evaluates impacted courses / programs and makes recommendations for mitigating the impaction.	Academic Program Review Committee		
4.12	Conduct an analysis to determine the average length of time for a full-time student to attend Southwestern College continuously to complete his/her associate degree.	The data to conduct the analysis to determine the average length of time for a full-time student continuously attending SWC to complete an Associate's Degree is lacking. This is an area that will be addressed by the IPSC as the strategic plan is formulated. A draft of the institutional strategic plan is expected in Spring 2006.	IPSC Institutional Research		

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4.13	Develop a formalized, structured enrollment management planning tool that will analyze the number of course offerings needed in response to growth and student educational needs.	An Enrollment Management Committee was established in Fall 2004 with the purpose of developing a comprehensive Enrollment Management Strategy. The current plan will be regularly updated as the student and service area demographics / economics evolve. At the present time, a formalized, structured enrollment management planning tool that will analyze the number of course offerings needed in response to growth and student educational needs has not been developed. This will be addressed by the Enrollment Management Committee.	Enrollment Management Committee		
4.14	For each program in the College Catalog, include examples of a prescribed semester-by-semester plan for completion of the program.	The College Catalog currently includes examples of a prescribed semester-by-semester plan for completion of a program, however, inclusion of a plan is not required for all programs. The Curriculum Committee will address this issue.	Office of Instruction Curriculum Committee		
4.17	Complete the revision of the Curriculum Handbook, which is the guideline for all aspects of the curriculum process, including the addition and/or deletion of classes, and establish a mechanism for annual review.	The revision of the Curriculum Handbook by the Curriculum Handbook Task Group is nearly complete. This Handbook, which was last revised in 1991, outlines all aspects of the curriculum process. All that remains to be done is inclusion of the recently approved Program and Curriculum Development Modification & Discontinuance policy, District Policy No. 7007, and a section on Student Learning Outcomes. The final step is a review by the Academic Senate and other college constituencies.	Curriculum Committee		
4.18	Include notices about program/course deletions or substantial changes in the printed and online College Catalog.	The Office of Instruction is the primary custodian of the College Catalog and responsible for additions and deletions of programs and courses. Notices of program/course deletions will be included in the 2006-2007 College Catalog.	Office of Instruction		
4.19	Implement a funding formula for responding to growth that includes hiring faculty, student services personnel, office staff, and augmenting supplies.	Enrollment Management Committee was established with the purpose of developing a comprehensive Enrollment Management Strategy. The Academic Program Review also includes planning for faculty hiring and augmentation of supplies budgets. A joint Academic Senate / Administrator committee on Faculty Hiring Prioritization has examined current college needs, future needs, and models used by other institutions to address faculty hiring prioritization. Currently the plan is in the final stages of study. The completion of the institutional strategic plan, which will address a funding formula for growth, is expected in Spring 2006. The College Leadership Council (CLC) Budget Task group has been restructured utilizing a shared governance model to establish budget priorities.	IPSC Faculty Hiring Prioritization Committee CLC Budget Task Group		

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4.21	Expedite the hiring of instructional faculty and classified support staff who directly affect the instructional programs.	A joint Academic Senate / Administrator committee on Faculty Hiring Prioritization has examined current college needs, future needs, and models used by other institutions to address faculty hiring prioritization. Currently the plan is in the final stages of study.	Faculty Hiring Prioritization Committee		
4.22	Expedite an increase of the percentage of instructional hours taught by full-time faculty.	In 1988 Assembly Bill 1725 mandated that all community colleges seek to have a 75% / 25% ratio of full time to part time faculty. Southwestern College's commitment to AB 1725 is an area that will be addressed by the IPSC as the strategic plan is formulated.	IPSC		
4.23	Renew the College's commitment to the 75/25 ratio provisions of AB1725 as finances permit and enrollment patterns continue to demonstrate a stable growth pattern in discipline/program areas needing new staff.	In 1988 Assembly Bill 1725 mandated that all community colleges seek to have a 75% / 25% ratio of full time to part time faculty. Southwestern College's commitment to AB 1725 is an area that will be addressed by the IPSC as the strategic plan is formulated. At that time the college's commitment will become clearer and definite action plans will be formulated.	IPSC		
4.24	Address staffing and instructional materials concerns through participation of administration, classified staff, and faculty in the development of the College's budget.	The CLC Budget Task Group has been restructured utilizing a shared governance model to establish budget priorities. This committee will address staffing and instructional material concerns as one of its goals. In addition, the college, through its institutional planning initiative, has involved all key stakeholders in identifying fiscal goals for the strategic plan.	IPSC CLC Budget Task Group		
4.27	Establish a minimal yearly funding allocation from hard-money (discretionary funds) for Program Review	The process to establish a minimal yearly funding allocation from discretionary funds for Program Review priorities will be developed upon completion of the institutional strategic plan and restructuring of the CLC Budget Task Group (see 4.24). A draft of the institutional strategic plan is expected in Spring 2006.	IPSC Budget Task Group		
4.28	priorities.	The curriculum development process for new programs requires documentation of projected costs for new faculty, staff, facilities, equipment, and supplies; the curriculum development process for new courses requires a sign-off by the library faculty indicating that adequate library resources exist. When additional resources are necessary, adequate source(s) of funding must be identified prior to approval of new programs and courses by the Curriculum Committee. In addition, the CLC Budget Task Group and IPSC are in the process of identifying strategies to link budget to program review and instructional needs.	IPSC Curriculum Committee CLC Budget Task Group		

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4.29	Implement a budget mechanism for assuring that adequate budgets for faculty, staff, equipment, and supplies are earmarked for new instructional programs prior to their approval by the Curriculum and Instruction Committee.	In March 2005, the Governing Board approved the hiring of KH Consulting to work with the IPSC to link the budget to the planning process, integrate the many institutional plans (e.g. Program Review, Technology Plan, Educational Master Plan, etc.), and develop short and long term planning goals. These goals will incorporate all aspects of college governance to ensure adequate input for prioritization.	IPSC		
4.30	Integrate the needs identified through Program Review with the Educational Master Plan, the Facilities Master Plan, and the Technology Plan into a single list that is prioritized through an established process.	The establishment of priorities for the allocation of available discretionary resources will be completed in Spring 2006 as a component of the institutional strategic plan and via input from the CLC Budget Task Group.			
4.31	Have the College Leadership Council establish priorities for the allocation of available discretionary resources.	The Technology Plan was agendized as an information item for the Governing Board meeting on December 14, 2005. It is expected to be re-agendized as a Governing Board action item in the near future for their consideration.	VP Administrative Affairs		
4.32	Using the inventory of existing instructional equipment, establish a timeline and funding plan for the systematic and timely upgrade and replacement of equipment.	A local database called Pegasus was developed by the Office of Instruction and includes room schedules and enrollment data that is updated every 24 hours. It is accessible to the deans and department chairs and has become a very useful tool for scheduling and enrollment management. In addition, the acting Vice President for Academic Affairs has recommended implementing a facilities management software, Resource 25, for the collection and documentation of room utilization data.	VP Academic Affairs Office of Instruction		
4.33	Collect and document room utilization data, as recommended by the Facilities Master Plan.	The SWC Foundation has re-instituted its annual fund campaign and expanded its focus to target corporate partnerships in support of student scholarships and other learning activities. Proceeds from the 2006 "Gift of Scholarship Gala," which raised \$220,000, have been designated for this purpose. Further, the SWC Grants Program conducts weekly Internet searches and daily Federal Register reviews in order to locate funding sources in support of the College's educational mission. The sources identified from these searches are shared with faculty and administration within the respective subject areas as well as being published in a monthly newsletter that is distributed to the campus community.	VP for Administrative Affairs Institutional Research		

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4.34	Investigate the feasibility of hiring an additional grant writer.	Because of the current fiscal condition of the College, hiring an additional grant writer is not practical at this time.	Institutional Research		
4.35	Devise a more formalized faculty-advising program that teams counselors with discipline faculty.	Currently the following programs are provided with individualized counseling services: Nursing, Dental Hygiene, Bilingual Child Development, Student Athletes, Puente, MEXUS , MESA, and Learning Communities. In each of these programs, counselors provide individualized counseling services to students and interact with instructional faculty in the discipline. Expansion of a formalized faculty-advising program is under discussion through the College institutional planning process. One proposal is to team one counselor with five faculty members from different disciplines for a school year. Thus counselors and faculty will be more connected in efforts to promote student success, and dissemination of information will be enhanced.	VP Academic Affairs VP Student Services		
4.38	Provide funding for the development of brochures for all programs.	Limited fiscal resources preclude provision of funding for development of brochures for all programs. The College continues to augment the brochure budget as needs arise.	Community Relations		
4.39	Establish a mechanism for supporting the development and ongoing revision of discipline and program web sites.	The fiscal and staffing resources to support the development and ongoing revision of discipline and program web sites is not available at the present time.	VP Academic Affairs VP for Administrative Affairs Community Relations		
4.40	Establish a central web site for course outlines, to which Schools may link their web pages.	CurricUNET, an electronic curriculum management software, was implemented in January 2005 and houses electronic copies of all course outlines and programs. At the present time, it is not possible to link the School web pages to this course outline cache.	Office of Instruction		
4.41	Implement a requirement that all course syllabi list the learning objectives from the course outline verbatim or provide the web site address where they may be obtained.	In Spring 2006 the Office of Academic Affairs and the Academic Senate will begin exploring implementation of a requirement that all course syllabi list the learning objectives from the official course outline.	Academic Senate		

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4.42	Conduct "Successful Completion" studies and analyze grade distribution reports to assess the impact of curriculum and policy change.	Aggregate student successful completion rates and grade distribution figures are provided to programs undergoing Program Review. During this review process, programs use the data to respond to specific criteria pertaining to student outcomes (successful course completion, grade distribution, etc.). Regarding transfer data, we continue tracking students through CPEC, but now we are making efforts to obtain numbers much earlier by working directly with CSU, UC, and our local private institutions. Discussion to clarify the definition of 'successful completion' is on-going. We have signed a Memorandum of Understanding with Cal-Pass, a statewide data collecting consortium, and have integrated the system into our data collection process.	Institutional Research VP Academic Affairs Academic Senate		
4.43	Reinstate the distribution of grade data to faculty each semester.	Pegasus, an in-house database, will provide faculty, chairs, and deans with access to grade distribution data. It should be ready for implementation before the end of the Spring 2006 semester. The prototype was developed in January 2006.	Office of Instruction		
4.44	Evaluate the appropriateness of the computation requirement for graduation and make recommendation to the Curriculum and Instruction Committee.	The AA graduation requirement is Math 45: Elementary Algebra. The State Academic Senate, however, is considering increasing the AA graduation requirement to Intermediate Algebra, which would correspond to our current Math 65. The Academic Senate will be exploring the implications of increasing the requirement to intermediate algebra. The Math Department's Algebra Revisions Committee is working to implement a proposal that will split Intermediate Algebra into two halves: the first (Math 60) being suitable for all students, and the second (Math 70) being a continuation specific for Math, Science and Engineering majors. The Algebra Revisions Committee is preparing new course outlines for Math 45 and the new courses, Math 60 and Math 70, which will be submitted to the Curriculum Committee for their consideration.	Academic Senate Curriculum Committee		

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4.45	Review and update syllabi and course outlines with appropriate recommended preparations and prerequisites to ensure that students demonstrate competence in the use of language and computation.	Discipline faculty determine the necessity and appropriateness of all prerequisites, corequisites, advisories, and limitations on enrollment. These requisites and advisories are established through a formal review process subject to the approval of the College Curriculum Committee and in accordance with Title 5 regulations and the Model District Policy. The College utilizes the appropriate level of scrutiny, as spelled out in the Title 5 regulations and the Model District policy, to implement each prerequisite, corequisite, limitation, and advisory. During the revision of the current Academic Program Review procedure and process, the Academic Program Review Committee has been evaluating whether course syllabi and course outlines should include language and computation competence and whether these should be addressed during the curriculum development process in a similar manner to the review of course preparations and prerequisites.	Curriculum Committee Academic Senate Academic Program Review Committee		
4.46	Expand and refine the vocational programs in order to meet the needs of community-based business and industry.	Business / Industry representation on career technical program advisory committees provides faculty with information on the needs of the local community. The College's Academic Program Review process provides a self-study of each career technical program and includes a list of recommendations to improve the program. A review of labor market information is shared with all deans and department chairs along with VTEA core indicator performance reports. All of the above are to assist with program relevance and improvement of student success.	VTEA		

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4.47	Improve data collection methods on student job placement, including greater number of employer satisfaction surveys.	Collecting placement data is difficult and requires many staffing hours. Currently Student Employment Services (SES) attempts to conduct follow-up calls to all employers and students who have used its services. By doing this we are able to get about a 60% response rate. All hire information is entered into a database and reported on monthly / annual reports. The Colleges' placement rate for students who have completed a certificate or AA / AS and gained employment is determined by comparing our list of graduates against the records of the Social Security Administration. In the Spring of 1992 a Program Review was conducted. In Fall 1999 SES conducted a customer satisfaction survey of its students. In Fall 2002 SES conducted a Program Review which determined customer satisfaction of students, employers, and college departments. SES attempts to maintain good customer relations by calling each employer / student 30 days after they post a job or come in for services.	VTEA		
4.48	Include in the College Catalog a detailed description of the University of California, San Diego, and the San Diego State University Transfer Agreement Guarantee general education plan options.	The Transfer Agreement Guarantee (TAG) General Education Plan for UCSD and SDSU will be added to the College Catalog for academic year 2006-2007.	Office of Instruction		
4.49	Include in the College Catalog a table comparing each academic pathway (Plan A, Plan B, Intersegmental General Education Transfer Curriculum, Transfer Agreement Guarantee) to clarify the advantages and disadvantages of each to the students.	Each year the General Education Plans are updated in the College Catalog and students are alerted to the advantages and disadvantages of the different plans. At the present time, a table comparing each academic pathway (Plan A, Plan B, Intersegmental General Education Transfer Curriculum (IGETC), and TAG) has not been included in the College Catalog.	Office of Instruction		
4.52	Include in the College Catalog information about the articulation information site, www.assist.org, which provides students access to a variety of articulation agreements among public California higher education institutions.	Presently a few specific programs of study provide a reference to the ASSIST website in the College Catalog. An additional reference will be included in the Transfer section of the 2006-2007 College Catalog.	Office of Instruction		

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4.53	For future Catalogs, reinstate a listing of courses common to all general education plans (as was available in the 2000-2001 College Catalog).	A list of courses common to all General Education Plans has been completed and will be included in the 2006-2007 College Catalog.	Office of Instruction		
4.56	Identify skills acceptable for meeting the computer literacy requirement.	The Curriculum and the Student Learning Outcomes (SLO) Committees are focusing on SLOs and their infusion into the curricula. This necessarily involves aspects of computer literacy as well as writing-across-the-curriculum and computational requirements.	Curriculum Committee		
4.57	Review the relevancy of the health, physical education, and computer literacy requirements.	Discussion on the relevancy of the health, physical education, and computer literacy requirements has taken place in the Academic Senate, Student Services, and Curriculum Committees. After evaluating all arguments it was recommended that no action be taken to modify these requirements at the present time.	Curriculum Committee		
4.58	Complete the revision of the general education philosophy and rationale.	The revision of the general education philosophy and rationale falls within discussion taking place by the groups at work on the new institutional plan.	IPSC		
4.59	Evaluate alternate methods for satisfying the computer literacy requirement and implement, if appropriate.	Various alternate methods by which one might satisfy the computer literacy requirement are being investigated at both the College and School levels. The process for approving alternate methods for satisfying the computer literacy requirement needs to be clarified.	Curriculum Committee		
4.60	Modify the Program Review process to evaluate the curriculum as a whole, and general education courses in particular, to determine if more culturally diverse programs, courses, and/or content should be included.	Cultural diversity and cultural competency is an ongoing concern at SWC. The Academic Program Review Committee is currently considering the inclusion of an evaluation process for determining the need for more culturally diverse programs, courses, and / or course content.	Academic Program Review Committee		
4.63	Explore means of improving the communication regarding procedural changes between the Office of Instruction, Deans, Chairs, Faculty, and Academic Senate.	The effort to improve communication regarding procedural changes between the Office of Instruction, Deans, Chairs, Faculty, and Academic Senate is ongoing.	VP Academic Affairs		
4.64	Develop a plan for improving clerical and technical assistance in the curriculum development process.	Staff in the Office of Instruction has been assigned to work directly with schools / departments. In addition, each school has one faculty representative on the Curriculum Committee who is trained in the curriculum to the faculty.	Office of Instruction		

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4.65	Eliminate discrepancies between the Annual Report, the College Catalog, and the Curriculum and Instruction minutes.	The Office of Instruction has expended additional staff resources to assure that discrepancies between the Annual Report, the College Catalog, and the Curriculum Committee minutes are eliminated.	Office of Instruction		
4.66	Strengthen tangible links between program development, resource allocation, and budget development.	Tangible links between program development, resource allocation, and budget development will be completed in Spring 2006 as a component of the institutional strategic plan.	IPSC		
4.68	Continue to improve the acquisition and dissemination of statistical data to faculty and staff.	SWC has contracted with Cal-Pass, a statewide data collecting consortium of K-12, community colleges, and universities, to collect and share anonymous data inclusive of demographic, course enrollment, student attendance, student test information, and degrees conferred. With this data we can track student performance from elementary school through university. Cal-Pass will be able to remove barriers between the segments and promote seamless transition for students.	Institutional Research		
4.69	Integrate Program Review into the institutional planning process.	One of the goals of the institutional planning process now underway is to integrate Program Review into the main stream of the institutional planning process. Upon completion of the institutional strategic plan, expected Spring 2006, and the restructuring of the Budget Task Group, the manner in which Program Review will be integrated into the institutional planning process will be clarified.	IPSC		
4.70	Explore ways to fund Program Review with a constant funding stream (i.e., hard-money).	SWC has a unique opportunity to institutionalize the recommendations of disciplines (based on their Program Review findings) by linking hard money to the recommended program improvements. To date only limited success has been realized in the ongoing discussion as to how this can be accomplished. Upon completion of the institutional strategic plan, expected Spring 2006, and the restructuring of the budget task group, the manner in which Program Review will be funded with a constant funding stream (i.e. hard-money) will be clarified.	IPSC		
4.71	Revise the Program Review procedures to include a review discipline faculty.	The revised Program Review process will include all courses, credit and noncredit, in the review process.	Academic Program Review Committee		

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4.72	Encourage faculty to expand their participation in Program Review, staff development activities, sabbatical leaves, interaction with professional organizations and advisory committees, and articulation efforts with discipline faculty at four-year institutions.	The Academic Program Review Committee has expanded its membership to include a representative from each School, which will increase participation and faculty involvement. Staff development activities have been restructured to provide more individualized and customized training for faculty (online training, web page development). All adjunct and new tenure track and non-tenure track faculty participate in orientation sessions, which are conducted through Staff Development and include information on andragogy / pedagogy, grading and testing, and syllabi preparation. Furthermore, during summary evaluations for tenure track / non-tenure track faculty members, Tenure Review Committees may encourage the faculty member to seek support from Staff Development in specific areas such as: On Course I, 4MAT, Blackboard, and Powerpoint, etc. The District continues to support faculty participation in sabbatical leave endeavors. A total of 25 faculty were approved for sabbaticals in 2005-06 and 16 were approved for 2006-07. Faculty are involved in several intersegmental projects with	VP Academic Affairs VP Student Services		
4.74	Complete the revision of Disciplines, Minimum Qualifications for Hiring, and Faculty Service Area lists.	Human Resources, Academic Affairs and the Southwestern College Education Association (SCEA, the faculty bargaining unit ), are working together to complete the disciplines list, update Faculty Service Areas, and review the equivalency process.			
4.76	Evaluate and revise as needed the faculty evaluation process in conjunction with the faculty bargaining unit and the Academic Senate.	A Tenure Review Coordinator position was formalized to oversee the Tenure Review process. This position is filled by a member of the full-time faculty, who reports to the Vice President for Academic Affairs. In addition, the Tenure Procedures Review Committee (TPRC) has been charged with the task of revising the Tenure Review Process in conjunction with the Academic Senate, the faculty bargaining unit, and the administration. The TPRC meets on a biweekly basis. One of the goals of the committee is to update the Instructional and Non-Instructional Faculty Evaluation and Tenure Review Policy and Procedures handbook, which was last revised in 1993. The tentative completion date of the handbook is Spring 2006.	Tenure Review Coordinator		

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4.77	Formalize the practice that the Centers and the proposed Otay Mesa/Project Synergy site follow the same procedures for curriculum approval as the main campus.	The Task Force on Operational Procedures Between Centers and Schools is reevaluating the document that outlines procedures currently being followed. Responsibility for the curricula of a discipline, (including new program and course origination, program and course modifications, program coordination) rests with the full-time faculty in the discipline, department chair, and academic dean of the school in which the discipline resides. Responsibility for the curricula of a program that is solely based at a center lies with the program faculty, program director, and center administrators.	Operational Procedures Task Group		
4.78	Develop protocols for Distance Education, including online courses addressing such issues as class-load compensation, testing arrangements, and ownership of materials developed by faculty members.	The protocols for approval of Distance Education (DE) courses were developed by the Academic Technology Committee (ATC) and brought to the Curriculum Committee for approval. The Academic Senate is writing a policy on intellectual property rights that may be completed in the Spring 2006.	Academic Technology Committee		
4.79	Develop protocols for Regional Occupational Program courses including the requirement of submitting Regional Occupational Program courses to the Curriculum and Instruction Committee prior to implementation.	Current practice is that if the Regional Occupational Program (ROP) course has an option for college credit, the course must go through our Curriculum Committee. If the ROP course has no credit option, it still goes through a full program review with the San Diego County Department of Education. Currently all our ROP courses have the credit option and all have gone through our Curriculum Committee for approval.	Curriculum Committee		

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4.80	Develop protocols for Contract Education courses, including the requirements of submitting Contract Education offerings to respective departments for approval, and to the Curriculum and Instruction Committee for approval as noncredit courses.	Contract education courses are courses requested by an employer or an organization for their employees. There are no FTES funds supporting these courses; all costs are paid for by the employer organization. Normal procedure is when we get a request for a contract course, the Dean of Economic Development and Customized Training discusses with the cognizant department chair the needs of the employer. Following the advice of this subject expert, we then design the contract agreement. If the contract is signed, then the relevant school is asked for a recommendation of an instructor. The school gets a portion of the overhead funds. If the employer wants college credit, then we tell the employer they need to pick one of our credit courses, and we cannot customize that course to meet their needs. If a new course would need to be developed for credit, it would have to go through our Curriculum Committee for approval. Noncredit courses are not contract education and they do go through our curriculum committee for approval.	Curriculum Committee		
4.81	Evaluate the extension programs and expand as needed.	Existing extension programs are evaluated in the normal Program Review cycle. Prior to implementation of potential new programs or expansion of existing programs at extension sites, a variety of tools to analyze the need are used including, but not limited to: area resident surveys; informational workshops and focus groups throughout the District; and a feasibility study.	VP Academic Affairs		
4.82	Continue to monitor the grading policy	The grading policy is reviewed yearly by the Academic Senate and Office of Academic Affairs and is of primary importance to ensure the success of our academic and vocational programs. No recent changes to the grading policies have been made.	Academic Senate VP Academic Affairs		
4.83	Ensure that grading policies are appropriately implemented through utilization of student performance data.	A pilot program has been implemented that investigates student performance outcomes on the math departmental final exams and tracks the students through the subsequent sequence of math courses. Upon successful  throughout the College.	Academic Senate VP Academic Affairs		

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4.84	Continue to conduct "Successful Completion" studies and grade distribution reports to assess the impact of curriculum and policy changes.	Aggregate student successful completion rates and grade distribution figures are provided to programs undergoing Program Review. During this review process, programs use the data to respond to specific criteria pertaining to student outcomes (successful course completion, grade distribution, etc.). Regarding transfer data, we continue tracking students through CPEC, but now we are making efforts to obtain numbers much earlier by working directly with CSU, UC, and our local private institutions. Discussion to clarify the definition of 'successful completion' is on-going. We have signed a Memorandum of Understanding with Cal-Pass and have integrated the system into our data collection process.	Institutional Research VP Academic Affairs Academic Senate		
4.85	Review and revise the Faculty Handbook.	The revision of the Faculty Handbook is currently in the consultation phase is scheduled to be completed by Fall 2006.	Academic Senate VP Academic Affairs Office of Instruction		
4.86	Investigate the prevalence of grade inflation and mitigate as needed.	Southwestern College has compiled aggregate student GPA data for the last five years before and after transfer. The findings indicate that prior to transfer, Southwestern College students have a mid-range GPA in comparison to students at other San Diego County community colleges in San Diego/Imperial County and after transfer have the largest drop in GAP and the highest disqualification rate. More analysis is necessary in order to mitigate the complex problem of grade inflation. The Student Achievement Committee was formed to address the issue of grade inflation as one of the goals.	VP Student Services		
4.87	Continue tracking of students through Program Review and data sharing with transfer institutions.	Aggregate student successful completion rates and grade distribution figures are provided to programs undergoing Program Review. In addition, SWC is a member institution of Cal-Pass, a statewide consortia in excess of 700 institutions of higher education. This consortia was launched with the purpose of sharing student demographic and performance information between K-16 institutions. The consortia has been developed to improve articulation, instruction, and student preparation. In addition, faculty have been empowered to better meet accreditation standards and document the educational pipeline. This in turn provides a real picture the systems.	Institutional Research		

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4.89	Continue efforts to ensure the relevance of courses to job requirements through advisory committee input.	Program advisory committees meet at least once a year to provide updates on job requirements and changes in the occupations served by the college's career technical programs. Business and industry input is a vital component of these advisory committee agendas.	Academic Program Review Committee		
4.90	Continue the tracking of transfer students through the California Postsecondary Education Commission Report and follow-up reports on occupational students.	The tracking of transfer students through CPEC and follow-up reports on occupational students is continuing.	VTEA		
4.91	Continue to track students within each major and periodically make the data available to faculty.	The Research Office, in conjunction with the Academic Program Review Committee, is developing a process to track students by major over time. This data will be available on-line and via CD to faculty on a semester-by-semester basis.	Institutional Research Academic Program Review		
4.92	Seek ways to increase the transfer rate of Southwestern College students to four year institutions.	The Transfer Center has been challenged to develop creative marketing strategies. One example of a marketing strategy that uses technology is the creation of student email distribution lists. Transfer Center staff have compiled lists of student email addresses by program areas of interest. Such lists have allowed for important information to be sent electronically.	VP Student Services		
4.93	Broaden follow-up data collection to include more information on student employment placement and job performance appraisals from employers.	The Chancellor's Office, in partnership with the state's Employment Development Department (EDD), compares college MIS student Social Security numbers and thus provides employment related to training statistics for our career technical programs. The downside to this is that the information is about two years old. The placement information can be found on the Chancellor's Office website under career technical. For our work experience students, employers rate student performance each semester they are in the program. Our College's Student Employment Services office does not now have the capability to do long-term follow-up on placement rates for our students. Information available is anecdotal at best, as even the students they refer to specific employers do not always let them know they did get the job.	VTEA VP Student Services Institutional Research		

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4.94	Encourage baccalaureate institutions to track transfer students and make available follow-up reports on major, performance, level of satisfaction, and adequacy of preparation.	SWC is a member institution of Cal-Pass, a statewide consortia in excess of 700 institutions of higher education. This consortia was launched with the purpose of sharing student demographic and performance information between K-16 institutions. The consortia has been developed to improve articulation, instruction, and student preparation. In addition, faculty have been empowered to better meet accreditation standards and document the educational pipeline. This in turn provides a real picture of transfer success and increases communication between the systems.	Institutional Research VP Student Services		
4.95	Devise, develop and	As part of the Technology Plan now under review, the College has a plan for acquiring, upgrading and replacing desktop hardware and software. Additionally, the CLC distributes the State Block Grant for Instructional Technology, including replacement of instructional computers in labs and faculty offices.	Office of Instruction		
4.96	fund a cycle (e.g., 3 years) for regular upgrading of instructional computers for labs and faculty offices.	The funding source exploration solely sits with the Grants Office as they conduct their Internet and Federal Register searches. The Academic Information Service area has implemented inventive technologies that provide the state of the art status to our academic computing system. Facilities are addressed by the Proposition AA passage that has yielded renovation of our college facilities. The College could also consider another bond message within the next five years that will provide external funding to provide the latest technology and facilities for our students. The SWC Foundation has just begun its endeavors in creating corporate partnerships and certainly the focus of these efforts will be to enhance student learning.	VP Administrative Affairs Institutional Research		
4.97	Explore external funding sources and partnerships that will provide students with state-of-the-art technology and facilities.	As part of the Technology Plan now under review the College has a plan for acquiring, upgrading and replacing desktop hardware and software. Additionally, the CLC distributes the State Block Grant for Instructional Technology, including replacement of instructional computers in labs and faculty offices. The Budget Task Group has established a process for the allocation of block grant and discretionary dollars for technology improvement for the entire student body.	CLC Budget Task Group		

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4.98	Set aside a specific amount of discretionary or block grant monies to fund needed technology improvements in areas of the College that serve the entire student body (e.g., Library, Learning Resource Center, open labs).	SWC has embarked on an institutional planning process that will establish institutional priorities, a timeline for completion, measurable outcomes and budget allocation. The completion of the institutional strategic plan is expected in Spring 2006.	IPSC		
4.99	Establish College priorities and tie them to a priority of funding.	Courses requested through contract education or through noncredit are developed, approved, and offered with the consent of the cognizant department chair and school dean. Faculty to teach these courses are recommended by the cognizant school dean / department chair. Noncredit uses the same CurricUNET process for curriculum development and approval.	Curriculum Committee School of Economic Development		
4.10	Encourage increased communication with the appropriate Discipline/School in the development of courses in customized training.	The Curriculum Committee will begin discussions regarding implementation of a spring semester emphasis for submitting new course / program proposals and course modifications. Faculty have been encouraged to submit programs in a timely manner.	Curriculum Committee		
4.10	Implement a spring semester emphasis for submitting new course/program proposals and course modifications.	Program Review has been a strong component of the academic curricula at SWC. We are currently undergoing our review of the last six years of Program Review, which is the first iteration of the Program Review process. In Fall 2004 the Academic Program Review Committee began organizing its effort to review the Program Review processes and procedures. A timeline and tasks were identified in Spring 2005. Surveys and interviews were completed in Spring 2005. The college supported the Academic Program Review Committee in their effort to continue working on the review and revision during the summer. A comprehensive review of other Program Review	Academic Program Review Committee		
4.11	Continue to monitor and refine the Program Review process for evaluation of instructional programs.	The College's Small Business Development & International Trade Center provides grant-funded opportunities to assist students/clients to globally export/import products to Mexico. Both training workshops and one-on-one international trade counseling is provided to increase local business's expertise in expanding globally. Various agreements with colleges and universities in Mexico have been enacted; there are opportunities for faculty exchange and for training.  here at our College.	School of Economic Development		

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5.10	Seek new opportunities to add college expertise in the developing Mexican markets and to strengthen ties to Mexican colleges, universities, and institutions.	The Academic Technology Committee's plan incorporates a student support services component.	VP Student Services		
5.13	Develop a mechanism to include distance-education students in planning and evaluating student support services.	Admissions, registration, orientation and counseling services are available on-line. Currently on-line assessment is in discussion.	VP Student Services		
5.15	Develop online matriculation services.	The Student Affairs unit is involved in two major efforts: Institutional Planning and Reorganization Process within Student Affairs during fall 2005 semester. These efforts will impact the development of a District staffing plan in Student Affairs.	VP Student Services		
5.18	Expand services to support non-traditional and underrepresented students.	The Outreach Office has expanded its menu of courses that College Bound students may take, including vocationally oriented courses in Business and Internet Web Design. The program has been expanded to three additional high schools including a Charter School. Outreach is serving the military bases within Southwestern College service area. "One-to-One" parent appointments have been implemented to offer individualized assistance to families in completing financial aid applications. Campus tours were resumed to expose High School seniors in both feeder school districts and surrounding school districts to Southwestern College. Established formal relationships with adult centers; staff conducted college presentations at adult schools and arranged for adult school students from all adult centers to tour Southwestern College campus. Began promoting Southwestern College summer enrollment to local university students.	VP Student Services		
5.20	Develop an internal marketing plan to promote service learning opportunities, for outreach peer advisors, and student leadership within the College.	Internal marketing plan discussed with the ASO, faculty club advisors and student leadership faculty advisory group. Goals to offer classes leading toward certificate, associates degree, and transfer program in areas of service learning and student leadership has been delayed due to articulation agreements with universities and budget constraints.	VP Student Services		
5.24	Link Program Review resource recommendations to the budget process.	The College will be reviewing the whole Program Review process and make the appropriate adjustments.	Academic Program Review Committee		
5.25	Link Program Review resource recommendations to the budget process, if possible.				

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6.1d	Enhance library services to the Centers through the development of an electronic system.	All off-campus centers have complete access to all electronic resources and to the Library catalog. The Library has asked for additional funding to provide a faculty reference librarian at the Higher Education Center in National City. The Library is evaluating software products that would provide additional reference support to the centers using online chat software.	AIS		
6.1f	Continue planning the Library facilities to be housed in the development of the proposed Otay Mesa/Project Synergy and the expansion of the Higher Education Center at National City.	The Library faculty and staff have been included in the building plans for the Otay Mesa site. The Library has proposed a staffing plan for the National City center to have a reference librarian available for 8 hours a week. See attachment 6.1f	AIS		
6.2c	Continue to participate in the planning for Learning Resource Center services at extension sites.	This is a funding and budget issue that will require additional staffing.	AIS		
6.3a	Include replacement of computers and file servers as part of the Technology Plan.	The campus Technology Plan has gone through the consultation process and will be put into effect as soon as the College Leadership Council approves it. The Technology Plan calls for establishment of a software and hardware upgrade/replacement policy and budget. Applicant server was purchased using the CLC block funds.	AIS		
6.6a	Continue to research metered licensing solutions.	In the Summer 2005 a new application server was purchased to begin a metered licensing program for software access in the Library and Academic Success Center computer labs.	AIS		
6.7b	Replace obsolete equipment.	In the Spring 2005 Southwestern College established a computer equipment replacement process which will provide replacement computers every four-to-five years.	ATC		
6.7c	Upgrade software to reflect current technology	The campus Technology Plan has gone through the consultation process and will be put into effect as soon as the College Leadership Council approves it. The Technology Plan calls for establishment of a software and hardware upgrade/replacement policy and budget.	ATC		
6.7d	Pursue integration of the Media Production Lab, the Student Technology Assistant Program, and the Interdisciplinary New Media Lab.	The Interdisciplinary New Media Lab is now called Interdisciplinary Commons Lab and is located in the Academic Success Center. The Student Technology Assistant Program is managed by staff development. The Media Production Lab is now called the Graphics Lab.	AIS		

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6.8b	Develop an Online Library orientation for students participating in Distance Education programs.	Currently the Library has added an Online Library section to our website. We provide resources, database tutorials, online access to librarians and guides for online research. The Library has purchased software that will help create additional online tutorials about Library resources. Library facilities have been made available for on-campus orientations on how to access online courses and how to use the online course management system.	AIS		
6.8d	Hire classified staff to cover increased hours of operation.	Steps have been taken to add additional hourly support to help increase the hours of operation in the Spring of 2005. The Staffing plan for the Library has not been implemented due to the state's financial crisis.	AIS		
6.9b	Continue to coordinate purchase decisions with Disability Support Services to ensure that the facilities and services comply with American Disabilities Act regulations.	The Library has received funding for captioning the video collection through Disability Support Services. Procedures are in place for the Disability Support Office to request accessible resources to support student learning. State mandates have created funding issues for continued captioning support of the entire video collection.	AIS		
6.13b	Continue to request increased hours in the contract of the Learning Resource Center Operations Assistant.	A new proposal was developed and submitted in June 2005. Past requests were not implemented due to funding concerns.	AIS		
6.15a	Increase Media Production staff to meet the demands of program offerings and requested	A Staffing plan was developed and submitted but not implemented due to the state's financial crisis.	AIS		
6.16a	Develop a long-term plan for ongoing upgrade of computer equipment in the Library, the Learning Resource Center, and College microcomputer labs.	The College has developed and proposed a district-wide equipment replacement policy. The policy has gone through consultation and needs to be approved by the Governing Board.	AIS		
6.16b	Explore alternative and ongoing methods of purchasing computer equipment.	The Academic Information Services division has been involved in the development of the District's equipment replacement policy and campus Technology Plan.	AIS		
6.16c	Work with the College planning and budget processes to address immediate and long-term funding requirements.	The Library has developed and proposed a Library funding proposal for the 2005-2006 fiscal year to support the main campus Library and satellite campuses. The Library is involved in the planning for the Otay Mesa library building scheduled to open in 2007.	AIS		

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6.16d	Continue to address the financial need for the Library to support new programs and new courses via the College budget and planning processes.	The Library has proposed that the book and video materials budget be reinstated to their original levels prior to the campus budget reduction in January 2003. The budget reinstatement will help to support continuing and new curriculum programs. Due to the state of California's financial crisis, funding remains an issue.	AIS		
6.17a	Establish an equipment replacement line-item within the Learning Resource Center budget.	The College has developed a district wide four-to-five year computer replacement policy that includes the library , and AIS computer labs.	AIS		
6.17b	Explore additional funding sources for closed captioning of non-captioned videos.	A funding proposal has been submitted to the District and at the state level to provide ongoing funding to caption resources for students needing alternative learning resources.	AIS		
6.18	Request that an equipment budget be established to replace computers every three years to ensure ongoing upgrades of equipment.	The District has developed an equipment replacement policy that will address this action plan item. Computers are recommended to be replaced every four-to-five years. This plan is waiting for Governing Board approval.	AIS		
6.19	Augment the Media Production and Student Technology Assistant budgets.	The Media Production department has been reassigned to the Online Learning Center under the direction of the Director of Title V. The STA program has been reassigned to Staff Development. All budgets have been reduced for the past three years due to the state of California's financial crisis.	Staff Development		
6.22c	Increase outreach to other faculty by collection-development librarians.	In Spring 2005 the Library faculty began using the CurricUNET software to discuss with faculty their learning resource needs to support the curriculum. The January 2003 budget reduction has directly affected the Library's ability to support the College Curriculum at the same levels established prior to January 2003.	AIS		
7.10	Establish a plan for increasing the percentage of classes taught by full-time faculty.	This action item relies on ongoing negotiations with the Faculty Union, Academic Senate and the District to establish and clarify written policies toward the hiring of new full time faculty. This plan has budget implications and with the assistance of the Office of Administrative Affairs, will have continued clarification to establish the number of hires on a yearly basis.	Academic Senate VP Administrative Affairs		
7.50	Continue to monitor and evaluate procedures that govern	Southwestern College's current hiring policies are being	VPHR		

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7.60	Maintain current employment standards and respond to the evolving needs of the District.	The Human Resources Office stays abreast of current employment standards and practices, with evolving issues currently presented by the Governing Board, constituent groups and Administration. There are efforts to stay current on State-wide initiatives and mandates impacting Southwestern College hiring standards.	VPHR		
7.90	Maintain and improve high standards in hiring policies and procedures.	The Human Resources Office ensures compliance with hiring policies and procedures with follow-up surveys with the Hiring Compliance Officer and continued review of those policies and procedures with evolving needs of the district and constituent groups. Orientation meetings with Selection Committees have promoted consistency in the quality of these processes.	VPHR		
7.10	Implement a policy that would require a teaching demonstration for all faculty positions.	To reflect current practices and provide consistent efforts in the revised hiring policy and procedures, the Human Resources Office continues to monitor Selection Committees across the academia, for the ongoing need of teaching demonstrations for faculty positions.	VPHR		
7.14	Assess the employee evaluation process to identify areas that are problematic and require change or additional resources.	Taskforce on Employee Evaluation processes were established. A revised evaluations manual was implemented and approved in Fall 2005.	VPHR		
7.24	Establish a regular schedule to reassess the criteria and forms used for the faculty evaluation process.	This is in the process of revision with the Tenure Review Committee and the Adjunct Faculty Evaluation Taskforce.	Tenure Review Coordinator		
7.28	Assess the outcome of the evaluation process by soliciting feedback from the administrators, tenure review committees, and faculty who are undergoing review.	The tenure review procedures are being changed in phases by the Tenure Review Committee, and have included this plan to be scheduled in Phase 3.	Tenure Review Coordinator		
7.29	Encourage all faculty to meet goals and accomplishments that will ensure student success.	Curriculum Committee established a Student Learning Outcomes committee representing all disciplines.	SLO Committee		
7.32	Increase District funding to support staff development activities in light of the instability of State funding.	In the process of developing a District budget for Staff Development. Additional funding provided by Superintendent/President, Vice President for Academic Affairs and Student Affairs.	Supr/President VP Administrative Affairs VP Student Services VP Academic Affairs		

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7.33	Design, implement, and evaluate a staff development program specific to the needs of supervisors, classified directors, and administrators.	Due to staff shortages, expanding opportunities are in the discussion phase only. Some retreats for Administrative staff have evolved.	CMT		
7.34	Continue to assess the timing of staff development activities and explore synchronous and asynchronous online methods of delivery.	The Staff Development Coordinator has continued to explore and receive feedback on online methods of delivery.	Staff Development		
7.36	Explore paying part-time faculty for attending staff development activities.	This is in the discussion phase only.	?		
7.40	Improve the staff development evaluation process by assessing the applicability of knowledge and skills gained, perhaps by the use of electronic questionnaires.	Evaluations conducted at the end of workshops.	?		
7.42	Encourage supervisors to provide time and resources for their employees to participate in staff development activities.	When deemed necessary, the Vice President of Academic Affairs and the Superintendent/President send memorandums to encourage specific events or activities.	CMT		
7.43	Provide expanded recognition of faculty for their contributions to the College.	Spotlights of exemplary faculty is found in the College Catalog and Class Schedules. An annual Faculty Recognition Dinner is held every year with awards and honors.	VP Academic Affairs Academic Senate Instructional Administrators Council		
7.46	Evaluate and update the District Staff Diversity Plan.	Diversity Advisory Committee meeting monthly to re-write the District's Diversity Plan.	VPHR		
7.48	Reevaluate the District Staff Diversity Plan upon the receipt of guidance and information from the State Chancellor's Office regarding changes to the State regulations surrounding equal employment opportunity.	Awaiting the Chancellor's Office Model Plan.	VPHR		
7.51	Continue to review, update, and disseminate all manuals, handbooks, and contracts on a routine basis.	SCEA Contract revisions are distributed in a timely manner.	SCEA		

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7.52	Develop written guidelines addressing personnel file contents for classified employees.	Current consideration for organizing and storing personnel file contents for classified employees are being revised by the Human Resources Office.	VPHR		
7.54	Develop written guidelines for retention of personnel records.	The Human Resources Office is currently updating personnel record file management and developing a written guideline will be a part of that process.	VPHR		
8.20	Develop a review process for the Facilities Master Plan in order to maintain and update the Plan as technology and course delivery methods change.	This process has not been fully developed. The Instructional Administrators Council develops priorities and these are submitted for inclusion in the District's Five-Year Plan.	Instructional Administrators Council		
8.40	Implement a Room Utilization Data Report in order to make informed decisions regarding facilities development and utilization.	Schedule 25 has now been approved by the Office of Instruction to be implemented with a component to access room utilization. However, Schedule 25 implementation has been postponed for the present.	VP Academic Affairs CIS		
8.60	Implement the plan to refurbish classrooms and offices as outlined in the Proposition AA Position Paper and American Disabilities Act requirements.	Proposition AA continues to be very effective in our efforts to refurbish classrooms. We are 75 percent complete with the initial list of projects.	Proposition AA Committee		
8.11	Consider establishing a grant process similar to the College Leadership Council process but administered at the School level to facilitate the targeting of funds to the areas of greatest need.	Discussions in the College Leadership Council (CLC) have taken place, but no implementation plan has been approved. As of today, there have been no steps taken by School Deans to implement a grant process.	Instructional Administrators Council CLC		
8.14	Staff and support the newly formed system to track highly mobile equipment.	Due to budgetary challenges, no positions have been approved.	?		
8.15	Increase technical support staff to provide for more timely repair of equipment.	Due to budgetary challenges, no positions have been approved.	?		
8.16	Formulate a clear strategy for the implementation of technology-based education.	To ensure the success of On-Line Learning, a plan has been set to review and budget annually for the proper operation of On-Line Learning. Funding will be used to establish proper software upgrades, hardware upgrades, and adequate staffing to identify potential problems and held as necessary.	VP Administrative Affairs		

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8.20	Continue to provide venues for input and feedback from students, faculty, and staff regarding construction projects.	The District has implemented a process to provide input from all segments of the College community. Most recently, forums were held to receive input on the Otay Mesa Higher Education Center project. Overviews were given on the project by staff and input was solicited from various groups. Updates are periodically posted on the Center's web site.	Proposition AA Committee		
9.10	Review the role of the College Leadership Council in the distribution of funds based on Program Review.	As part of Strategic Planning, Academic Program Review will be linked to Budget in a more formal way. This is currently being discussed by College Leadership Council Budget Task Force.	CLC Budget Task Group		
9.30	Validate the budget process for timelines, fairness, and effectiveness in meeting needs.	Included in Strategic Plan as well as function of Vice President for Administrative Affairs; under discussion by College Leadership Council Budget Task Force.	IPSC		
9.40	Continue to pursue political strategies to increase College funding and diminish inequities in per-student funding by the State of California.	Through the unfunded District Caucus, Southwestern College continues the effort to achieve equalization.	Supr/President		
9.60	Guarantee sufficient long-range funding for required equipment replacements/upgrade in the budget process.	Equipment replacement policy complete: fiscal uncertainty remains.	VP Administrative Affairs		
9.12	Provide an explanation for changes to recommendations made by the Academic Senate in the matter of new faculty hires.	The Academic Senate President, the Vice President for Academic Affairs and the Superintendent/President meet to consult on replacement and new faculty positions. We are also finalizing a comprehensive faculty replacement and growth position prioritization process.	Supr/President VP Academic Affairs		
9.14	Continue to develop the Southwestern College Foundation's capabilities to support College needs.	The Foundation is undertaking several new fundraising initiatives to support college needs.	Institutional Research		
9.17	Continue to maintain an adequate cash reserve for cash flow needs and contingencies.	Plan to establish a separate Governing Board contingency reserve is being revised.	VP Administrative Affairs		
10.30	Explore ways for Governing Board members to be more accessible to their constituents.	Open workshops have been conducted by the Board on such topics as; budget, student achievement, strategic planning. All groups are invited to participate.	Supr/President GB		
		Policies will be posted on-line in the spring 2006.			

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10.10	Arrange for the final candidates for Vice President positions to be introduced to the college community at announced public forums as a means of soliciting input.	Forums were held for the Vice President of Student Affairs.	Supr/President VPHR		
10.12	Study other community colleges to find if there is a mechanism for employee evaluation of Governing Boards.	Academic Senate is in process of investigating this issue.	Academic Senate		
10.14	Establish a program for a veteran Board member to mentor a new member.	No new Board members.	GB		
10.15	Continue to provide the Governing Board with periodic reports on all Standards during the self-study process.	The Superintendent/President, the Accreditation Liaison Officer and Accreditation Co-Chair make periodic reports to the Governing Board.	GB		
10.17	Coordinate the Facilities Master Plan with the Educational Master Plan and place them in a public folder on Outlook.	The College is developing an Institutional Master Plan which will integrate the Facilities Master Plan and the Educational Master Plan.	IPSC		
10.19	Continue to publicize the disparity in funding among the California Community Colleges and work with other colleges in similar straits to bring about change.	Southwestern College is a member of region X Board Alliance and the statewide Underfunded District Caucus. The Superintendent/President's opinion piece was published in local newspaper. Newsletters on equalization are distributed to the community and the campus.	Supr/President GB		
10.23	Remove administrative job descriptions from the Faculty Handbook and place them in a public folder on Outlook.	Faculty Handbook is being re-written.	Diane Gustafson		
10.24	Incorporate into the Faculty Handbook the definitions, functions, and membership of the Executive Management Team, the College Management Team, and the College Leadership Council.	Part of the Faculty Handbook re-write.	Diane Gustafson		
10.25	Have the Academic Senate and faculty members into committee	The Academic Senate and Office of Academic Affairs are	Academic Senate		

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10.26	Explore the feasibility of dealing with the faculty union and the classified union in the same manner.	Currently exploring the Los Rios "bucket" concept for negotiations.	Supr/President		
10.27	Have the Academic Senate and administration jointly re-examine the issues of release time for funding for attending conferences.	Academic Senate travel budget was augmented for 2004-2005.	Academic Senate Supr/President VP Administrative Affairs		
10.28	Formalize, in writing, the role of classified staff in shared governance as it presently exists.	Classified employees are committed to an effective shared governance process that promotes open communication, collaboration, and equitable participation between all stakeholders in an environment of mutual trust and respect. Classified Staff acknowledge that the District has made efforts to include classified employees in consensus building forums, but Classified are of the opinion that full	Supr/President CSEA Classified Senate		