SOUTHWESTERN COLLEGE

ACCREDITATION FOLLOW-UP REPORT

Submitted by:
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910

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

March 2017

CERTIFICATION OF THE FOLLOW-UP REPORT

Date: March 2017

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

From: Kindred Murillo, Ed.D., Superintendent/President
Southwestern College
900 Otay Lakes Road, Chula Vista, CA 91910

This Follow-Up Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in determining the resolution of recommendations identified during the 2015 Site Visit.
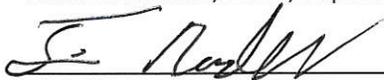
I certify that there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Kindred Murillo, Ed.D., Superintendent/President   3-1-17   Date

Tim Nader, President, Governing Board   3/1/17   Date

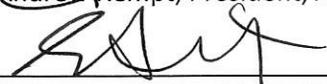Linda L. Gilstrap, Accreditation Liaison Officer   3/1/17   Date

Andrew Rempt, President, Academic Senate   3/1/17   Date
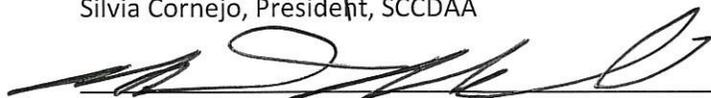
Silvia Cornejo, President, SCCDAA   3-1-17   Date

Matthew Millus, President, CSEA   01 March, 2017   Date

S. Rob Shaffer, President, SCEA   3-1-17   Date

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GLOSSARY OF ACRONYMS

Acronym	Associated Words
AOC	Accreditation Oversight Committee
AP	Administrative Procedure
APR	Academic Program Review
ASO	Associated Student Organization
BFA	Business and Financial Affairs
BP	Board Policy
CCGR	Communications, Community & Government Relations
CCLC	Community College League of California
CMT	College Management Team
CPIGRO	Chief Public Information and Government Relations Officer
CSEA	California School Employees Association
DE	Distance Education
DEFT	Distance Education Faculty Training
DSS	Disability Support Services
EIT	Electronic and Information Technology
EnrMP	Enrollment Management Plan
EP/EMC	Education Planning and Enrollment Management Committee
EPPT	Enrollment Projections and Planning Taskforce
FMP	Facilities Master Plan
FON	Faculty Obligation Number
FOP	Facilities, Operations and Planning
FYE	First Year Experience
HEC	Higher Education Center
IEPI	Institutional Effectiveness Partnership Initiative
IPRC	Institutional Program Review Committee
OIE	Office of Institutional Effectiveness
PBC	Planning and Budget Committee
PERS	Public Employee Retirement System
SCC	Shared Consultation Council
SCCD	Southwestern Community College District
SCCDAA	Southwestern Community College District Administrators Association
SCEA	Southwestern College Educators Association
SPDM	Shared Planning and Decision Making Handbook
STRS	State Teachers Retirement System
SWC	Southwestern College
TCO	Total Cost of Ownership
TRRC	Tenure Review Review Committee
VPAA	Vice President for Academic Affairs
VPBFA	Vice President for Business and Financial Affairs
VPHR	Vice President for Human Resources
VPSA	Vice President for Student Affairs

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ACKNOWLEDGEMENTS

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STATEMENT OF FOLLOW-UP REPORT PREPARATION

The Accrediting Commission for Community and Junior Colleges (ACCJC) issued an action letter, dated February 5, 2016, stating that Southwestern College (SWC) received a warning in its application for re-affirmation of Accreditation. In this letter, the Commission identified fifteen (15) recommendations to be fully resolved within 18 months requiring a Follow-Up Report documenting that the College District has resolved all deficiencies and meets accreditation standards. Five of the recommendations were for improvement only (Recommendations 8, 9, 10, 11 and 12); the remaining recommendations addressed deficiencies. In addition, the Commission required that SWC receive a site visit to evaluate the work of the College in meeting the standards.

Upon receipt of the ACCJC Action Letter referenced above, Southwestern College's Accreditation Liaison Officer (ALO) along with the Academic Senate President-Elect met with the Accreditation Oversight Committee (AOC) to create a work plan that would accomplish the resolution of the fifteen recommendations by December 2016. Building upon the work that was immediately started after the site visit of the ACCJC Visiting Team (September 28 – October 1, 2015), workgroup Leads were identified for each of the fifteen recommendations and charged with addressing and resolving issues within the respective recommendations.

By March 2016, each workgroup received a basic template to complete, which would document steps taken or needed to be taken in order to resolve an assigned recommendation. This template also provided reference information from the External Evaluation Report for the workgroup Leads to have a better understanding of the deficiencies cited in each of the ACCJC recommendations. Workgroup responses were received by the ALO in April and May 2016. The vacant Accreditation Faculty Co-Chair position was filled in late May 2016. The ALO, who is also the Accreditation Administrative Co-Chair, and the Accreditation Faculty Co-Chair began collaborating regularly on the preparation of the Follow-Up Report.

The format for Southwestern College's Follow-Up Report follows suggested guidelines set out by the ACCJC and includes the precise language from the February 5, 2016 ACCJC Action Letter for each recommendation. In June 2016, a more detailed template, comprised of three narrative sections and information-seeking charts, was developed and distributed to each of the fifteen workgroups.   The narrative sections required the following information: a summary statement pertaining to the resolution of the specific ACCJC recommendation referenced, a description of steps taken to demonstrate resolution of the recommendation, and a description of how sustainability of the recommendation resolution would be addressed to support ACCJC standards. The charts in this template requested identification of workgroup members collaborating on the specific recommendation as well as evidence supporting the resolution of each recommendation.

Between April and July 2016 the workgroup Leads/committees completed their respective templates in collaboration with input from the Accreditation Co-Chairs. The process included review of each workgroup response by the Accreditation Co-Chairs and the Office of Institutional Effectiveness (OIE) Compliance Coordinator. This review involved a compare and contrast of each workgroup response utilizing the ACCJC Action letter and the Visiting Team's report as well as considering the ACCJC Standard for each recommendation with the goal of providing suggestions and/or comments to strengthen each recommendation response, ensuring a complete, thoughtful and sustainable resolution. Individual meetings were subsequently scheduled with each of the fifteen workgroup Leads to review the submitted templates. In these face-to-face meetings, Leads received an updated revision of their

template with comments and required formatting changes from the Accreditation Co-Chairs. The Leads were given a quick turn-around time (1-2 weeks) to provide more clarity or specific steps taken, to condense sections into more concise paragraphs and to forward supporting evidence for the second submission. The OIE Compliance Coordinator forwarded an electronic copy of each recommendation with hyperlinked evidence to each recommendation Lead after each meeting for their editing convenience. A rough draft of the Follow-Up Report was then created from the final workgroup submissions and the Accreditation Co-Chairs compiled an Accreditation Status Report for presentation at the Governing Board's August 9, 2016 meeting in order to keep the Governing Board and the college community apprised of Accreditation progress and efforts as well as to indicate areas that required further attention and, in some cases, more focused efforts.

The Accreditation Co-Chairs created a first draft of Southwestern College's Follow-Up Report by September 2016 in order to begin the constituency review process. This draft was presented to the AOC on September 9, 2016 for their input and consensus to begin vetting the draft Follow-Up Report through the College's established constituency review process. Constituency review was initiated after the presentation of the draft Follow-Up Report to the Governing Board at the September 13, 2016 meeting. The draft Follow-Up Report was subsequently presented to the Shared Consultation Council (SCC) and its standing committees, the Academic Senate, the Council of Chairs, Deans Council, and the College Management Team (CMT) allowing at least two to four weeks for groups requiring first and second readings.

After input from all constituents was received, the Follow-Up Report was reviewed once again to further update it for veracity and accuracy. The Follow-Up Report was finalized in January 2017 and shared with the AOC for final suggestions. The Report was then sent electronically to all constituent groups for final vetting prior to the second readings at SCC and the Academic Senate in January and February 2017. Southwestern College's Follow-Up Report was submitted to the Governing Board for first and second reading in February 2017 and mailed to the ACCJC in a timely manner prior to the March 15, 2017 deadline.

Follow-Up Report Preparation Cycle

1
ACCJC Evaluation Team Visit (Sept 28-Oct 1, 2015)

ACCJC Action Letter (February 2016)

2
Workgroups formed & resolution work begins (March 2016)

Draft Follow-Up Report created (September 2016)

3
SWC constituency review (September-November 2016)

Final Draft Follow-Up Report to SWC Governing Board (Feb 2017)

SWC Follow-Up Report to ACCJC (March 2017)
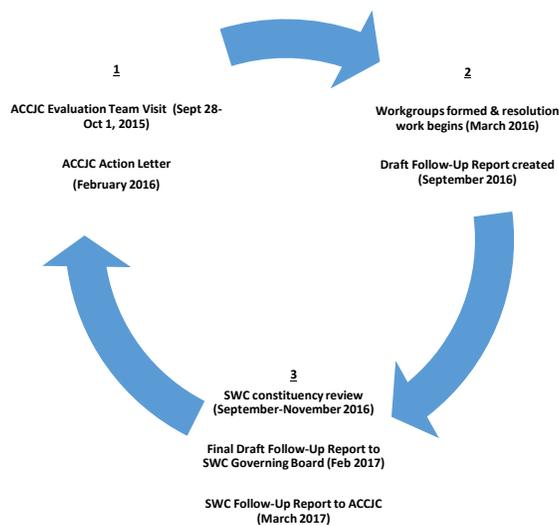
RESPONSE TO RECOMMENDATIONS

RECOMMENDATION ONE: In order to meet the Standards, the team recommends that the college ensure there is only one mission statement and when the mission statement is published, the wording of the mission statement is presented consistently in all College documents, signage, posters, displays and publications, electronic and print, and that such wording matches exactly the wording approved by the Board of Trustees. (I.A.1, II.A.6.c; IVA)

Resolution of Recommendation One

Southwestern College ensures that the College District presents its institutional mission in a consistent and unwavering manner in college documents, signage, and literature as well as on its website.

Action Demonstrating Resolution

Steps to Ensure Consistency

Role of Shared Governance and SWC Governing Board

On October 21, 2015 the Shared Consultation Council (SCC) voted to eliminate the abbreviated version of the Mission Statement and tasked all managers with ensuring the abbreviated Mission Statement was eliminated from all email signatures, business cards and is no longer on display in offices or official College District publications.[1.2] Governing Board Policy/Procedure 1200, *Mission, Vision and Values*, was also revised on October 21, 2015 to reflect this change.[1.3] The immediate action of the Shared Consultation Council and the Governing Board was to remove the abbreviated Mission Statement from College District use in any and all reference and publication matters as per the October 21, 2015 minutes of the SCC and the approved/revised Governing Board 1200 procedures.[1.2, 1.3]

Beginning on November 20, 2015, the College District has consistently communicated matters associated with the Accreditation status of Southwestern College to staff and faculty as well as to the community. To further demonstrate the proactive approach to rectifying inadvertent multiple versions of the Mission Statement, the College District published *Accreditation in Action Newsletters* to inform all staff and the public of the actions being taken by SCC's Accreditation Oversight Committee (AOC) to address recommendations from the ACCJC Visiting Team. Volume 1, Issue 2, published on November 24, 2015, specifically addressed the actions to immediately remedy multiple versions of the College Mission Statement.[1.8] As can be ascertained from evidence provided for Recommendation One, the previous Mission Statement in the College District Catalog and the Shared Planning and Decision-Making Handbook (SPDM) was replaced online with the correct revised Mission Statement in October 2015.[1.4, 1.5]

Multi-Faceted Approach to Ensure Alignment with Governing Board Approved Mission

In parallel with this action, the College District then addressed the efforts needed to monitor the correct usage of the Mission Statement within publications. In order to provide a process for monitoring the consistent and proper use of the College Mission Statement in College District publications, a multi-faceted approach was implemented. In November 2015, the Chief Public

Information and Government Relations Officer (CPIGRO) conducted a preliminary audit of all print and electronic materials, as well as official College District documents, e.g. catalog, Fact Book, SPDM Handbook, institutional plans, annual reports, etc. The purpose of the audit was to account for institutional publications and review them for consistent and proper usage of the mission statement. In conjunction with the audit efforts and in collaboration with the College District's Accreditation Liaison Officer (ALO)/Dean of Office of Institutional Effectiveness (OIE), a Documentation Review Checklist was created to improve publication processes to ensure conformity and consistent quality across current and future institutional publications and postings.

Mission Statement Displayed: Catalog, College Literature, Website and Physical Locations
In addition to the multi-faceted approach mentioned above, all signage that contains Southwestern College's Mission Statement has been reprinted to reflect complete alignment with the exact wording that appears in Governing Board Policy/Procedure 1200. The Mission Statement included on College District official documents and electronically on the College District website, and those displayed in School/Center offices, the Governing Board meeting room, and other large institutional meeting rooms are all identical.

Feedback and Training
Once the publication audit was completed in November, 2015, the CPIGRO shared a Documentation Review Checklist Draft for use by all staff working on publication tasks.[1.16] The Documentation Checklist was discussed with staff members in the Communications, Community and Government Relations (CCGR) department during the March 7 and 21, 2016 staff meetings for feedback to strengthen this standard protocol for publication development at Southwestern College.

To further demonstrate the College District's earnest efforts refining this important publication monitoring tool and providing comprehensive training on its use, the CPIGRO reviewed the Documentation Review Checklist in spring 2016 with the Institutional Research Department and Information Technology Department to ensure the checklist contained all other regulatory requirements. In May 2016, the Documentation Review Checklist was updated to include compliance with Gainful Employment and Section 508 requirements based upon feedback. It is important to note that these changes were immediately applied to the publication of the College District's Annual Report.[1.10, 1.11] On July 28, 2016, the CPIGRO and the ALO further refined the Documentation Review Checklist to simplify it and to confirm that the consistent formatting of the Mission Statement (exact match to Governing Board approved Policy/Procedure 1200) was included in the document tracking publication tool described above.[1.9] Prior to the launch of training to the College District community regarding the use of this document and its practice, CPIGRO conducted training for the staff of the Superintendent/President's Office on September 14, 2016. Because these two key departments collaborate on all institutional publications, their input was needed prior to the scheduled institutional training. As a result of the feedback from the Superintendent/President's staff, version three of the Documentation Review Checklist was created.[1.1] Trainings were then conducted regarding the practice and use of the Documentation Review Checklist on September

20, 2016 at the College Management Team (CMT) meeting and on September 21, 2016 at the Shared Consultation Council (SCC) meeting.

Institutional implementation began when the CPIGRO and the ALO provided the Documentation Review Checklist and training on its usage to the College Management Team on September 20, 2016. [1.12], [1.14] Therefore, the College Management Team membership has been trained in filling out the Documentation Review Checklist, and on the process for submitting documents for review by the CCGR office. All new College District publications created since May 2016 have adhered to all updated portions of the Documentation Review Checklist. In addition to the 2016 Annual Report, another example of this is the Enrollment Management Plan 2017-2022.[1.13] The purpose of the training at the SCC meeting on September 21, 2016 was to inform the shared governance constituency representatives about the Documentation Review Checklist and its new practice.[1.15]

Thus, Recommendation One is resolved.

Sustainability

Systems and Methods for Future Mission Statement Consistency
The CCGR department is responsible for overseeing the process for monitoring College District publications and ensuring consistency. This department has ensured that displays of the College Mission Statement are now fully consistent with Governing Board Policy 1200 throughout the College District and Higher Education Centers in both public and college constituency venues as well as electronic venues. A written process that utilizes the Documentation Review Checklist to monitor printing has been created, implemented, revised, updated and has become an institutional practice. The Documentation Review Checklist and training PowerPoint have been updated to the CCGR SharePoint site for College District-wide use. The CCGR department sends out annual reminder emails regarding the Documentation Review Checklist, or sooner if needed, and also offers annual training regarding this practice.

> **RECOMMENDATION TWO**: *In order to meet the Standard, the team recommends the College evaluate regular and effective student contact for distance education courses to determine compliance with the College Distance Education Handbook, stated learning outcomes, and whether achievement is comparable with students enrolled in face-to-face programs. (II.A.1)*

Resolution of Recommendation Two

Southwestern College evaluates regular and effective student contact for Distance Education (DE) courses to ensure that all DE courses are compliant with the DE Handbook, aligned with learning outcomes, and comparable to face-to-face programs.

Action Demonstrating Resolution

In an effort to increase online course quality and ensure regular and substantive interaction in DE courses, the Curriculum Committee's Distance Education Task Force (DE Task Force) developed a comprehensive plan involving curriculum development and approval, faculty training and certification in DE requirements and methodologies, evaluation, and DE faculty mentoring.

Curriculum Development

To ensure that Distance Education courses are designed to provide adequate regular and effective contact, the DE Task Force has worked with the Curriculum Committee[2.23], [2.24], [2.42] to update both the DE section of the Draft Curriculum Handbook and the DE Addendum required for DE course approval.[2.6]

Curriculum Handbook Update

Curriculum committee members were briefed on the need for these changes on March 3, 2016[2.17] and March 17, 2016,[2.18] and the expanded Curriculum Handbook section for distance education was discussed and approved during the Fall 2016 semester.[2.23], [2.24] The Regular Effective Contact section of the revised Draft Curriculum Handbook aligns with and cites Policy/Procedure 4115 and the DE Handbook, which is a separate and distinct section of the Draft Curriculum Handbook. Because the release of the California Chancellor's Office updated Program & Course Approval Handbook (PCAH) has been postponed until mid-spring 2017, the Curriculum Committee decided to await its release in order to ensure that the Curriculum Handbook aligns with the PCAH and expected curriculum submission changes.

Updated CurricUNET DE Addendum

When submitting new courses or modifying existing courses for DE, faculty must fill out a DE Addendum,[2.6] which requires faculty originators to confirm that they have reviewed the Curriculum Handbook and specifically the approved DE sections before completing and submitting this Addendum. In this updated DE Addendum approved by the Curriculum Committee on February 9, 2017,[2.42] faculty must now specify and explain how regular effective contact will be provided and ensured in a DE version of any academic course when submitted for approval or modification through CurricUNET. This expanded addendum empowers the Curriculum Committee to evaluate the extent to which the proposed DE delivery of a course meets learning outcomes and DE standards for accreditation purposes as well as per federal mandates. The DE Faculty Coordinator provides training for representatives so that they can provide assistance to originators and make informed decisions about curriculum proposals.

Faculty Training and Certification in DE

Distance Education Faculty Training (DEFT) Certification Program

In Spring 2016, in consultation with the DE Task Force and the Academic Senate, the DE Faculty Coordinator created the Distance Education Faculty Training (DEFT) certification program[2.1], which involves in-depth training on regular and effective contact methods and benefits, federal mandates, and ACCJC guidelines for DE. The Distance Education Faculty Training (DEFT) certification program [2.1] was designed over a series of DE Task Force meetings during the 2015–16 academic year[2.10], [2.11], [2.12], [2.13], [2.14] and is a 5-week, 40-hour online course that requires application of concepts through the development of two weeks of an online course. These course modules undergo a final review for certification, during which the modules are evaluated for regular effective contact using a detailed rubric.[2.15] As of January 2017, 129 faculty have been DEFT certified.[2.3] By fall 2017, all online and hybrid courses will be taught by certified instructors;[2.37] DEFT certification and its campus-wide implementation serves as evidence and documentation of the College District's commitment to ensuring regular and effective contact training and instills these expectations and policies into every DEFT participant.[2.32]

Distance Education Faculty Training (DEFT) Course

The DEFT course provides training, resources, guided application, and evaluation of key course components including the requirements of regular effective contact.[2.38] Participants work together in cohorts to learn about current DE requirements and policies, best practices, and California Community College resources,[2.39] and they receive extensive and sustained facilitator feedback in text, audio, and video form in an effort to model regular and effective contact for online instructors. To ensure faculty meet College standards, particularly in the area of regular effective contact, participants in DEFT design two complete modules of an online course, which then must undergo peer and facilitator review using a rubric aligned to *BP/AP 4115—Distance Education Regular Effective Contact.* [2.15] Participants who do not meet the certification standards of this rubric are offered an additional week of mentoring by the facilitator and a second opportunity for review after revision.

Governing Board Policy/Procedure 4115

In addition to designing the DEFT training course, the DE Task Force also collaborated on the College District's *BP/AP 4115—Distance Education Regular Effective Contact,*[2.2] which was approved by the Academic Senate and by the SCC. This key institutional policy and procedure sets out and requires substantive interaction between instructors and students in all DE courses, thus making these expectations known and sustainable.

DE Faculty Mentors

To support faculty as they improve their DE courses and online facilitation skills, and to ensure the sustainability of these efforts, the College District has developed the DE Mentor Program,[2.7] approved on June 2, 2016.[2.9] As per the DE Mentor Program agreement, "DE Mentors will review online/hybrid courses, offer recommendations to DE instructors to meet DE standards as defined by the DE Task Force [as written in the DE Handbook] and make themselves available to other DE instructors for consultation and support." Mentors provide ongoing support for certified online faculty, offer peer course review to evaluate regular effective contact, assist with curriculum development of DE courses, and provide departmental leadership and advocacy for distance education.

Initially, 50 DE Mentors were identified by the College via an application process; these mentors were the first to earn DEFT certification beginning in June 2016. This first cohort of DE Mentor training was completed in September 2016, and official DEFT mentoring began in October 2016.[2.4] As part of this program, DE Mentors maintain detailed logs so that the College District can collect online data regarding mentoring needs and the impact of mentoring on student success from face-to-face classes to better address online learning needs.[2.36]

College Implementation

Southwestern College is committed to ensuring that its DE courses are vibrant, compliant and current in online methodologies. As evidence of this, the College District paid to send 13 online instructors to the 2016 Online Teaching Conference held in San Diego, California, to bring back new ideas for working with students effectively in an online environment. This information was shared with colleagues in workshops and webinars as well as on the DE@SWC faculty resource site.[2.35] Another key action the College has taken to increase regular and substantive interaction in online courses is the adoption of the CCC's Common Course Management System, Canvas. The College District held half-day demonstrations of both Canvas and Blackboard in April 2016 to compare and evaluate

system abilities; regular effective contact tools were assessed in each system through several surveys. As detailed in the summary report presented to the Academic Senate on April 12, 2016,[2.26] Canvas was the top-ranked system in each core area related to regular and effective contact: announcements, discussions, feedback options, and collaboration tools. The Academic Senate approved the recommendation to move from Blackboard to Canvas on April 26, 2016.[2.20] Online instructors are excited about the new interaction opportunities Canvas provides, and over 40 have begun teaching in the new system with a target completion date of all courses in Canvas by December 31, 2017. To maximize the interactive opportunities Canvas provides, new training opportunities[2.31] and resources[2.35] are being offered to help faculty use this new CMS to deliver quality online courses rich in instructor-student and student-student interaction.

The College has also invested in targeted technology to increase instructor presence and interaction with the purchase of two software programs as part of the program review process. Camtasia enables faculty to produce high-quality, high-interest videos, which are a powerful way to deliver the "instructor-created lecture materials" described in College District's *BP/AP 4115—Distance Education Regular Effective Contact* [2.2] as a method of regular and effective contact. VoiceThread is a platform for class discussions incorporating text, audio, and video. Highly rated by students, VoiceThread enables more interactive, engaging discussions in an online environment. A site license provides Canvas integration to make VoiceThread a seamless discussion area within the course.

Compliance

DE Handbook

The Draft Curriculum Handbook now includes an expanded approved DE section while the newly revised and updated DE Handbook[2.8] establishes the role of regular and effective contact standards and policies in DE courses at the curriculum planning stages. The DE Task Force Chair worked with the Curriculum Committee Faculty Co-Chair during fall 2016 to ensure alignment of the Draft Curriculum Handbook DE language and DE Addendum[2.6] to the DE Handbook, all state and federal mandates, and accreditation policies regarding DE. Before completing the DE Addendum to propose online delivery of a course, course originators are "strongly recommended prior to the completion of this proposal to conduct a careful review of the Distance Education (DE) Handbook and Distance Education section of the Curriculum Handbook*."* Faculty then must certify that they "have read and understood both the Distance Education Handbook and Distance Education section of the Curriculum Handbook.*"*

Stated Student Learning Outcomes

As part and parcel of curriculum development at Southwestern College, student learning outcomes are expected regardless of mode of delivery and must be in complete alignment with the approved course outline of record (COR) found on the College District's CurricUNET site. All stated student learning outcomes for each course must be included on every course syllabus. In addition, as with any face-to-face class, online students are assessed on the student learning outcomes for the course.

To ensure comparability with face-to-face delivery, the DE Addendum asks faculty originators to "Describe teaching methods, materials, and any other components that may be used when

teaching this course using the distance education (DE) delivery mode so that the course's unique course objectives are met and students are able to perform the course student learning outcomes." They must also explain "Why this course is particularly suited to be offered through distance education?" to ensure compatibility of the Course Outline of Record with DE delivery.

DE Courses Comparable with Face-to-Face Programs

To ensure that student achievement is comparable to face-to-face programs, data is collected on the effectiveness of DEFT training from faculty who have received DEFT training via an anonymous survey by the DE Coordinator.[2.25] Additionally, comparative data between traditional classroom and online classroom regarding student retention and success rates is provided by OIE. This data can be found in an IR Report on the Data Resources link on the Academic Program Review College District website. [2.21], [2.22], [2.40]

The College District is also collecting a variety of data to evaluate the impact of mentoring, Canvas, Camtasia, and VoiceThread on student achievement. DE Mentor logs are used to gauge the impact of mentoring on student learning. Students and faculty in the Canvas pilot program are being surveyed to determine the extent to which Canvas aids the delivery of regular effective contact.[2.33], [2.34] Lastly, faculty adopting Camtasia and VoiceThread for use in their online classrooms are tracked to analyze the impact of enhanced interaction tools on student success as compared to face-to-face programs, and future surveys are planned to capture ongoing information from these faculty on the success of these tools in providing regular and effective contact to support student success.

Thus, Recommendation Two is resolved.

Sustainability

All of the steps and actions detailed in Recommendation Two's narrative have been designed with sustainability and continuous improvement in mind. Online faculty are trained in how to provide regular effective contact and they apply that knowledge as they build it into their online courses. Faculty are provided tools to enhance interaction, and mentoring and peer review enable instructors to help one another to ensure adequate interaction.

Furthermore, regular and effective contact has been included as a component of faculty evaluation to ensure consistency and increase peer feedback and mentoring in this area.[2.16] The revised evaluation form has been carefully aligned with *BP/AP 4115—Distance Education Regular Effective Contact.*[2.2] To support continuous faculty improvement, the DE Faculty Coordinator also offers instructional design office hours in the DE Training Lab and also virtually, for one-on-one and small-group consultation.[2.30] She also provides custom training for departments, such as Child Development. The DE Faculty Coordinator and DE Mentors also provide ongoing professional development opportunities in a variety of forms: campus workshops,[2.27] online webinars,[2.28] a pre-semester HOW TO Academy,[2.29] and a Canvas-specific training series,[2.41] with all four formats offering specific sessions on regular and effective contact. Webinars are archived and available on demand on the faculty resource website: DE@SWC. [2.35]

To gauge the effectiveness of this multi-pronged approach to improving online course quality in the area of regular and effective contact in an ongoing manner, the College District plans to track courses taught by DEFT-certified online instructors to see how student success and retention are impacted. The College District plans to collect data from the DE Mentor Program to assess the impact of mentoring and identify needs for further training. This data enables the College District to evaluate Regular Effective Contact in a sustainable manner and determine "whether achievement is comparable with students enrolled in face-to-face programs" by using such data to drive the College District's decisions regarding DE education.

> **RECOMMENDATION THREE**: *In order to meet the Standard, the team recommends that the College implement and evaluate 508 accessibility compliance. (II.A.1)*

Resolution of Recommendation Three

Southwestern College has evaluated its compliance under Section 508 of the Federal Rehabilitation Act and has implemented systemic changes to eliminate barriers to Electronic and Information Technology (EIT) for persons with disabilities.

Action Demonstrating Resolution

Initially, the first step in the resolution of Recommendation Three was the formation of a shared governance workgroup that included faculty, staff, and administrators with representation from: Academic Senate; Disability Support Services (DSS); Distance Education (DE); Public Information and Community Relations; Contracts and Procurement; Information Technology, Library and Tutoring Services; and the Webmaster. The workgroup chose to use the California State Universities' (CSU's) system-wide plan to guide the evaluation of SWC's Section 508 compliance, prioritizing the following areas:

- College website
- Instructional materials
- Procurement of EIT

Each of these areas was evaluated for Section 508 compliance, and procedures and practices were implemented in each area to ensure sustained 508 accessibility.

The culmination of this work was a newly approved Governing Board Policy/Procedure 5145 *Accessibility of Electronic and Information Technology*, which provides a systemic approach to evaluating and ensuring Section 508 compliance.[3.14] In addition, to address sustainability of Section 508 compliance, the District is in the process of hiring a Technology Specialist for Accessibility and Compliance with duties including the oversight and monitoring of the College District's ongoing compliance with Section 508.

College Website Evaluation and 508 Accessibility Implementation

The workgroup's initial focus was evaluation and implementation of Section 508 compliance of the SWC website.[3.1, 3.2, 3.3] After research and discussion, the work group adopted Web Content Accessibility Guidelines 2.0 (WCAG 2.0) Level AA;[3.26, 3.27] as the recommended institutional accessibility standard.

Examples of WCAG 2.0 Level AA requirements include: captioning of all audio media; sufficient color contrast and text size; alternate text (alt. tags) for visual images; and keyboard navigation.
The following steps were taken to address Section 508 compliance of the SWC website.

(1) SWC Institutional Technology (IT) staff and the SWC webmaster identified inaccessible web content on the SWC website by running WAVE Web Accessibility Evaluation Tool, which measures a website's accessibility against WCAG 2.0 Level AA compliance requirements.[3.5]

(2) Working together, IT and the webmaster fixed all compliance errors, either through programming that improved overall website accessibility or through individual fixes to specific webpages. [3.24], [3.4], [3.6], [3.7], [3.8], [3.9]

(3) The SWC web vendor, Vision Internet, agreed to provide accessible header formatting as part of its overall web design package, thus ensuring Section 508 compliance in the creation of future webpages and the SWC webmaster provides header tool training.[3.10], [3.11], [3.29]

(4) The webmaster included an accessibility link as part of the SWC website footer on the SWC homepage, with a mechanism for individuals to report web access issues. [3.12], [3.13]

Instructional Materials – Implementing Section 508 Accessibility Systemic Changes
The workgroup's next step was to evaluate and implement Section 508 compliance of instructional materials. The workgroup collaborated with the Academic Senate to put practices and procedures in place to provide training, guidance, and resources for faculty teaching Distance Education (DE) courses or using EIT in face-to-face courses.

To continue this collaboration, the SWC Professional Development committee provided a Section 508 compliance training led by Gaeir Dietrich of the California Community Colleges High Tech Center Training Unit. The training was designed to bring awareness of the accessibility requirements of Section 508 to the college community.[3.15]

The following steps were taken to address Section 508 compliance of instructional materials:

(1) The SWC Curriculum Committee approved an expanded Curriculum Handbook section on distance education,[3.30] which includes a section on creating accessible DE courses and instructional material. The expanded handbook also outlines a new Curriculum Committee DE course approval process, using a DE Addendum approved on February 9, 2017[3.34] which requires a CurricuNet accessibility compliance checklist for all new DE course proposals.[3.16]

(2) The College District created a 100 percent faculty release-time DE Coordinator position.[3.25] As one of her first tasks, the DE Coordinator created accessibility workshops, webinars, and ultimately a Distance Education Faculty Training (DEFT) program, which includes ongoing training on accessibility, Section 508 compliance, and Universal Design.[3.31], [3.32], [3.18]

(3) The College District entered into an agreement with the SWC faculty union (SCEA) to compensate faculty for DE training, which includes an emphasis on creating accessible instructional materials.[3.33] A Memorandum of Understanding (MOU) was also agreed upon to establish DE faculty mentors, who are trained by the DE Coordinator and work directly with DE faculty to implement Section 508 compliance in their courses.[3.17]

(4) The College District entered into an agreement with a new captioning service, CaptionSync, to provide faculty with high quality captioning that is available with an optional, free interactive

transcript.[3.19] The Distance Education Coordinator is working with DE faculty and DSS to utilize CaptionSync to caption all instructional media as part of the College's standard captioning process that provides faculty a way to request captioning of DVDs and streaming media.[3.20]

Procurement Systems– Implementing Section 508 Accessibility Systemic Changes
Finally, the workgroup evaluated and implemented Section 508 compliance in the procurement process for Electronic and Information Technology (EIT).

The following steps were taken to address Section 508 compliance in procurement systems:
   (1) The College, through the College District's shared governance process, approved Governing Board Policy/Procedures 6365: *Accessibility of Information Technology*, which requires Section 508 compliance of all EIT vendors.[3.21]
   (2) The Central Services & Procurement office has included a Section 508 statement and checklist for all new contract bids for EIT.[3.22]
   (3) The newly approved Governing Board Policy/Procedures 5145 now require mandatory Voluntary Product Accessibility Template (VPATs) from all EIT vendors, which will be evaluated and validated for Section 508 compliance by the Technology Specialist for Accessibility and Compliance in conjunction with the College District's purchasing department.[3.14]

Thus, Recommendation Three is resolved.

Sustainability
To ensure sustainable Section 508 compliance and accessibility, the College District ensures consistent organizational support for 508 compliance via establishment of the Technology Specialist for Accessibility and Compliance position and the institutionalization of the Section 508 workgroup.

Technology Specialist for Accessibility and Compliance
The College District is recruiting for a full-time classified contract Technology Specialist for Accessibility and Compliance position, whose major job responsibilities include: conducting regular accessibility audits of distance education and web-enhanced instructional media; providing ongoing training for faculty and staff on creating accessible media content; and completing accessibility verification of proposed EIT purchases and audit all District EIT products, including hardware, software, and communication devices for Section 508 compliance, keep a database of Section 508 approved vendors, and make recommendations for accessible EIT purchases. In addition, the Technology Specialist for Accessibility and Compliance duties include: complete regular accessibility checks on the SWC website and fix any compliance issues; serve as the contact person for individuals who report Section 508 accessibility issues; provide ongoing training for staff on creating accessible webpages and on how to fix any accessibility errors; work with IT to ensure Section 508 accessibility in all student computer labs, student services computers, and library computer stations; and, work with Schools to ensure captioning of all instructional video media.[3.28]

Institutionalization of the Section 508 Workgroup
Finally, to ensure sustained Section 508 compliance and accessibility, the Section 508 workgroup, a shared governance committee that includes faculty, staff and administrators, is now an official

subcommittee of the Institutional Technology Committee (ITC), which is a standing committee of the Shared Consultation Council (SCC)[3.23] The Section 508 workgroup has the responsibility to provide regular reports to ITC, which in turn, provides recommendations to the SCC on necessary resources to sustain Section 508 accessibility. In addition, regular scanning of the College District website is conducted and reviewed by the Institutional Technology department and the results are reviewed by the Section 508 workgroup.

> **RECOMMENDATION FOUR**: *In order to meet the Standard, the team recommends that the College evaluate and regularly review web-based applications and sites (beyond LMS), whether faculty or publisher provided, to validate student privacy and identity (at the individual level, not the course level). (II.A.7)*

Resolution of Recommendation Four

Southwestern College regularly evaluates and reviews websites and web-based applications outside of the CMS to protect student privacy and validate student identity. The College District has developed a plan to evaluate proposed websites and applications as part of curriculum approval, and to review the use of approved websites and apps through peer review.

Action Demonstrating Resolution

Evaluation of Web-Based Applications and Sites

Curriculum Handbook

Evaluation of websites and applications beyond the Course Management System (CMS) begins with the Curriculum Committee. The Draft Curriculum Handbook section titled "Distance Education Mode of Delivery" specifies that online courses "meet online using the college adopted Course Management System (CMS)." Under the leadership of the DE Faculty Coordinator and Curriculum Committee Faculty Co-chair, the DE Task Force and Curriculum Committee worked together to expand this section of the Draft Curriculum Handbook in 2016[4.2, 4.3, 4.23, 4.20] to address the use of non-CMS websites and applications, particularly those provided by publishers. Faculty originators are advised per the new approved DE section of the Draft Curriculum Handbook that "to be approved for use in an online or hybrid course at SWC, publisher materials must… include a mechanism to verify individual student identity, such as a unique username and password for each student and also include a mechanism to ensure student privacy." In addition, the Handbook goes on to state that "Student grades are considered instructional records and cannot reside outside of the College's Course Management System."

DE Addendum for Curriculum Review and Approval

The DE Addendum that faculty originators complete when proposing to offer a course via distance education has been completely rewritten to more thoroughly evaluate regular effective contact, accessibility, and authentication and privacy. This addendum is the result of collaboration between the DE Task Force and Curriculum Committee throughout 2016,[4.3, 4.5, 4.6, 4.14, 4.15, 4.17] with input from the Academic Senate as well.[4.4] The DE Addendum was approved by the Curriculum Committee on February 9, 2017.[4.28] The "Use of Websites and

Applications Outside of the CMS" section (pages 6-7) states, "If any element of this course will be conducted via a website or app outside of the CMS, whether provided by an instructor or publisher, this site or app must meet the college's requirements for accessibility, authentication, and student privacy." For any portion of the course that will be "conducted via a website or application outside of the Course Management System," faculty originators are required to include this website or software application in the Course Outline of Record and explain in the DE Addendum how this site or application meets college requirements for accessibility, authentication, and privacy. In order for the Curriculum Committee to appropriately evaluate the proposed application or website, originators are asked to "identify how the website or application meets accreditation standards by validating student identity through a unique username and password for each student." They next explain "how student privacy is safeguarded by this website or application." The DEFT-certified DE Mentors[4.19] who serve on this committee will lead the review of DE proposals when the new addendum is used in spring 2017, and the DE Faculty Coordinator, who is a resource member of the committee, also provides guidance and expertise as DE Addendums are reviewed.[4.13]

Regular Review of Web-Based Applications and Sites

Distance Education Faculty Training (DEFT) Certification Program

Peer review is a central component of DEFT Certification, and all online and hybrid faculty will have completed the DEFT certification program by August 10, 2017.[4.8], [4.9] This 5-week, 40-hour, fully online course emphasizes the application of College District policies, procedures, and guidelines through the development of two complete weeks of an online or hybrid course.[4.7] Participants learn about authentication and privacy requirements, and they are reminded that "Students are authenticated each time they log into the CMS. If they complete any graded activities outside of the CMS, they must be authenticated with a unique username and password there as well."[4.16]

In addition to weekly facilitator review as the course progresses, the completed modules are peer reviewed at the end of the course by two colleagues using a comprehensive DEFT rubric.[4.10] The modules are then revised if necessary before they are submitted to the facilitation team for final review using the same rubric. Reviewers confirm that "Modules offer objectives and an effective mix of curated and created content while adhering to guidelines for fair use, student privacy, and authentication." If reviewers agree that "revision is needed before course launch," the DEFT facilitator develops a revision plan and timeline in consultation with the instructor, and the course is re-reviewed to determine course readiness and instructor certification status, as explained in the DEFT Course Outline. Upon completion of DEFT, 96% of the 80 participants in an anonymous survey stated that they were somewhat or very confident that their DE courses "will meet federal and local guidelines for authenticating student identity and protecting student privacy."[4.11]

DE Mentor Program

DE Mentors are DEFT-certified faculty who provide peer review and course development

support to DE faculty.[4.21] Course review is offered while faculty are building beyond the modules created in DEFT and preparing for course launch as well as when a course has been completed. DE Mentors use the DEFT Peer Review Rubric, the OEI Course Design Rubric, or both when completing peer reviews.[4.22] All peer mentoring is documented in a log;[4.12] in addition, data is compiled and presented to the DE Mentors, DE Task Force and Dean of Instructional Support Services and Continuing Education at the end of each academic year for review and analysis.

DE Plan 2017-2020
To gain a deeper understanding of the current use of non-CMS websites and applications in DE courses at Southwestern College, the College District's Distance Education Plan for 2017-2020[4.18] includes a study of the use of proprietary materials in DE courses, including publisher content, Open Educational Resources (OER), and instructor websites. The chairs of the DE Task Force and the Academic Senate's Bookstore Textbook Committee have met to discuss a process to identify specific publisher and OER content, sites, and applications currently in use and under consideration. The DE Plan went through the Shared Governance Consultation process during spring 2017. After discussion and feedback from the Academic Technology Committee, DE Mentors, and the Academic Senate, the DE Plan 2017-2020 was approved by the Academic Senate on February 21, 2017.[4.24, 4.25, 4.26, 4.27]

The 2017-2020 Distance Education Plan's Objective 4.3 states that the College District will: "a) evaluate College compliance with FERPA, Section 508, and Title 5 in regards to requiring students to a) purchase publisher access codes and complete work in a publisher's course management system; b) use OER (Open Educational Resources) online textbook, materials, and/or activities; or c) complete work on an instructor-created website." It calls for the DE Task Force to work with the Academic Senate's Bookstore Textbook Committee, the College District's new Technology Specialist for Accessibility and Compliance, Risk Management, and academic deans and chairs "to evaluate current use of publisher access codes, OER, and instructor sites; develop a process to determine legal compliance; create an approved list of compliant products; and produce guidelines for faculty who propose the use of non-CMS web-based applications and sites."

Thus, Recommendation Four is resolved.

Sustainability
The College District is ensuring consistency and sustainability of Recommendation Four by including evaluation and review of web-based applications and sites within the curriculum creation and modification process, online faculty and professional development training, and within the peer review processes. To provide ongoing faculty support, trained DE Mentors are available across campus to provide "assistance in evaluating instructional materials and tools, including publisher content, to ensure that they meet authentication, privacy, and accessibility requirements," as stated in the DE Mentor Program literature.[4.21]

The Draft 2017-2020 DE Plan outlines further actions the College District plans to take to evaluate the use of instructor, publisher, and OER materials in online and hybrid courses on an on-going basis. This plan includes the development of a process to evaluate current and new materials for legal compliance. As technology and approaches to educational texts change, the College District's plan for ongoing review ensures that our courses remain compliant as our options for instructional materials continue to expand.

> **RECOMMENDATION FIVE**: *ACCJC's action letter dated February 5, 2016 replaced Team Recommendation Five with Commission Recommendation One. Please refer to page 47 for our response to Commission Recommendation One.*

> **RECOMMENDATION SIX**: *In order to meet the Standard, the team recommends that the College ensures that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, how they use the results of the assessment of learning outcomes to improve teaching and learning. (III.A.1.c)*

Resolution of Recommendation Six

Southwestern College evaluates faculty for student learning with respect to how they use the results of the learning assessment to improve teaching and learning. Regarding the need to include the use of assessment results within the evaluation process of others directly responsible for student progress, the College District plans to discuss this component with administrators and classified staff in spring 2017.

Action Demonstrating Resolution

From the faculty recruitment process through the employee evaluation process Southwestern College has a strong commitment to learning outcomes and assessments. The College District made improvements to the evaluation forms for full and part-time faculty, beginning in fall 2016, in order to demonstrate and document the meaningful involvement of classroom instruction regarding use of learning assessments to improve teaching and learning. It's important to note that engagement with student learning outcomes assessment is featured prominently in faculty job descriptions.[6.4], [6.5]

Evaluation Forms
   Faculty
   Faculty are reflecting on the results of learning assessments and are contemplating their interaction with this process, in an open, honest and introspective way, via their self-evaluation document. Including student learning outcomes (SLOs) as a component of the faculty evaluation process was recently negotiated between the College District and the faculty union (SCEA).[6.1] This MOU language has been subsequently included in both full-time and part-time faculty evaluation documents.[6.2], [6.3]

   Academic Administrators (Others Directly Responsible)
   With student learning at the core of the College District mission, academic administrators directly responsible for student progress toward achieving learning outcomes are addressing this matter in the current evaluation form. This component is currently being formalized and

consolidated within the evaluation form and approval of the verbiage is expected in spring 2017. The Vice President for Human Resources has proposed this inclusion to the administrator union (SCCDAA) identifying the addition of MOU language regarding SLOs as a component of the evaluations.

Thus, Recommendation Six is resolved.

Sustainability

Southwestern College has established and implemented procedures and practices regarding its personnel evaluation process that considers the importance and relevance of student learning outcomes in the workplace. All faculty evaluation forms <u>6.2</u>, <u>6.3</u> have been updated to include the negotiated MOU language of participation in the student learning outcomes process with the goal of improving teaching and learning and thus, have been firmly established as part of the faculty evaluation process.

Evaluations for academic administrators as well as other personnel directly responsible for student progress toward achieving stated student learning outcomes are being discussed in spring 2017 regarding the inclusion of this important language. Southwestern College values the evaluation process and considers this a safe space where consideration through dialogue and reflection of the impact on student learning can take place.

RECOMMENDATION SEVEN: *In order to meet the Standard, the team recommends that the College evaluate all personnel systematically and at stated intervals. The Team further recommends the creation of a mechanism to ensure compliance with stated evaluation guidelines. (III.A.1.b)*

Resolution of Recommendation Seven

Southwestern College systematically evaluates all personnel and has fully operationalized its process and criteria for assessing effectiveness of the evaluation process with a goal towards professional improvement.

Action Demonstrating Resolution

Systemic Evaluation
Southwestern College has examined its personnel evaluation processes and practices related to the effectiveness of its systematic and periodic evaluation efforts. At the core of this examination was a thorough audit of the approach and cycles that comprise the College District's system of personnel evaluations. This intensive manual audit was conducted in October–November 2015 and the results revealed inconsistent applicability of the personnel evaluation process. A concentrated effort took place from November 2015 through January 2016 which resulted in the development of a plan for all employees to have current evaluations. Most importantly, the manual system in place for managing personnel evaluations was improved to reflect a better understanding for administrators and employees regarding the components of the cycle of evaluation and their responsibility within the personnel evaluation process. Feedback was received by numerous administrators who completed employee evaluations by December 2015 but who did not realize the various requirements and time lines that they needed to follow in order to be in compliance with approved evaluation cycles for their respective

staff. Ongoing communication makes sure that evaluators understand instructions and timelines for the completion of evaluations for the current cycle as well as those due in the future.[7.6], [7.7]

Regular Intervals

Further, the College District's Human Resources Department established and implemented ongoing processes to improve its personnel evaluation system including continual tracking and monitoring of the cycle of personnel evaluations. In addition, and in order to support a renewed and ongoing emphasis of systematic evaluations with well-known intervals for administration, reports are provided regularly to Cabinet-level officials for review of the personnel evaluation efforts and follow-up status/compliance reports.[7.6], [7.7], [7.8], [7.9], [7.10]

Mechanism to Ensure Compliance

Embracing the need to develop a more responsive system for employee evaluations, a task group was formed in spring 2016 that developed a workflow improvement process and this information became the template for an online performance review system.[7.5] In May 2016, the Governing Board approved the purchase of an online performance review system, NeoGov Perform, which tracks and notifies managers and employees of evaluations due, produces monitoring reports, and stores online evaluations.[7.1], [7.2], [7.3] Implementation of NeoGov began in June 2016 with completion in spring 2017.[7.4] The implementation of the online performance review system was done in four phases. Phase One began October 2016 and was dedicated to configuring NeoGov by building an updated interface to the Human Resources Department that included uploading and verifying employee data as well as ensuring that this information was mutually connected to the College District's payroll system. Phase Two was system testing (including a sample employee test pilot) with corrections being conducted during the first two weeks of November 2016. Phase Three includes manager and employee training which is being conducted in April 2017. Phase Four is college-wide implementation which will become effective after April 2017.[7.4]

Thus, Recommendation Seven is resolved.

Sustainability

Southwestern College values its employees and firmly believes that one of the primary ways to demonstrate this respect is by effective management and assessment of a system that provides for timely and consistent personnel evaluations. This core value is upheld through the continuous improvement of the College District's employee evaluation system; through intensive program effectiveness analysis, Southwestern College greatly improved its manual employee evaluation system and it has moved forward with an online employee evaluation system to ensure greater efficiency and reliability through this automated systematic cycle of employee review. Both approaches have guaranteed that the required evaluation cycle for employees have been completed and is ongoing. It is important to note that the College District's implementation of an online performance review system which provides more reliable and timely notifications of performance review due dates and completion dates has played a critical role in making this recommendation fully resolved and sustainable.

> **RECOMMENDATION EIGHT**: *In order to meet the Standards, the team recommends that the College evaluate the current model for total cost of ownership (TCO) of physical, fiscal, and human resources, in order to provide a sustainable, safe, secure, and healthful learning and working environment. (IB; III.B.1, III.B.2.a, III.D.1.c)*

Resolution of Recommendation Eight

Southwestern College has evaluated its model for total cost of ownership (TCO) for physical, fiscal and human resources. The analysis of total cost of ownership and how the college has initiated improved practices to ensure it is providing sustainable, safe, secure, and healthful learning is shared below.

Action Demonstrating Resolution

Physical TCO

To evaluate the total cost of ownership of facilities and equipment as stated in Recommendation Eight, the College District hired an external analyst, Pack & Associates, to complete a Facilities Analysis. The Study Survey Report was received by the College District in October 2015, and shared with the Governing Board at their January 12, 2016 meeting. Its findings were incorporated into the State Scheduled Maintenance Plan submitted by the College District.[8.23], [8.27] In addition to the recent survey, the 2013 Facilities Master Plan (FMP) includes total cost of ownership (TCO) estimates, which is an enhancement to the FMP development process and demonstrates that the College District began serious TCO review, dialogue and planning in 2012 as the College District continues to do. On page 83 of the FMP, the section entitled "Total Cost of Ownership," establishes the linkage between building- and program-related expenses in key categories, such as acquisition, utilities, daily maintenance, periodic maintenance, and capital renewal.[8.24] Additionally, on pages 12-17 and pages 24-31 of the 2018-22 Five-Year Capital Construction Plan, which is submitted annually to the California Community Colleges Chancellor's Office by the College District, forecasts of staffing needs for additional facilities coming on-line are included.[8.25] As noted in the Five-Year Capital Construction Plan the majority of new facilities funded by Proposition R bonds are replacements, which do not require significant additional staffing.

The College District has continued to work to identify and address the total cost of ownership (TCO) regarding facilities and equipment. The Pack & Associates report, which provided a five-year snapshot of facilities and infrastructure repair needs and estimated costs, was incorporated into the facilities repair planning and provided the base for the College District Scheduled Maintenance list submission to the state.[8.1] This integration was presented to the Governing Board on January 26, 2016 [8.2] and has continued to be a component of campus-wide dialogue regarding facilities needs and priorities. The results of these reports were included in presentations made to the Institutional Facilities Committee (IFC), and the Shared Consultation Council (SCC) to support the need for a Proposition 39 Bond Measure.[8.3], [8.4]

The Scheduled Maintenance program continues to address the TCO items noted in the Facilities Master Plan. The fiscal year 15-16 is in progress and several items are near completion.[8.45] The College District submitted and received approval by the State for additional scheduled maintenance items for completion during fiscal year 16-17.[8.49] Several items were taken into consideration after the

maintenance review report from Umstot Associates was received in 2015 to make improvements to Facilities Operations and Planning Department operating methodology. These items included the addition of a CMMS system for preventive maintenance; an aging report of all buildings and equipment indicated the need to inspect, repair and replace, and an assignable square footage analysis to improve staff distribution.[8.47]

Sustainable, Safe, Secure, and Healthful Learning and Working Environment
The College District continues to implement repair and maintenance requirements to ensure a sustainable, safe, secure, and healthful learning and working environment. There are many components to the College District operational systems, buildings, grounds and infrastructure. In-house staff may not have the proper certification or insurance requirements to maintain these complex systems. Thus, many of the service requests to maintain an optimum environment at the campuses require an outside licensed contractor for completion. Contracts have been in place for these specialty areas.[8.28] Although a CMMS software program has recently been selected for purchase and implementation for the College District to track such maintenance needs, preventive maintenance has been ongoing on all campuses and performed by in-house maintenance staff.[8.42], [8.43], [8.44] The current work order tracking system, HEAT, continues to allow campus staff to send maintenance and repair requests to the Facilities, Operations and Planning (FOP) department. All requests are documented and recorded for each FOP department and noted as an "Open" or "Closed" case on the log program for follow-up on customer's needs.[8.51]

In 2011, a Custodial Satisfaction Survey was issued[8.46] and data was gathered. From this feedback, custodial services and staffing was revised to focus on areas of concern. The data from this survey indicated areas of dissatisfaction in the cleanliness of the restrooms and office areas. It was determined that there was a significant need for more leadership and supervision. Currently, there are now 3 permanent Lead Custodians and a permanent Custodial Supervisor. This did not increase the number of overall custodians but rather provided in-house custodians a lead role in the oversight and preferred outcome of the cleaning services in these areas. The schedule has returned to a graveyard shift to eliminate disruptions to day or evening classes. Custodial areas of responsibilities have been reconfigured and custodians are working in teams instead of individually. A route has been established to complete the HEC custodial services with a team approach. The route crew is a four-person custodial team which includes a Lead Custodian. They work as a team to thoroughly and quickly clean the San Ysidro HEC, a 12,000 SF facility, then mobilize to clean the Otay Mesa HEC, a 57,000 SF facility for the rest of the scheduled evening hours. This collaborative effort is a more efficient methodology and improved use of personnel distribution at these sites while providing a higher level of cleanliness to the restrooms, offices and classrooms. Quarterly carpet cleaning and hard floor stripping and waxing is completed more thoroughly and safely with a team and in a shorter duration.

As a result of the Pack & Associate Report[8.23] issued in 2015, several projects, (HVAC repairs and controls upgrade, roof access safety rail installation, electrical distribution upgrade, roofing repairs and replacements, removal of old trees, replace surfaces at tennis courts, track and

walkways were developed and in progress with Redevelopment Funds.[8.52] Several in house staff are assisting with coordination and oversight of scope development, drawings, advertisements, bid walks and project closeout. A tracking list is updated at a weekly Project Coordination meeting.[8.48]

Human Resources TCO
The College District is currently utilizing a model for TCO of human resources that is comprised of multiple considerations. The majority of additional human resources are the direct result of new and expanded facilities and allocation requests for new personnel are captured in annual snapshots and comprehensive program reviews. The College District has developed plans that ensure that our institution meets the required faculty obligation number (FON) and continues to meet this requirement annually.[8.26] The College District reviews personnel requests made through the program review process and incorporates faculty hiring requests through a Governing Board approved Faculty Hiring Prioritization (FHP) process.

Since the last recession, the College District has worked diligently to restore staffing in critical areas to ensure it is providing a safe, sustainable healthful and secure learning and working environment. Positions that have been restored or added include public safety, maintenance, and custodial positions. Although the college has added back some positions, it has been mindful of the overall college budget scenario. As an example of this institutional dialogue, the Shared Consultation Council (SCC) discussed the fact that Public Safety Officers were listed as an unresolved need which required immediate attention in context with fiscal prudence. A number of police positions have been added since the last report including a police sergeant, police officers, and a number of campus safety officers (CSO). Another example would include the college's supplemental early retirement program (SERP).

> *Sustainable, Safe, Secure, and Healthful Learning and Working Environment*
> The College District has approved personnel hiring that will ensure we meet the required faculty obligation, and meet the service needs of students and the community.[8.10], [8.11], [8.12] Since the site visit, the College District has hired a police sergeant, an additional police officer and 5 campus safety ffficers.[8.20] The College District has been able to provide appropriate safety coverage for the College District community. The institution still maintains a contract with security services to provide coverage during non-peak hours and to be able to augment staff as needed and for special events. This is an appropriate use of contract services and allows the College District flexibility to cover special events and needs. All campus police officers carry police radios, which give them the ability to communicate and access other law enforcement agencies should an emergency situation arise where backup is deemed necessary or highly recommended.
>
> The College District has continued to focus on the sustainability of our Human Resources. Although a number of positions have been prioritized and moved forward for recruitment and hiring, a number of positions were frozen or unfunded for fiscal year 2016–17 in order to reduce overall College District personnel costs and to help balance the budget resulting in improved fiscal stability for the college.[8.13]

An example of planning for HR and fiscal sustainability includes the District's Supplemental Early Retirement Plan (SERP). The SERP allowed the district to lower costs, and to strategically add back positions in areas of need while allowing other positions to remain vacant.[8.19]

The college has also begun to improve enrollment strategy processes as reported in the response to Recommendation 14. Enrollment management and classroom efficiency have a great impact on the sustainability of the college and its ability to provide a sustainable, healthful and secure learning and working environment.

Fiscal TCO

Although TCO does not apply directly to fiscal resources, college decisions including personnel and facilities have a tremendous impact on the fiscal viability and health of an organization. The College District has demonstrated that fiscal planning for the direct and indirect impacts of decisions are taken into consideration. The 2018-22 Five-Year Capital Construction Plan highlights this purposeful planning. College District facilities are included and assessed in order to redistribute space allocation. Classroom and lab classroom sizes were redistributed during construction based on student needs as well as those of the community.

The College District continues to implement and fund maintenance projects as well as correct safety issues as soon as identified. For example, the College District has allocated approximately $2.4 million toward scheduled maintenance and campus upgrade projects, and $600,000 towards replacement of instructional equipment.[8.14] The College District placed a bond measure (Bond Z) on the November 2016 ballot which allows the College District to fund additional infrastructure and facility improvement projects.[8.15] The list of possible bond funded projects was presented to the Governing Board for review on July 12, 2016[8.16] and was approved by the Governing Board on August 9, 2016.[8.17] As per the Tentative Budget timelines, additional projects were completed including infrastructure projects, central plant replacement, chilled water distribution, LED lighting upgrades, lattice work repair/replacement, flooring upgrades, and building 600 HVAC equipment replacement.[8.18] Projects that are yet to be funded are also included in the Adopted Budget Book for 2016-17 on page 44.

> #### *Sustainable, Safe, Secure, and Healthful Learning and Working Environment*
> As established in integrated planning procedures, the SCC completed its review and prioritization of program review resource allocation requests at its May 18, 2016 meeting.[8.21] Subsequently, the Planning and Budget Committee met on May 20, 2016 to review the SCC-approved list of prioritized requests with the goal of identifying funding sources to meet as many needs as fiscally possible.[8.22] Once the Adopted Budget was finalized, activity funding proceeded with award letters sent to requestors in an effort to clarify funding sources and prioritize needs before budget. As clearly demonstrated, institutional planning for the total cost of ownership is an ongoing process which incorporates widespread input and dialogue.
>
> The College District has begun to fund and implement the many repairs identified utilizing Proposition R funds, State Scheduled Maintenance funds and Redevelopment funds.[8.5, 8.6, 8.7] The College District dedicated over $4 million towards identified building needs for fiscal year 2015–16. Additional evidence that the institution has prepared for TCO in facilities can be found

in the business plan, which was created for the Health and Wellness Center currently under construction. An analysis of the TCO for the Health and Wellness Center was completed and provided to the Governing Board on August 13, 2014. [8.8], [8.9]

The College District continues to implement sustainability initiatives that reduce costs associated with TCO. Examples of sustainability initiatives that have been implemented include completion of a comprehensive photovoltaic system, which has substantially reduced energy costs. Another example is the installation of the CalSense computerized irrigation control system, which has reduced the College District's overall water consumption. A third example is the replacement and upgrade of the College District's central plant, which has greatly improved the efficiency of the plant and improved the educational environment by provided a more stable and efficient heating and cooling system for the campus buildings. Finally, the Wellness Center was designed to be self-supporting and actually produce revenue to support the ongoing facilities maintenance and upgrade needs of the campus to provide the South Bay community with excellent facilities as shown in the MediFit Community Services Memorandum of Understanding (MOU) shared with the Governing Board on July 12, 2016.[8.53]

A four-year plan for energy efficiency, conservation and rebate distribution from SDG&E was implemented in 2013 through Proposition 39. The plan is in its fourth year and many portions of this project were implemented and completed while a new plan was developed for 2017.[8.50]

Thus, Recommendation Eight is resolved.

Sustainability

As outlined in each component of the recommendation response, the College has demonstrated that it continues to plan and improve its model for total cost of ownership (TCO) of physical, fiscal, and human resources, in order to provide a sustainable, safe, secure, and healthful learning and working environment. College wide planning and implementation of TCO practices have resulted in significant improvements to enhance the working and learning environment.

> **RECOMMENDATION NINE**: *The Team recommends that the collection, storage, and transportation of monetary resources be reviewed and shortcomings identified and ameliorated. (III.B.1.b)*

Resolution of Recommendation Nine

Southwestern College has completed a thorough review of the manner and method that monetary resources are collected, stored, and transported.

Action Demonstrating Resolution

Collection and Transportation
Southwestern College exercises sound practices in the collection of monies from all sources. The College District commissioned a Threat and Physical Security Assessment study through the College District's liability insurance carrier, Keenan & Associates. The report included a review of all collection and transportation of monetary resources in the College District. The report did not find any serious risks or exposures associated with the collection, storage, and transportation of monetary resources. The resulting final Threat and Physical Security Assessment (TAPS) Phase I report[9.1] was received by the

District on September 23, 2015. That report had been shared with members of the Visiting Team during their visit; however, since the transmittal letter was erroneously dated by Keenan & Associates as June 16, 2015, the Visiting Team reached the understandable conclusion that the College District had not acted on the report. As documented by the November 24, 2015 letter from Keenan,[9.2] the College District did not actually receive the final report until September 23, 2015. The Visiting Team also identified areas of concern regarding staff transporting monetary resources. To address these areas, the College District reviewed internal cash handling procedures identified by the Visiting Team and included in the TAPS report.

Shortcomings Identified and Ameliorated

The College District identified best practices from other Districts and incorporated these for all cash handling. Cash handling procedures have been tightened to increase safety. Safes and cash bags have been purchased and procedures have been established regarding daily collections and transportation. Operational procedures and SCCD Police Department cash handling procedures were crafted and implemented, with cash now being transported by College District police officers or armored car.[9.3] *A confidential SWC Police Procedure is available on request.*

Storage

Southwestern College stores monies from all sources in safe and secure methods to assure complete accountability and transparency. For example, when reviewing the monetary storage practices at the college, minor areas of improvement including securing locations and equipment which store cash were identified.

Shortcomings Identified and Ameliorated

To resolve these minor risks, the College District has installed security cameras at each cash storage location, has securely bolted down all safes, and has secured access into the Cashiering Office. The exterior door to the Cashier's Office has been changed to a combination lock as well as identifying the door as "emergency exit only" to mitigate any risk.[9.5, 9.6, 9.8] In addition, the Cashiering Office was remodeled with glass barrier bank windows in front of all cash counters for protection and security of both personnel and fiscal resources.[9.7]

Thus, Recommendation Nine is resolved.

Sustainability

The College District is distinguished as being only one of five districts of the 70 districts in the California Community College system served by Keenan & Associates to contract for a TAPS audit[9.2] and is further distinguished by the fact that no high risk exposures were identified in this key report. Actions designed to implement the recommendations towards resolution of minor risks in the study were completed.

As outlined and evidenced in the TAPS resolution narrative above, cash handling issues have been corrected, and continue to be monitored and reviewed on a regular basis. A small key workgroup consisting of the Vice President for Business and Financial Affairs, Director of Finance; Director of Procurement, Central Services & Risk Management, Cashier Supervisor, and Chief of Police now meet in

a cyclical and ongoing manner to review and update cash handling and transportation issues as they arise.

RECOMMENDATION TEN: *In order to meet the Standard, the institution should ensure that its mission and goals are integrated with its financial and institutional planning by ensuring realistic resource availability. (III.D.1; III.D.1.a; III.D.1.b)*

Resolution of Recommendation Ten

Southwestern College has improved the alignment of its financial and institutional planning with the college mission and institutional goals to assure reliable and predictable resource availability.

Action Demonstrating Resolution

Institutional and Financial Planning Integration

The College District's mission and strategic goals are the basis for all financial planning and are fully integrated into established integrated planning processes. The College District's mission and strategic goals are identified within and supported by institutional planning documents, including the Education Master Plan (EMP), Facilities Master Plan (FMP), Institutional Technology Plan, Student Success and Support Program Plan (SSSP), Student Equity Plan (SEP), Basic Skills Plan, and Strategic Plan,[10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.43] which are all current and available for reference on the College District SharePoint site and on the College District's website.

The correlation of these plans to institutional efforts, and identified needs was shared with the College District in a Strategic Planning Workshop on April 8, 2015[10.7] and is part of the tentative and adopted budget presentations annually. The implementation and funding of the resource allocation request process identified in the SCC's Shared Planning and Decision Making (SPDM) Handbook[10.8] provides concrete evidence that staff, faculty and administration utilize our mission statement and strategic goals to guide the resource allocation process.[10.9, 10.10] Based on the evidence outlined and provided in this narrative, the College District has demonstrated that it has integrated its mission and strategic goals with its financial and institutional planning.

In order to "ensure that its mission and goals are integrated with its financial and institutional planning to guarantee realistic resource availability," the Shared Consultation Council (SCC) decided to merge two of its institutional committees into one, specifically, Strategic Planning Committee with the Budget Committee, into SCC's Planning and Budget Committee, has helped to address the needs identified by the Visiting Team as well as solidify the integrated planning process even further, providing more linkages between planning and budget, and ensuring that a shared governance structure is always provided to ensure that institutional planning efforts and identified needs to enhance student success drive internal budgetary decisions.[10.11, 10.12] In fact, our College District's integrated planning process has been recognized by the San Diego State University's Community College Leadership Doctoral Program, and has been presented as a model regionally even while it has continued to improve year after year.[10.11, 10.13]

Program Review

Evidence of integrated planning documents can be located on the College District's SharePoint website,

specifically the Institutional Program Review Committee page, which has a sub-library categorized by academic year, division, discipline/unit designators, and contains annual snapshots[10.42] as well as comprehensive program review reports. Comprehensive Program Reviews include the Snapshot as the last section; thus, every department has a snapshot. The continued use and completion of Snapshot documents demonstrate how the integrated planning process works at Southwestern College. It includes detailed discipline/unit goal-setting and identifies outcomes or data evidence so that decisions linking resource allocation requests to the College District's Strategic Plan are based on solid facts and needs. The attached screenshot of the ODES Biology Program Review Snapshot is a perfect example of integrated planning as demonstrated in our Program Review process.[10.14]

Through the Program Review process outlined in the Shared Planning and Decision Making Handbook,[10.8] all departments and their corresponding academic disciplines have had the ability to identify activities for continued improvement in the upcoming year and have requested resources as needed to support the activities they have linked to specific strategic planning goals, such as Teaching and Learning, Student Success, Student Access, or Technology and Research to name but a few. When a program review document is submitted, the budget manager has the ability to request additional funds, or to reallocate funds within their areas to meet these identified needs. Program Review documents are then completed and prioritized for each School and sent to their Division Vice President as well as the institutional planning committees or other committees involved in prioritization in keeping with the College District's 10 + 1 agreement with the Academic Senate, which in turn, reviews them to see how specific allocation resource requests can be addressed ensuring there is no inadvertent overlap or oversight in funding. Once completed by the Vice President, the Vice President's lists are sent to the SCC and shared with the Institutional Planning Committees. Every spring, these key institutional planning SCC standing committees turn their attention to our established and approved prioritization process for budget items that cannot be funded through the manager's annual budget development process. These unfunded items enter the prioritization process in order for the College District to have a clear list of funding requests that are based on program review data, outcomes when additional unallocated funds are identified or become available.[10.15, 10.16] The budget development process coordinated by the Office of Finance and used by budget managers to plan their operating expenses for the coming year relies heavily on program review snapshots. The prioritization process is intended to acknowledge and support innovation as well as program need by providing an additional way that resource allocations can be fulfilled. Every activity resource request is linked directly to specific strategic goal(s) and provides the rationale to support both the activity and the allocation of resources.[10.18]

Realistic Resource Availability

As evidenced in the narrative above, realistic resources have been set aside each year to address the resource requests established through program review, which are directly linked to achieving the institutional mission through strategic goals. This process was established in 2011 with the creation of a line item allocation in the amount of $100,000 from the Superintendent/President's budget.[10.26] This line item was to address program review top priorities, and although a relatively small amount, its establishment and improvement signifies a strong institutional commitment to the planning process and resulting prioritization despite the fact that the College District was in the depths of State-mandated budget cuts.

In 2014-15, block grant funding totaled $1 million, which allowed almost all items on the prioritization list to be funded and purchased. The College District is providing as evidence the spreadsheet used to assure that the prioritization list was followed.[10.13] The Southwestern College Adopted Budget for 2015-16 included $3 million in block grant funds specifically earmarked for program review priority activities.[10.30] This was a significant increase in funding, and clearly tied all requests to the planning and prioritization process. The College District utilized these funds to implement activity requests and any remaining funds from this allocation were carried forward into the 2016-17 fiscal year.

Prioritization of Resource Needs
The College District has improved and refined its integrated planning and budget allocation process; in addition, the implementation and improved communication of approved program review activity projects throughout the College District has been strengthened. Clear linkages to planning and resource allocation are present, the final funding determination and reporting processes to the college community of which activities were approved, funded, implemented, and the outcomes of the implementation have been institutionalized.[10.16, 10.17] Since this is an integral part of institutional efforts to close the planning, implementation, and evaluation loop, the College District has implemented additional refinements as part of our continual improvement process.

Fiscal resources at Southwestern College have been regularly allocated to support program review efforts designed to sustain and improve programs and services. The impacts of the Governor's projected 2016-17 budget were shared with PBC and SCC in February 2016[10.19, 10.20] so the College District has begun discussions on the impact and budget changes that would be required to ensure fiscal stability and realistic resource availability for fiscal year 2016-17 and beyond. Budget status and budget projections have been a regular discussion item within the PBC, SCC, and the Governing Board. Two college-wide budget forums were held in May 2016 which provided an opportunity for discussion and understanding of the current budget as well as projections for future years. These forums provide evidence that the College District is prepared to meet the upcoming fiscal challenges while continuing to move critical College District needs forward.[10.21, 10.22, 10.23] Funding for Program Review requests within the budget are included within the College District 2016-17 Tentative Budget including Instructional Materials Funds, Redevelopment Funds, Unrestricted General Funds, Restricted Funds, and Grant funding.[10.24] A line item for program review carry over funds is also identified with the 2016-17 Adopted Budget Book. These funds will be used for a campus-wide technology upgrade project.[10.29] With the inclusion of Program Review requests in the budget, the College District displays the ability to fund critical program review needs that allow the institution to meet strategic planning goals and fulfill its mission. The College District is committed to its Mission, Vision, Values, and Strategic Goals and allocates available resources towards these efforts to increase student success.

The College District sought assistance from the Institutional Effectiveness Partnership Initiative (IEPI) from the Chancellor's office to assist in the review of current institutional processes and for improvement recommendations for implementation.[10.25] The Vice President for Business and Financial Affairs as well as the Director of Finance worked with the IEPI team to identify issues and implement strategies for improvement. Information about the IEPI program has been communicated throughout the College District[10.31, 10.32, 10.33, 10.34] and the IEPI Status Report indicates the work that has been accomplished within the specific areas of focus for improvement.[10.35, 10.36] The SCC's Planning & Budget

Committee reviewed all of the suggested planning & budget suggestions and assisted in designing and implementing the IEPI recommendations. The institution has also worked to fine tune the documentation and communication of funded program review resource requests even prior to meeting with the IEPI team.[10.27,][10.28] A plan was created and has been implemented that integrates the program review resource request prioritization list with the approved funding streams and project status. The outcomes of this year's SCC prioritization process will be shared with the college community to ensure everyone is informed of the status and progress of program review resource allocation requests.[10.16,][10.27] To ensure better communication of these prioritization requests, the Vice President for Business and Financial Affairs sent award letters to recipients of funded prioritized items.[10.17] Activities are now, submitted through program review, prioritized though the departments, divisions, committees and finally by SCC. The final prioritization list is then sent to the Planning and Budget Committee for review and inclusion into the Tentative and Adopted Budgets. Once budget allocations have been recommended to the College President and approved for funding, the Tri-Chairs of the Planning and Budget Committee send out award letters and instructions on how to proceed with implementing their program review activity. The award letters include a request that they share the data collected and the results or progress of the funded activity with the Planning & Budget Committee, as part of our evaluation cycle. This outcome evaluation helps us close the planning loop and enables the broader college community to understand the needs of your area and the impact your project had on helping us achieve our strategic planning goals, our students, our college and/or our community.

Evaluation of Resource Allocations

The College District continues to improve its resource allocation evaluation and communication processes. After funding has been identified by the Planning and Budget Committee, award letters are sent out to the faculty, staff and deans who initiated the activities. This has greatly improved the communication process. In an effort to improve communication and increase transparency, the College District has posted the program review prioritization lists to our Institutional Program Review webpage. The lists now include the items that were funded during the year.[10.37,][10.38,][10.39,][10.40] The College District also developed the *"Did You Know…"* documents to help us communicate the allocation of resources to fund program review activities.[10.44] The "*Did You Know…"* document also provides a cross walk of the activities to our strategic planning goals, helping to highlight our continued efforts to meet our identified priorities. This document continues to grow and improve. Program review resource allocations going forward come with requirements to report to the Planning and Budget Committee and SCC on activity outcomes, so the College District can review and understand its return on investment, and the implementation of this practice has already begun.[10.41]

Thus, Recommendation Ten is resolved.

Sustainability

The College District has provided evidence that it provides realistic resource availability and has strengthened the budget processes by completing multi-year budget projects. The College District has further integrated and refined our planning and budget processes to ensure planning can drive budget allocation and decisions. Institutional needs are identified prior to budget development, and these needs help to inform college budget allocations. The institutional Program Review process has been strengthened and continues to be our foundation for institutional planning and resource allocation with all program review requests tied to and supporting the College District mission and strategic goals. As

with all institutional planning processes, these improvements have been institutionalized and continue to be refined year upon year.

> **RECOMMENDATION ELEVEN**: *In order to meet the Standard, the institution needs to ensure that internal and external controls have a high degree of credibility and accuracy and reflect that appropriate use of financial resources. As part of credibility, financial information must be provided in a timely manner to the institutional community. As part of assessment and improvement, the institution should respond to the evaluation and effectiveness of internal controls and financial resources. (III.D.4; ER 18, ACCJC 2013 Special Report)*

Resolution of Recommendation Eleven

The College District continues to ensure that internal and external controls have a high degree of credibility and accuracy and reflect that appropriate use of financial resources.

Action Demonstrating Resolution

Review of Internal and External Controls

The series of consistently "Unmodified" with "No findings or Questioned Costs" audits [11.1], [11.2], [11.3], [11.4], [11.20], [11.21] are evidence that the institution does, "…ensure that internal and external controls have a high degree of credibility and accuracy and reflect the appropriate use of financial resources" as cited by the Visiting Team's Recommendation Eleven. To that end, the College District has improved the communication of financial information throughout the institution by holding budget forums, and providing reports and presentations to College District shared governance committees, the Academic Senate, and decision-making councils as well as to the Governing Board. Presentations and reports include budget review, an overview of enrollment strategies, and facility needs. Based on the narrative and evidence provided for resolution of this recommendation, the College District demonstrates that it ensures that internal and external controls have a high degree of credibility and accuracy and, in addition, that the College District is transparent in the proper use of financial resources.

Credibility and Accuracy

To ensure that internal and external controls have a high degree of credibility and accuracy and reflect the appropriate use of financial resources, the College District contracted with the respected CPA firm of Christy White Associates to perform on-going internal audit functions.[11.18], [11.19] The College District has also created and funded an Internal Auditor position, which was advertised during fall 2016 and should be filled prior to the end of the spring 2017 semester.[11.5] The College District continues to implement, assess, and evaluate internal controls sufficient to mitigate risk and maintain the fiscal integrity and stability of the College District. As a component of this process, the PBC, SCC, and Governing Board have all participated and updated the 6000 series Board Policies and Administrative Procedures.[11.15], [11.16], [11.17] This policy and procedure update process allowed the college to review, strengthen and codify our internal control procedures. Other improvements that have been implemented include internal payroll employee audits, internal PERS and STRS reconciliation audits, internal Payroll and Human Resource

data access audits. The results of these audits and corrective actions have resulted in internal control improvements.[11.34], [11.35]

The Visiting Team Report stated that an example of internal control issues was the packaging of financial aid at the Higher Education Centers. With the exception of the Higher Education Center at San Ysidro, all financial aid is processed and packaged at the Chula Vista campus in the Financial Aid department by financial aid technicians and specialists. At San Ysidro, the staffing includes a specific position for a Financial Aid Technician only, whose responsibility includes the processing and packaging of financial aid. However, this individual's job description does not include the handling of any cashiering functions, thereby providing the appropriate internal control to mitigate potential fraud.[11.7] The oversight and supervision of the Financial Aid Technician is shared by the Dean of the Higher Education Center at San Ysidro and the Director of Financial Aid/Veteran Services. Finally, quality control measures are in place to ensure that all processing/packaging is in compliance with Financial Aid regulations. Thus, this recommendation has been fully addressed.

The College District was distinguished as being one of only five districts of the 70 districts in the California Community College system served by Keenan & Associates to contract for a TAPS audit [11.8] and was further distinguished by the fact that no high risk exposures were identified. Actions designed to implement the recommendations of the study were completed. For example, for physical safety, the College District installed cameras at each cash storage location, securely bolted down all safes, and secured access into Cashiering Office Lockset changing the door lock to a combination lock and identifying the door as "emergency exit only" to mitigate risk.[11.12], [11.11], [11.14] In addition, the Cashiering Office was remodeled with glass barriers like bank windows in front of all cash counters for the protection and security of both personnel as well as fiscal resources.[11.13]

The College District also compared internal cash handling procedures with the recommendations made by the Visiting Team and identified within the TAPS report, identified best practices for cash handling from other Districts, and incorporated these into our own. Operational procedures and SCCD Police Department cash handling procedures were crafted and implemented with cash now being transported by College District Police Officers or armored car[11.9], [11.36] SWC Police Procedures (confidential document available upon request).

Evidence shows that the College District has planned and provided appropriate transparency, oversight and fiduciary responsibility of long-term debt including bond refinance efforts to save tax payers millions of dollars, and the San Diego Tax Payers Association Transparency scorecard, which increased from 40% in 2015 to 100% confidence in the College District's financial affairs in 2016.[11.38], [11.39], [11.40] During our Bond refinancing effort, the college underwent a credit rating analysis by Moody's and Standard and Poor's. The College District received double A ratings, with a stable outlook, further evidencing the efforts to balance the budget and strengthen internal and external controls.

Delivery of Credible, Accurate, and Appropriate Use of Financial Information
The Vice President of Business and Financial Affairs has utilized collegial consultation processes to share state budget information, College District expenditure patterns, multi-year budget projections, and grant information with the Planning and Budget Committee (PBC),[11.22] the Shared Consultation Council

(SCC),[11.23, 11.24] and the Governing Board to assist in the understanding of the current College District budget position.[11.25] These plans were used in the planning of the 2016-17 Tentative Budget.[11.27] The Vice President of Business and Financial Affairs also conducted budget workshops for PBC and SCC, and an open Budget Forum for the college community in May of 2016.[11.28, 11.29] Multi-year budget projections, expenditure patterns, PERS/STRS budget impacts, Faculty Obligation Number (FON) requirement projections, and the early retirement plan savings analysis have been completed and shared with the college community and Governing Board.[11.26, 11.27] The revenue/expense projections included expenditure pattern changes which must be made to ensure continued fiscal stability from fiscal year 2015-16 through 2019-20.[11.30, 11.31] The annual integrated Planning and Budget calendar provide further evidence that planning processes and financial information are supplied to the college community in a timely manner.[11.23] The College District recently underwent a credit rating evaluation by Standard & Poor's and Moody's as part of a bond refinance process. The College District's credit quality was reviewed by Moody's Investors Service and Standard & Poor's.

Timeliness of information
Budget information is available to the college constituents in real-time. The college has an integrated ERP system with built in internal control functions. Managers are able to access their budget information, order equipment and supplies and review expenditure patterns. The college has also recently installed a budget reporting tool that provides simple, easy to use budget reports, as part of our Institutional Excellence Partnership Initiative plan. Regular budget reports and information is shared with the Planning and Budget Committee. Including quarterly expenditure reports, multi-year budget projections, monthly grant reports, enrollment management reports, FON obligations and projections, and state budget updates.

Thus, Recommendation Eleven is resolved.

Sustainability

District provides financial information in a timely manner to the college community. The Governing Board's meeting agendas and minutes posted on the College District's website provide evidence that every quarter, the College District's Governing Board, constituencies and the community as a whole are provided with transparent 311Q reports, budget change reports and cash position reports.[11.32] As has long been the practice, the College District always complies with Title 5 regulations concerning the Board approval of the Tentative Budget and the Adopted Budget. To support this assertion, Governing Board agendas provide evidence of appropriate board action on both tentative and adopted budgets to meet established timelines.[11.33]

As seen in the narrative above, the institution has provided evidence to the ACCJC and to its constituencies that internal and external controls have a high degree of credibility and accuracy and reflect appropriate use of financial resources. As evidence of this, annual financial audits, the ongoing evaluation and implementation of internal audit services from Christy White Associates, the implementation and completion of TAPS recommendations, and the updating and implementation of Board Policies and Administrative procedures within the business and finance areas are all examples of this continuing established process. This narrative provides evidence that the institution has responded to Recommendation Eleven regarding the evaluation and effectiveness of internal controls and financial resources.

Financial information is provided in a timely manner to the institutional community as highlighted within shared governance council and committee meeting minutes, Governing Board meeting minutes, and College District e-mails and open forums. Additional budget reports and business policies and procedures have been reviewed and incorporated into the PBC meetings to improve transparency and understanding of the budget development process and necessary timelines.

> **RECOMMENDATION TWELVE**: *To meet this Standard, as reported in the 2013 Special Report, the institution will review and make modifications to its memorandum of understanding between the institution and the foundation in conjunction with hiring appropriate staff to facilitate foundation activities. In addition, the institution shall ensure that the financial resources of auxiliary services, grants and fund raising efforts are used with integrity, shall maintain internal controls and will be evaluated for effectiveness. (2013 Special Report; III.D.2; III.D.2.d; III.D.2.e)*

Resolution of Recommendation Twelve

Southwestern College has reviewed, evaluated and made necessary modifications to the Memorandum of Understanding (MOU) between the College District and the Foundation to clarify the hiring of staff to support Foundation services and activities. Further, it monitors and assesses the effectiveness of internal controls that protect the financial resources of auxiliary services, grants and fund raising efforts.

Action Demonstrating Resolution

Memorandum of Understanding between Southwestern College and the Foundation
Southwestern College has hired an Executive Director for the SWC Foundation and created and implemented an MOU with proper internal controls to ensure that all financial resources for services, grants and fund raising events are used with integrity. In collaboration with the Vice President for Business and Financial Affairs, the SWC Foundation Executive Director worked with the Foundation Board to approve a revised MOU by researching agreements at other similar California community colleges and foundations. In addition, she conducted an analysis of the services currently provided by the College District and by the SWC Foundation. Consultation with college stakeholders occurred throughout the process.

The process to resolve this recommendation included the following steps: a draft MOU was created by the Executive Director of the SWC Foundation utilizing the then current MOU and examples from other California community colleges and their foundations.[12.1,] [12.2] The initial draft MOU was presented to the Foundation's President, Vice President and Former President for feedback. Revisions from that meeting were presented to the entire Foundation Board at the SWC Foundation Board Retreat on March 12, 2016 for input and feedback.[12.2,] [12.3] The Executive Director presented a revised MOU that included Foundation Board feedback at the March 22, 2016 Foundation Board meeting.[12.4] Subsequently, the Foundation Board provided additional final feedback on the draft MOU for presentation to College District stakeholders.[12.5] The Executive Director shared the revised MOU agreement with College District stakeholders, including, the SWC Superintendent/President, Vice President of Business and Financial Affairs, Director of Procurement, Central Services and Risk Management and Dean of the Office of Institutional Effectiveness and solicited feedback through emails and meetings.[12.6] College District stakeholder feedback and MOU revisions were presented for approval at the Foundation Board meeting

dated April 26, 2016.[12.7, 12.8] The SWC Foundation Board approved the MOU changes and suggested additional changes, specifically to section "*Employee Services Provided by the District.*"[12.9] These changes were presented to the Superintendent/President and to the Vice President of Business & Financial Affairs.[12.10] The changes were agreeable to both with minor language changes.[12.11, 12.12] The final MOU was approved at the SWC Foundation Board meeting on July 23, 2016 and was subsequently approved by the College District at the Governing Board meeting on August 9, 2016.[12.13, 12.14, 12.15]

Evaluation of Financial Resources for Auxiliary Services, Grants and Fund Raising Efforts

Southwestern College has conducted an evaluation of the financial resources practices with respect to auxiliary services, grants and fund raising efforts. The review found that appropriate internal controls, operational procedures, accounting practices and staffing resources are in place to properly oversee, protect and sustain the work and integrity of these treasured resources.

Integrity

To address issues of integrity in the allocation, use and accountability of funds, Southwestern College Foundation annually reports to the Governing Board regarding yearly activities, expenditures and fundraising results. Also, on an annual basis, the Foundation is audited by an independent accounting firm in which their evaluation has consistently upheld the excellent accounting principles used by the Foundation.

Internal Controls, Accounting Practices and Staffing

To assure consistent internal controls and checks on the financial operations of the auxiliary services, grants and fund raising efforts, the College District has entered into an updated MOU with the Foundation. Revisions to the MOU include details and specificity of services and benefits, which ensure clear accountability, provide a solid framework to guide policies and procedures and further ensure institutional sustainability of the SWC Foundation's work. As mentioned above, the Foundation also undergoes an annual independent audit which includes an internal control component. The 2015 annual audit did not identify any internal control issues. In respect to securing appropriate staffing resources in order to meet the fund raising capacity of the Foundation, it is important to note that the College District hired a fund development specialist who also provides consistent fiscal oversight of the Foundation revenues and expenditures.

Evaluation of Practices

There is documented evidence showing that audits in recent years have indicated adequate internal controls and there have been no audit findings concerning a deficiency of internal controls.[12.17] In addition, the College District has dedicated financial resources to update the SWC Foundation's constituent relationship database (CRM), which has improved reporting, fund management and the tracking of fundraising efforts [12.16] in an effort to continuously improve accountability and stewardship of donor funds.

Thus, Recommendation Twelve is resolved.

Sustainability

Revisions to the MOU between Southwestern College and its Foundation include details and specificity of services and benefits, ensure clear accountability, provides a solid framework to guide policies and procedures, and further ensures institutional sustainability of the SWC Foundation's work. The College District has hired a fulltime Executive Director, a Development Specialist and a Fund Specialist to manage the work of the Foundation and oversee that MOU agreement parameters are continually met. The Foundation is now fully staffed as a result of the College District's investment. The College District's Development and Foundation Department is accountable to the Office of the Superintendent/President and oversees the work of the SWC Foundation ensuring alignment with College District goals and priorities. The Foundation provides an annual report to the College District's Governing Board, which highlights annual fundraising goals and accomplishments.

RECOMMENDATION THIRTEEN: *In order to meet the Standards [and Eligibility Requirements], the team recommends that the College create a budget that meets the short- and long-term liabilities, contingency plans, unforeseen occurrences and future obligations of the College while meeting the appropriate reserves set by board policy. In addition, the College shall implement, assess, and evaluate internal controls sufficient to mitigate risk and maintain the fiscal integrity and stability of the College. (III.D.1.c, III.D.1.d, III.D.2, III.D.2.a, III.D.2.c, III.D.2.e, III.D.3.a, III.D.3.c, III.D.3.g, III.D.3.h, III.D.4, IV.B.1.c; Commission Policy on Institutional Compliance with Title IV.)*

Resolution of Recommendation Thirteen

Southwestern College builds, evaluates and establishes a budget which meets the short- and long-term liabilities, contingency plans, unforeseen occurrences and future obligations of the institution while meeting the appropriate reserves set by Governing Board policy.

Action Demonstrating Resolution

Budget Development
The Adopted Budgets for 2015-16 and 2016-17 meet all requirements, contain a 7% Board contingency reserve for unforeseen occurrences, with future obligations funded, and an estimated $13.4 million dollar ending balance at the close of 2015-16.[13.1]

Although a multi-year fiscal plan and an operationally balanced budget (defined by Southwestern College as a budget in which current year revenues equal or exceed current year expenses) are not required by either California Education Code or Title 5, the Governing Board actively participated in a workshop regarding the revenue and expense relationship in the current Adopted Budget as well as the development of a 5-Year Fiscal Projection, which recognizes the long-term obligations of the College District on a multi-year basis, in open session on November 16, 2015.[13.6] An updated 5-year budget projection was also shared with the college community during Planning and Budget Committee and Shared Consultation Council (SCC) meetings on 3/4/16 and 4/6/16.[13.15, 13.8] Budget analyses and forecasts are also incorporated into the 2016-17 Adopted Budget book.[13.9]

The Vice President for Business and Financial Affairs has continued to share state budget information, College District expenditure patterns, and multi-year budget projections with the Planning and Budget

Committee (PBC), the Shared Consultation Council (SCC), and the Governing Board to assist in the understanding of the current College District budget status; this information was also utilized in the planning of the 2016-17 fiscal budget.[13.15, 13.7, 13.8] The Vice President for Business and Financial Affairs and the Academic Senate President also provided a state budget primer to the Organizational Leadership Academy (OLA) in Professional Development in an effort to provide future college leaders an understanding of the process for developing State and SWC College District budgets.[13.18] The Vice President for Business and Financial Affairs conducted a budget forum for the College District community on May 19, 2016.[13.19] Multi-year budget projections, enrollment strategies data, expenditure patterns, PERS/STRS budget impacts, Faculty Obligation Number (FON) requirement projections, and the Early Retirement Plan savings analysis have been completed and shared with the campus community and the Governing Board.[13.21, 13.22]

Short-term and Long-term Liabilities

The College District continues to develop and implement annual operating budgets that meet the short- and long-term liabilities, contingency plans, unforeseen occurrences and future obligations of the College District while meeting the appropriate reserves set by board policy. The 2016-17 Adopted Budget reflects a fully-funded budget and a 7% Board reserve, funding OPEB expenses on the pay-as-you-go method.[13.10] The Adopted Budget highlights the efforts the College District has made to reduce its annual expenditures and realign budgets realistically with available funds to meet short term obligations. When the Visiting Team came, the College District reported a projected $6.66 million dollar unrestricted general fund ending balance for fiscal year 2015-16, with a projected $5.5 million structural deficit projected for fiscal year 2016-17. As the Adopted Budget shows, the College District ended fiscal year 2015-16 with over $11.6 million ending unrestricted general fund balance, an increase of $5 million over projections, with a balanced budget for 2016-17.[13.11, 13.12] Budget reduction strategies, such as an early retirement incentive, not replacing vacant positions, and discretionary budget allocation reductions, have helped to reduce overall ongoing expenditures.[13.13, 13.14] The Vice President for Business and Financial Affairs met with each budget manager to review their expenditure patterns and to develop budget reductions collegially based on the trend analysis to further lower budget allocations to departments, further reducing anticipated expenditures. [13.9]

Funding for Program Review resource allocation requests was increased from $100,000 to $3,000,000 for 2015-16 as indicated on page 23 of the 2015-16 Adopted Budget.[13.4] This same item was funded for approximately $900,000 in the 2016-17 Tentative Budget using a combination of Instructional Equipment/Library Materials funding, Redevelopment funds, and unrestricted general fund dollars providing funds for program improvement and sustainability.[13.5]

The College District has continued to plan for long term obligations. Evidence that planning is continuing to take place includes long term debt payment schedules identified within the 2015 Annual Financial Audit.[13.23] Preparations and college-wide dialogue about current and future facility needs, enrollment strategy discussions and efforts that led to an increase in class efficiencies and Institutional Effectiveness Partnership Initiative (IEPI) plans have been developed, shared with various college committees, councils and the Governing Board to

continue efforts into the future.[13.15, 13.25, 13.26, 13.27, 13.28, 13.29] The College District placed a new Proposition 39 facilities bond on the November 2016 ballot to help fund critical capital construction and infrastructure needs.[13.30, 13.31] Evidence showing that the College District has planned and provided appropriate transparency, oversight and fiduciary responsibility of long-term debt include bond refinance efforts to save tax payers millions of dollars , and the San Diego Tax Payers Association Transparency scorecard, which increased from 40% in 2015 to 100% confidence in the College District's financial affairs in 2016.[13.32, 13.33, 13.34] During the Bond refinancing effort, the College District underwent a credit rating analysis by Moody's and Standard and Poor's. The District received double A ratings, with a stable outlook, further evidencing the District's efforts to balance the budget and meet its liabilities.

Contingencies, Unforeseen Occurrences and Future Obligations
The 2016-17 Adopted Budget reflects a fully-funded budget with a 7% Board reserve. The reserve was increased from 5% to 7% to provide additional flexibility and provide a contingency fund to guard against unforeseen budget demands. The College District has set an IEPI goal of achieving a 10% reserve in the future. This 10% goal was achieved and exceeded in fiscal year 2015-16

The College District has planned to meet future obligations including Other Post Employee Benefits (OPEB) and retirement benefits. The District continues to use the pay-as you-go method to meet current annual OPEB expenses. Although Governmental Accounting Standards Board (GASB) bulletins do not require the full funding of the OPEB, the college continues to address this future obligation. As evidenced on the actuarial calculations on pages 40 and 41 of the College District's audited financial statements for 2015 the College District's liability is relatively low at $9.7 million, and the College District has currently funded 18.14% of the total Actuarial Accrued Liability (AAL).[13.2]

The College District has also implemented plans to fund increased retirement costs. The 2016-17 budget includes funds to cover the increased PERS and STRS allocations, and projects future increases through fiscal year 2020-21. The College continues to monitor these increases and make appropriate budget adjustments to ensure fiscal stability.

Internal Controls
SCCD has a system of controls to assure the minimization of risk, the maintenance of integrity of the reporting and the financial stability of the college.

Implementation
Evidence of resolution of the Visiting Team's internal control recommendation is found in the fact that the College District continues to implement, assess, and evaluate internal controls sufficient to mitigate risk and maintain the institution's fiscal integrity and stability. As a component of this process, the PBC, SCC, and Governing Board have reviewed and updated the 6000 series Board Policies and Administrative Procedures as per their respective constituency roles.[13.15, 13.8, 13.20] The policies and procedures establish internal control guidelines and requirements reflecting a prudent and operationally responsive systemic framework. The

College District has contracted with Christy White Associates to assist in providing the internal auditor functions as the College District goes through the recruitment process to fill the vacant Internal Auditor position. The College District has continued to receive clean audit reports with no deficiencies in internal controls and compliance noted.[13.38], [13.39], [13.40]

There was a misunderstanding regarding the processing and packaging of financial aid at the centers in the team report. With the exception of the Higher Education Center at San Ysidro, all financial aid is processed and packaged at the Chula Vista campus in the Financial Aid department by financial aid technicians and specialists. At San Ysidro, there is staffing for a Financial Aid Technician, whose responsibility includes the processing and packaging of financial aid.[13.42] However, this individual's job description does not include the handling of any cashiering functions, thereby providing the appropriate internal control to mitigate potential fraud.[13.43] The oversight and supervision of the Financial Aid Technician is shared by the Dean of the Higher Education Center at San Ysidro and the Director of Financial Aid/Veteran Services. Finally, quality control measures have been put in place to ensure all processing/packaging is in compliance with all financial aid regulations.

Assessment and Evaluation
Internal control processes are assessed on an ongoing basis. Christ White and Associated provides the internal audit function for the college until the Internal Auditor position can be filled. The College District was distinguished as being one of only five districts of the 70 districts in the California Community College system served by Keenan & Associates to contract for a TAPS audit,[13.50], [13.51] and is further distinguished by the fact that no high risk exposures were identified. Actions designed to implement the recommendations of the study have been completed. For instance, for physical safety, the College District installed cameras at each cash storage location, securely bolted down all safes, and secured access into Cashiering Office Lockset changing the door lock to a combination lock and identifying the door as "emergency exit only" to mitigate risks.[13.45], [13.46], [13.48] In addition, the Cashiering Office was remodeled with glass barriers as is done in bank windows in front of all cash counters for protection and security.[13.47]

The College District also reviewed internal cash handling procedures with the recommendations made from the Visiting Team and identified within the TAPS report and incorporated best practices for cash handling from other districts into our own. Operational procedures and SCCD Police Department cash handling procedures were crafted and implemented with cash now transported by College District Police Officers or armored car[13.43] and SWC Police Procedure (confidential document available on request).
Periodic evaluation of the internal control processes takes place to identify areas of improvement, implement changes to systems and anticipate new expectations for accountability. The College District recently conducted internal audits over the last 6 months including PERS & STRS and payroll monthly audits and reconciliations, and Human Resources and Payroll ERP system access and change authorization.[13.53], [13.54], [13.55] These audits resulted in system wide changes to improve reporting and reduce risk.

Another example of the internal control evaluative process would be student financial aid. The College District monitors and manages student loan default rates. Our 2011 three-year student loan default rate was 21.8% (243 loans, 53 in default) with only 8% of our students in the loan program. The 2012 three-year loan default rate released in September 2015 indicated a significant reduction of our default rate to 15.6% (293 loans, 46 in default) while our recently released 2013 three-year official cohort default rate is 17.5% (297 loans, 52 in default). Despite this small increase for 2013, our rate is still below the national public 2-year sector average of 18.5% and we are projected to see a reduction to 16.2% for 2014. Our rates have always been substantially below the three-year, 30% threshold as mandated by the Department of Education and we continue to maintain a small number of borrowers relative to our student population. The College District has a number of efforts in place through the Financial Aid Department to monitor and manage our default rates, which are reviewed each year to ensure they are effective and comprehensive. These initiatives in partnership with the California Community Colleges Chancellor's Office (CCCCO) to address the student loan default rate and our overall reduction in our official cohort default rate from 2011 to 2013 is evidence that these initiatives/efforts have been effective. Specifically, these efforts include the following:

- Participate in the Department of Education's Experimental Sites Initiative (ESI), which allows us to limit loan eligibility for students meeting certain thresholds, with the intention of reducing the number of students who default and/or incur excessive student loan debt. We have also applied for participation in a newly announced ESI that would allow us to require additional, mandatory entrance loan counseling to reduce student loan debt.
- Worked with Parker, Pierson and Associates, a firm endorsed by the CCCCO, for data analysis and projections for future years' Cohort Default Rates.
- Simplified loan information, documentation and student award letters.
- Expanded student loan resources available on the Financial Aid website.
- Participate in the Chancellor's Office "Cash Course" financial literacy program, a program designed to help students make more informed financial decisions, including smart choices when it comes to taking out student loans.
- Contract with ECMC to provide default prevention services. ECMC is a third-party servicer, a preferred vendor of the Chancellor's Office, with an excellent track record of resolving students' delinquent loans and lowering cohort default rates.

Minimizing Risk

The internal control processes have brought about improvements that minimize College District risk. As stated earlier, the College District implemented recommendations highlighted in the Threat Assessment and Physical Security (TAPS) report compiled by Keenan Associates Loss Control Services. Although the TAPS report did not identify any threat exposures or security issues that needed immediate or urgent attention, the College District has made significant efforts to resolve the medium to low threats listed within the report. In fact, the general consensus at the presentation was that while there were areas that needed a little tweaking of process and practice, the College District, in general, had no major security-related exposures.

Maintaining Integrity and Assuring Stability

The district assures the integrity and stability of the financial processes by creating an integrated

financial system with proper checks and balances. The district has contracted with Ellucian-Colleague to provide an integrated Enterprise Resource Planning system that includes internal control mechanisms. Requisitions and contracts require multiple approvers, and back up documentation must also be attached. A requisition cannot move forward unless funds are available within the budget and object code being used. All purchases and contracts are routed through the Purchasing and Contracts Department for review and are then ratified and/or approved by the Governing Board.

With leadership of our Vice President for Business and Financial Affairs, the College District has established a budget that meets the short- and long-term liabilities, contingency plans, unforeseen occurrences and future obligations of the institution while meeting the appropriate reserves set by Governing Board policy.

The College District continues to implement, assess, and evaluate internal controls sufficient to mitigate risk and maintain the fiscal integrity and stability of the College, and has strengthened these efforts as a result of the site visit.

Thus, Recommendation Thirteen is resolved.

Sustainability

The College District has continued to create a budget that meets the short- and long-term liabilities, contingency plans, unforeseen occurrences and future obligations of the institution while meeting the appropriate reserves set by Southwestern College's Governing Board policy as cited in the Adopted Budget of 2015-16 and 2016-17, the 5-year Capital Construction Plan, and through the adoption of a multi-year budget plan. Planning documents that were not finalized during the first visit have been finalized and implemented. The College District utilizes its shared governance system to meet and resolve any budget challenges, current or future.

The College District has implemented, assessed, and evaluated internal controls sufficient to mitigate risk and maintain the fiscal integrity and stability of the College. The annual financial audits, responses to the TAPS report, and the updating of all business-related Board Policies and Administrative Procedures provide evidence that the College District remains committed to focusing on continually improving internal controls and reducing risk.[13.51, 13.52, 13.38, 13.39, 13.40] The College District has also hired Christy White and Associates to provide the internal auditing function needed to meet fiscal independence requirements until such time that the vacant position is filled. The College District continues to conduct internal audits and implements changes required to strengthen controls and reduce risk.

> **RECOMMENDATION FOURTEEN**: *In order to meet the Standards, the team recommends that the Board and the CEO ensure the fiscal integrity of the College by establishing a balanced budget that includes a plan for effective enrollment management. (IV.B.1.c, IV.B.2.d)*

Resolution of Recommendation Fourteen

The Governing Board and the Chief Executive Officer assure the fiscal integrity of the College District through the establishment of a balanced budget that includes enrollment management and projections to anticipate revenues for meeting college obligations and anticipate unforeseen consequences.

As required by Policy/Procedure 6200, each year the Superintendent/President has presented a budget to the Governing Board that meets Title 5 and the California Community Colleges Budget and Accounting Manual requirements. The tentative budget was presented by the Superintendent/President and approved by the Governing Board prior to July 1, 2016 and a final adopted budget was submitted and approved by the Governing Board prior to September 15, 2016. Public hearings on the budget were also held before September 15 by the Governing Board as required.

Action Demonstrating Resolution

Fiscal Integrity
The College District's 2015-16 and 2016-17 Adopted Budgets are balanced and fully fund all of the requirements of the California Education Code, Title 5 regulations and ACCJC standards, as well as comply with the Governing Board policy requirement for a 7% reserve, which is two percentage points higher than the 5% reserve in 2014-15. The College District has made efforts to increase the ending balance to move forward funds into future years through expense reductions, and is committed to continue making reductions to align expenses with revenues. As the 311 report at the end of 2015-16 shows, the college budget was balanced with revenues of $102 million and expenses of $93 million before transfers and other outgo.[14.45] Even when excluding one-time funds, the 2015-16 budget was balanced at the end of the year.

At the 2016-17 adopted budget, the College District had reduced the $5.5 million projected deficit in fiscal year 2015-16 to a balanced budget with an $11.6 million dollar ending balance. The 2016-17 budget has reduced the structural deficit down to $2.85 million and is working on reducing the deficit further during the 2016-17 fiscal year.[14.1] The College District has identified areas to further reduce expenditures in 2016-17 and anticipates that with ending balances at the end of fiscal year 2016-17 that the budget will once again be fully balanced. The College District has the capability, planning tools, and reserves to be able to react to short term budget fluctuations, and has shown fiscal restraint.

Balanced Budget
Regarding the development of a "balanced budget that includes a plan for effective enrollment management," the College District's Adopted Budget for 2015-16 and 2016-17 and the schedule of classes were developed in tandem with full funding provided each fiscal year for the sections offered. The Planning and Budget Committee has been presented with an overview of the budget process used to fund the schedule of classes as well as enrollment updates.[14.19] The 2017-22 EnrMP,[14.21] which includes more focused goals that specifically address productivity, updates and replaces the previous 2011-16 Enrollment Management Plan (EnrMP)[14.20] The draft 2017-22 EnrMP was initially co-authored by the Presiding Chair 2015-16 and Vice President for Academic Affairs and thereafter extensively reviewed and revised collaboratively by School/Center/Unit Deans and Department Chairs.[14.22, 14.23] Consultation with the appropriate committees, including the Educational Planning and Enrollment Management Committee (EP/EMC) and the Enrollment Planning & Projections Taskforce (EPPT), as well as with the Academic Senate took place during the fall 2016 semester. [14.24, 14.25, 14.46, 14.88] Feedback was incorporated prior to submission for approval of the final draft by the Shared Consultation Council (SCC) and by the Governing Board.

Other Post Employment Benefits (OPEB) Compliance

As evidenced by page 18 of the Adopted Budget for 2015-16,[14.2] the College District adopted a balanced budget that provided funds for the 2015-16 academic class schedule, increased funding from $100,000 to $3 million for 2015-16 program review initiatives, funds were again allocated through the transfer of ending balance in 2015-16 towards program review initiatives,[14.3, 14.4, 14.5] as well as funding for known future obligations including OPEB (Other Post Employment Benefits) liability. According to GASB (Governmental Accounting Standards Board) bulletins, the full funding of OPEB is not required. We estimate the "pay-as-you-go" cost of providing retiree health benefits in the year beginning February 1, 2016 to be $930,103, and this amount was fully funded. The "pay-as-you-go" cost is the cost of benefits for current retirees. Southwestern Community College District has established a GASB 43 trust for future OPEB benefits. The actuarial value of plan assets at January 31, 2016 was $3,299,929. This leaves a residual unfunded actuarial accrued liability (UAAL) of $7,117,418.[14.6]

Multi-year Outlook Established

Multi-year budget projections were initially shared with the Governing Board at their September 2015 meeting. The former VPBFA presented an erroneous report that the College District's 2015-16 budget had a $5.5 million structural deficit. After a review of the budget by the subsequent acting VPBFA, it was concluded that specific savings had not been considered including the savings from multiple SERPs that were still in the open window period, energy savings from large solar installations, and unfilled but budgeted positions. In addition, significant one-time expenditures were erroneously included. As evidenced by the minutes posted from the November 16, 2015 Governing Board budget workshop,[14.7] the Governing Board was presented with an updated budget analysis that demonstrated a structurally balanced budget in 2015-16 as defined using the commonly accepted definition of a balanced budget.

Multi-year budget plan is in place and continues to be shared with the Governing Board, Shared Consultation Council, and Planning and Budget Committee, and has been incorporated into the Adopted Budget book for 2016-17. Targeted reductions are included in the projections and regular projection updates are provided to the college community and the Governing Board. SWC has taken a decidedly proactive approach to balance both short term and long term liabilities. For example, Southwestern College's 2016-17 Adopted Budget highlights the efforts the College District has made to reduce its expenditures and realign budgets realistically with available funds. When the Visiting Team came, the College District reported a projected $6.66 million dollar unrestricted general fund ending balance for the 2015-16 fiscal year end. As the 2016-17 Adopted Budget shows, the College District is projecting to end fiscal year 2015-16 with over $11.4 million ending unrestricted general fund balance, an increase of almost $4.8 million over projections,[14.1] which is after $5.9 million transfers out and other outgo. The transfers out included allocation of $2.9 million in program review funds.[14.4, 14.5] Had this not occurred at year's end, the balance would have been over $14.3 million. Budget reduction strategies, such as an early retirement incentive, not replacing vacant positions, and discretionary budget allocation reductions, have helped to reduce overall ongoing expenditures in the College District.[14.8, 14.9] The Vice President of Business and Financial Affairs met with each budget manager to review their expenditure patterns and to develop budget reductions

collegially based on the trend analysis to further lower budget allocations to departments and reducing anticipated expenditures.[14.10]

The Vice President for Business and Financial Affairs also conducted budget forums for the College District community in May, 2016, providing transparency and understanding of budget processes.[14.11], [14.12] Multi-year budget projections, enrollment strategies data, expenditure patterns, PERS/STRS budget impacts, Faculty Obligation Number (FON) requirement projections, and the Early Retirement plan savings analysis have been completed and shared with the campus community and Governing Board.[14.13], [14.14] The Vice President also provided a workshop on State Stability funding and its application. Stability was used as a tool that would allow SCCD to start the 2016-17 in a strong position, having pushed all of the summer 2016 forward into the 2016-17 fiscal year. The Adopted Budget book details the efforts and FTES goals for the 2016-17 fiscal year.[14.15] Working with the Vice President for Academic Affairs, budget has been allocated to fully fund the 2016-17 class schedule. As you will see, the amount allocated has been reduced from the 2015-16 actuals due to fewer sections offered.[14.4] This demonstrates the College District's efforts to increase its productivity.

Enrollment Management
2011-2016 Enrollment Management Plan/Findings
Southwestern College has taken multiple steps to address enrollment management issues providing faculty, staff and administrators alike a better understanding of what enrollment management is, how it affects our institution and what options there are to improving our institution's effectiveness.

First, an assessment of the College District's 2011–2016 EnrMP[14.20] and the College District's enrollment management goals that have come to fruition was conducted, which identified the following achievements in three major areas:

I.   *District-wide Accomplishments:*

- Center Status: Management of enrollments necessary to obtain and subsequently maintain Center Status for Higher Education Centers at National City, Otay Mesa and San Ysidro (HEC NC, HEC OM, and HEC SY) adding $2 Million in revenue to the College District budget.[14.27]

- Collaboration with High Schools: Meetings between local feeder high school administrators and faculty and Southwestern College administrators and faculty resulted in the sharing of student data to determine student preparedness for college entrance[14.33], [14.34] leading to the development of bridge programs to assist and enhance student's college readiness.[14.35], [14.36]

- Academic Calendar Changes: The College District investigated and implemented new ways to meet student needs including a compressed 16-week calendar, which now includes a winter intersession. Plans are to determine future student interest in such an intersession as well as to assess retention, persistence and success with a review of winter intersession data.[14.42], [14.43], [14.44] In addition, weekend college courses are scheduled to provide access to non-traditional students and those who must work during the day.[14.50]

- Scheduling Changes: The development of a two-year schedule of course offerings helps

students forecast their educational choices as well as promotes institutional planning for the College District.[14.49]

II.   Web Enhancements:

- Student Education Planning (SEP): Implementation of the SEP is also being used to make enrollment management projections.[14.28]

- Efficient Use of Technology: Includes such items as wider bandwidth, which improved students' ability to log on to WebAdvisor and the College District website, thus increasing student access and success.[14.31]

- Other Technology Upgrades: Significantly enhanced the ease of applying online for degrees/certificates from the website home page,[14.54], [14.55] and have improved the user-friendliness of WebAdvisor, making it easier for students to apply and register for classes.[14.56], [14.57]

- Marketing Efforts: Development of a Virtual Campus Tour and other video materials increased the College District's visibility of the web attracting prospective students.[14.39]

III.   College District and Faculty Collaboration:

- The College District's Program Discontinuance Policy and Procedure 4021 has resulted in a faculty-driven reduction in the number of programs with low student demand and/or low labor market demand.[14.29], [14.30]

- A review of GE, AA, and AS requirements conducted by the Curriculum Committee resulted in the elimination of local requirements for the associate degree by the Academic Senate.[14.38]

- The implementation of and ongoing College District support for a Faculty DE Coordinator who provides DE training for online instructors ensure equitable quality of instruction for online as for face-to-face courses.[14.51], [14.89]

- Establishing 'Standard' Classroom Design for both lecture and lab classes: This has allowed the College District to maximize facilities to meet student demand and make scheduling easier.[14.40], [14.41]

- Data Dashboard and Data Resources: These online resources[14.47], [14.48] provide accessible data for Academic Program Review for use in the evaluation of academic program effectiveness and measure program improvement in support of continuous institutional improvement.[14.32] Furthermore, CTE Reports to the Governing Board, which require research and data, have been updated so that they now include student learning outcomes, labor market demand, and plans for program improvement on a two-year cycle for all CTE programs and provide for an on-going review of program effectiveness.[14.52], [14.53]

- Student Learning Outcomes Assessment, Review of Data and Dialogue: Review of SLO assessment and analysis of data for all courses and programs has promoted a widespread

dialogue and better understanding about student learning needs and program improvement plans which help faculty make informed decisions about their course offerings and programs.[14.37]

In addition to these numerous accomplishments in the 2011-2016 EnrMP, the College District also identified several crucial shortcomings:

- There were over 300 programs at SWC, which is significantly higher than the average community college.

- Deans and faculty needed to be trained on what Enrollment Management entails and how to go about implementing it with our academic and CTE programs.

- Linkages between budget and enrollment management needed to be strengthened.

Enrollment Management Going Forward

To assist the College District in its budget and enrollment management efforts, a site visit from IEPI was requested,[14.58] which led to the development of an Institutional Innovation and Effectiveness Plan[14.59] to strengthen the linkage between fiscal/budget development and enrollment management. This has been accomplished through a multi-prong effort:

Professional Development Workshops and Meetings

The first prong of these efforts was to provide professional development for faculty and staff in which the relationship between enrollment, budget and enrollment management strategies were highlighted. Efforts toward this end have been ongoing through training and discussions conducted by faculty leaders, administrators, and guest speakers during Opening Day workshops, as well as in meetings of Enrollment Priorities and Projections Taskforce (EPPT), joint Deans and Council of Chairs meetings, bimonthly EP/EMC meetings, regular as well as special Academic Senate meetings, and the College Forum held on October 13, 2016.[14.60, 14.61, 14.62, 14.63, 14.64, 14.65, 14.66, 14.67, 14.85, 14.86, 14.87, 14.23, 14.26] For example, the draft 2017-2022 Enrollment Management Plan was shared at the Deans and Council of Chairs joint two-day Enrollment Management workshop in August 2016. With this training and dialogue, this group identified 10 major goals, which were later shared with EP/EMP and EPPT and with faculty at the Academic Senate's Enrollment Management Workshop on October 28, 2016.[14.46, 14.88] On-going training and communication regarding enrollment management strategies and budget implications with the College District community continue and are an ongoing dialogue in order to maintain and sustain widespread understanding and support of enrollment management strategies that improves the College District's fiscal health and institutional decision-making.

Integrated Enrollment Management Technology & Software

The second prong to the College District's effort is identifying, developing and acquiring integrated enrollment management technology/software and improving the functionality of existing software. This has been accomplished through the development of an improved FTES Report, which includes productivity measures, has the capability to be used to make projections, and is accessible via the web. This report is updated daily (a sample of this report

is included).[14.68] A room charts tool has been developed to facilitate scheduling of classes for better efficiency in our classrooms.[14.69] Yet another improvement in addressing enrollment management was incorporating waitlist information into the existing Section Efficiency Report, which allows for the addition of sections needed to further improve efficiency.[14.70] Additional technological accomplishments include programming new functionality into the College District's Ellucian system (Colleague) in which Earned FTES per Section at Census is stored as a data element. In addition, a single-source computation for FTES and related terms has been programmed into the Ellucian system (Colleague) which can be distributed to other College District reporting databases in order to achieve unified reporting.

Review and Revision of Drop for Non-Payment Procedures
The third prong was the review of the impact of Drop for Non-Payment practices on enrollment management, which led to the development and implementation of a plan to significantly reduce this impact on the College District. Past practice was to allow only a few days for a student to pay for classes; however, if a student had not paid for one class, the student was automatically dropped from all classes, resulting in the loss of FTES. A review took place during summer 2016 and fall 2016 with the VPAA, VPSA, VPBFA, Dean of Student Services, Dean of Instructional Support Services and other staff members resulting in the modification of the past practice into our current practice, which was in place as a pilot for registration for spring 2017.[14.79], [14.80], [14.81], [14.82]

Ongoing Review of Academic and CTE Programs
A final and fourth prong of the enrollment management plan is the on-going review and, as needed, revision of the College District's academic and CTE programs to ensure they are meeting student and labor market needs. This ongoing effort takes place in comprehensive academic program review reports, which require data and analysis of retention, persistence and FTES numbers.

Targeted Goals of the Enrollment Management Plan for Immediate Action
Ten major goals in the 2017-22 EnrMP were identified collaboratively by the Deans and Department Chairs, with four of the ten targeted for immediate action.[14.21], [14.23] These targeted goals include discussing criteria for increasing class max limits with the Academic Senate and then negotiating with the faculty bargaining unit for compensation for large class enrollment over the established class maximum. To support the development of the 2017-2022 Enrollment Management Plan, the Academic Senate held an Enrollment Management Forum on October 28, 2016 for faculty to discuss, review and provide input into the Enrollment Management Plan goals.[14.46], [14.88] Another targeted goal was developing criteria for allocation of FTES and enrollment targets to increase productivity and revising the aforementioned drop for non-payment process. The EPPT and EP/EMC Committees were provided this information and have been asked for their input as well. [14.24], [14.25]

Part-Time Overload (PTOL) Estimator Development and PTOL Targets Set
To address the productivity of the 2016-17 schedule as compared to 2015-16, allocation targets established for the 2016-17 schedule development included FTES scheduled, LHE scheduled, PTOL funding;[14.72], [14.73] in addition, enrollment targets were established for evaluating 2016-17

schedule development including FTES earned, % of seats filled, and productivity.[14.74] To emphasize the linkage between enrollment management and budget, a PTOL estimator was developed and PTOL targets were set for each School/Center/Unit.[14.75]

Updated Enrollment Management Plan 2017-2022
The 2017-2022 Enrollment Management Plan is an update to the 2011-2016 Enrollment Management Plan and "reflects Southwestern College's commitment to the integration of the fiscal integrity of our institution and the offering of class schedules that are responsive to student and community needs."[14.21] This plan codifies new actions that improve the scheduling development process, such as establishment of specific allocations for LHE scheduled, PTOL funding,[14.72, 14.73] as well as enrollment targets for evaluating the outcome of the scheduling process, such as FTES earned, % of seats filled, and productivity.[14.74]

The following planning assumptions for enrollment management are included in the 2017-2022 Enrollment Management Plan:
- Scheduling is based on student demand, facility optimization, and budget considerations
- Schedule and planning are data-driven and depend on current, reliable, accessible data
- Students should be able to complete a degree or program within a reasonable period of time

In alignment with these planning assumptions and in order to increase the productivity of the 2016-17 class schedule as compared to 2015-16, EPPT approved the elimination of 75 sections prior to distribution of the proto for fall 2016 schedule production.[14.76] Sections with a low fill percentage and low productivity were targeted for elimination until reaching the goal of 75.[14.77] This exercise was conducted collaboratively with the Deans at Dean's Council, who deliberated on the merits of each individual section prior to eliminating it. This exercise helped infuse the relationship between budget and enrollment management. Using the same methodology, 25 additional sections were eliminated from the spring 2017 schedule of classes.[14.78] The rationale for eliminating each section was presented to EPPT and those in attendance were in agreement with the choices made.[14.83] Preliminary enrollment data for fall 2016, obtained on September 6, 2016, has indicated that productivity has increased from 13.86 in fall 2015 to 14.56 in fall 2016.[14.84] Once all enrollment data was input, the final productivity was somewhat lower at 14.22, but still an improvement over fall 2015.

Thus, Recommendation Fourteen is resolved.

Sustainability

The College District's Enrollment Management Plan for 2017-22[14.21] includes specific measurable tasks and goals that are reviewed annually, thus ensuring the sustainability of sound enrollment management practices and a strong linkage between fiscal/budget, enrollment management and the College District's integrated planning process. In addition, each Dean overseeing a School/Center/or Unit specific has been given enrollment and budget targets to meet. Finally, specific enrollment management tools have been developed that are integrated with the District's ERP system to enable administrators to track their progress toward meeting their enrollment targets. These tools may also be utilized to make enrollment management projections for enrollment management planning purposes.

Budget is allocated to meet the needs of our Mission and Strategic Goals as well as the finding requirements of the class schedule and College District operations. An effective plan is in place, including anticipated cost increases, such as PERS and STRS contribution raises, and targeted reductions.[14.16] The College District provides budget updates and fiscal/enrollment projections regularly and cyclically to the to the campus community and to the Governing Board to ensure that the budget process is transparent and built on sound enrollment management practices.[14.17, 14.18] All of the efforts outlined in Recommendation Fourteen ensure a strong linkage between fiscal/budget and College District enrollment management processes, strengthening our efficiency and integrated institutional planning.

> **RECOMMENDATION FIFTEEN**: *In order to meet the Standards, the team recommends that the Board develop and adopt all Board policies required by law, and that it fully implement the plan to review and update all Board policies on a regular cycle. The team further recommends that the Board avoid assigning itself authority over College operations. (IV.B.1.d, IV.B.2.c)*

Resolution of Recommendation Fifteen

Southwestern Community College District's (SCCD) Governing Board has developed and adopted board policies and procedures required by law; established systems, processes and procedures in a regular cycle of review to assure policies and procedures are current and relevant; and reaffirmed its role as a policy-making body charged with College District oversight and institutional direction.

Action Demonstrating Resolution

Development, Adoption, and Review Cycle of Legally Required Policies & Procedures
The College District has engaged in the development, revision and/or reaffirmation of legally required policies and procedures through the established collegial consultation process. Since the Accreditation Team's visit in October of 2015, the Human Resources Department has conducted an audit of policies and procedures as outlined in the Community College League of California Board Policy & Administrative Procedure Implementation Handbook. As part of the audit, they identified legally required policies and procedures that were in need of development, revision, or reaffirmation. Consequently, the appropriate individual was identified to serve as the lead for the relevant CCLC Policy and Procedure chapter (e.g., Academic Affairs, Student Affairs, Human Resources, etc.) to update and develop the necessary policies. The adoption of policies and procedures followed established collegial consultation processes as outlined in the Shared Consultation Council Operating Guidelines, including adoption by the Governing Board. Since the visit, all legally required Governing Board policies and procedures have been developed, updated or reaffirmed.

As it relates to the regular cycle of review for policies and procedures, the College District's process for adoption and approval of policies and procedures is set forth in two documents consistently: (1) The Shared Consultation Council (SCC) Guiding Principles & Operating Procedures;[15.8] and (2) College District Administrative Procedure 2410: *Adoption of Policies & Procedures*.[15.1] Additionally, a Policy & Procedure Status Index is posted on the College District's SharePoint Portal and is maintained by the Human Resources Technician.[15.2] This Index outlines timelines for review, update, and/or reaffirmation based on a six-year cycle of review, as well as status in the approval process (e.g., first/second reads, GB approval for policies). However, it is recognized that these policies and procedures may require earlier

revision to comply with statutory and/or regulatory changes. The Index is updated at least once monthly to reflect the current status of policies and procedures as they move through the Shared Consultation Council for review through Board approval.

Regular Cycle of Review
The College District has developed and adopted a six-year policy and procedure review cycle through a formal administrative procedure[15.1] revised and adopted in November 2015. As evidence of this ongoing resolution, policies and procedures have been developed, revised, and/or reaffirmed. The six-year review cycle for all existing College District policies and procedures has been developed and adopted by SCC and has been implemented.[15.2] The Shared Planning and Decision Making (SPDM) Handbook describes the policy and procedure review cycle.[15.10] The SWC Policy and Procedure Status Index provides the tracking mechanism for renewal of policies and procedures. Ensuring currency of all policies and procedures, the Human Resources Technician receives bi-annual updates from the Community College League of California (CCLC) regarding legally required revisions to policies and procedures. Consequently, the Human Resources Technician disseminates this information to the appropriate Vice President for the policies and procedures requiring revision.

Reaffirmation of Governing Board's Policy-Making Role
As a policy-making body, the Governing Board and Interim Superintendent/President reviewed and discussed accreditation standards related to Recommendation 15 at their annual Board Retreat on August 13, 2016.[15.3] Specifically at the retreat, the Board engaged in a facilitated discussion by the Community College League of California (CCLC), focused on the Board & CEO Roles and Protocols[15.4] and the Governing Board Accreditation Resolution on Governance.[15.5] Following the review, the Governing Board reaffirmed its role as a policy-making body. Each Trustee signed the resolution reaffirming its role and therefore distinguishing that their role does not include assigning itself authority over College District Operations. Further, at the August 13, 2016 Board meeting, the Governing Board reviewed and approved Board Policy 2200: *Board Duties and Responsibilities*,[15.6] which further clarifies their role, in conjunction with Board Policy 2430: *Delegation of Authority to the Superintendent/President*,[15.7] reviewed and approved on January 12, 2016. In January 2017, the Governing Board members attended the Community College League of California 2017 Effective Trusteeship Workshop.

The Governing Board actions were documented in a) review and reaffirmation of their role at their annual Governing Board retreat, b) review and approval of Board Policies 2430 and 2200, in January and August respectively, and 3) establishment and approval of the Board of Trustees 2016-17 Priorities,[15.9] which makes this recommendation a stated priority. In an effort to implement the Board of Trustees Priority #1, the Governing Board has scheduled an evaluation/goal setting meeting with the new Superintendent/President to begin building a strong working relationship as noted in Priority #1.

A comprehensive plan to fully address and resolve Recommendation 15 has been established. A few remaining legally required policies/procedures are in the shared governance process with the completion date in spring 2017.

Thus, Recommendation Fifteen is resolved.

Sustainability

It is important to note that the efforts of the Governing Board and Superintendent/President have established systems and processes to assure the sustainability of the consistent, regular and systematic review of College District policies. To this end, the efforts have established consistent, formal review systems to ensure that policies, processes and procedures are sustained.

As it relates to the regular cycle of review for policies and procedures, the Superintendent/President, Vice Presidents, and Academic Senate President are responsible to ensure policies and procedures in Chapters 1, 3, 4, 5, 6 & 7 are reviewed, revised and/or reaffirmed in collaboration with and with input from the Academic Senate whenever necessary, in accordance with the six-year cycle outlined in the Policy and Procedure Status Index. The Governing Board Policy Committee is responsible to ensure policies and procedures in Chapter 2 are reviewed, revised and/or reaffirmed in accordance with the six-year cycle. The Human Resources Technician provides consistent oversight and periodic updates to the SCC Co-Chairs to ensure the policy review cycle is upheld.

The Governing Board is committed to sustainability and evidence of that commitment is provided in a) review and reaffirmation of their role at their annual Governing Board retreat, b) regular review and reaffirmation in Board Policies 2430 and 2200, and 3) stated commitment as a priority outlined in the Board of Trustees 2016-17 Priorities.[15.9]

> **COMMISSION RECOMMENDATION ONE**: *In order to meet Standards, the Commission recommends that the college demonstrate widespread and consistent participation within the academic programs, which includes the Higher Education Centers, in course and program student learning outcomes assessment that results in program and institutional improvement. (II.A.1.c, II.A.2.e, and II.A.2.f)*

Resolution of Commission Recommendation One

Southwestern College engages in broad and robust participation in student learning outcomes assessment and dialogue at the course and program level with the goal of improved teaching and learning and institutional improvement.

Action Demonstrating Resolution

The Shared Consultation Council (SCC), Office of Institutional Effectiveness (OIE), the Institutional Program Review Committee (IPRC), and the Academic Senate have several components in place to address ACCJC Recommendation One. The components to meet ACCJC Recommendation One include Opening Day student learning outcomes assessment and dialogue activities for both full-time and paid part-time faculty participants[CR.11 (Action Step 4)] as well as a new component in the updated comprehensive Academic Program Review (APR) report for review of student learning outcomes assessment data, which requires reflective dialogue about discipline SLOs and their assessment. Based on a much broader and more robust participation in student learning outcomes assessment throughout all disciplines and with more meaningful dialogue at the course and program level, these institutional innovations support teaching, learning and innovation.

Consistent and Widespread Dialogue

The review and use of student learning outcomes findings at the College District is evolving into more robust and systematic discussion of teaching, learning and innovation at the discipline and program level. This institutional dialogue occurs annually; this academic year, it occurred on fall 2016 Opening Day, as has been past practice, and also on spring 2017 Opening Day. Future plans involve adding more dedicated time for discipline faculty to assess and review student learning outcomes. As a result of this discipline-specific time, faculty engagement with the SLO process and their assessment has increased and become more meaningful as evidenced by the planned program improvements. Evidence for program improvements is housed electronically in SharePoint and in department files. In addition, printed copies of the program improvement plans are readily available.

Institutional Innovations

During spring 2016, the Academic Program Review (APR) Committee approved an updated Comprehensive Program Review self-evaluation. Component V of this new APR document now includes an entire component devoted to specific questions on program evaluation including student learning outcomes data with narrative dialogue prompts, such as "Describe your cycle of assessment, review, and revision of course and program Student Learning Outcomes, describe involvement of full- and part-time faculty and program administrators, and how do you use SLO data to make decisions about your curriculum? Include examples."[CR.1] These questions were designed to increase the understanding of SLO data and to deepen dialogue about the usefulness of student learning outcome assessment in addition to moving the College District forward towards the 2014 ACCJC Standards.

After accepting this revised APR Comprehensive report and having dialogue about student learning outcomes assessment, this document was shared by the APR Chair with the other three Program Review Committees, which include the Student Services Program Review (SSPR) Committee, the Academic Administrator's Program Review (AAPR) Committee, and the Business-Finance, Human Resources and Superintendent-President Program Review (BFAHRSPPR), all of which comprise and participate on Institutional Program Review Committee (IPRC) decisions. As a result, the other three Program Review Committees also updated their comprehensive forms in a similar manner, updates which were subsequently accepted by the IPRC. As a result, all departments/units undergoing comprehensive review in fall 2016 began using these approved and updated comprehensive program review forms. In addition to the narrative in the comprehensive program review, the Annual Snapshot links learning outcomes data to Program Review resource allocation requests as well as to Southwestern College's Strategic Goals, our Mission and our institutional planning documents.

Implementation

Southwestern College faculty use findings from SLO data to redesign and innovate course and program offerings in response to student needs. Thus, academic programs are improved based on student learning outcomes. These innovations cover course and program improvements, such as innovative teaching methods and curriculum review and redesign.[CR.11, CR.17, CR.30, CR.32, CR.33] In addition to curriculum design innovations, faculty are implementing new methodologies and pedagogies to improve their programs.

Examples of Innovations and Rationales based on SLO Data
Below is a selection of examples of course, program and institutional innovations and rationales that have resulted from outcomes data-informed discussions and program review:

Course Innovations

- In **CIS 101** SLO #2: "Student will display proficiency solving business problems using modern productivity tools (e.g., spreadsheet, database) or creating custom programs." In this example, the combined SLO results for CIS 101 SLO #2 in the No Proficiency, Low Proficiency, and Proficiency bands is 25.9%. Findings: Based on these results, the decision was made by CIS faculty to modify the curriculum in order to move each of the bands to the next higher level of proficiency for better retention and completion rates. The faculty prioritized upgrading the curriculum to the Windows 10 and Microsoft Office 2016 specification, replacing the old and non-functioning chairs in CIS classrooms, and to create and start scheduling CIS Practice/Review Labs for students to improve outcomes and to meet advisory recommendations. **CR.2**

- In **English**, SLO #1 for ENGL 115: "Evaluate the effectiveness and validity of written arguments and assess the effectiveness of rhetorical strategies use by authors." Findings: Results showed over 50% of students were at Mastery or High Proficiency. Another 28% were at Proficiency. At the fall 2016 Opening Day discussion, English faculty generally agreed that the results raise questions about how instructors are assessing proficiency for the SLO. The high degree of Proficiency or above (78.86%) is not consistent with course grades or the performance of students taking the WPA at SDSU. English faculty agree that we need more meaningful results with better written SLOs and normed assessment. The English Department's goal is to "develop a departmentally shared understanding of instructional goals and criteria to measure outcomes, culminating in a low-stakes common assessment that can be used across sections."**CR.3** In the 2013 English Comprehensive APR, faculty wrote: "Course specific faculty meet monthly to discuss necessary Student Learning Outcomes to achieve program improvement. Learning outcomes are used to align course content with program objectives. English faculty with subject expertise collaborated to develop SLOs for our composition, creative writing, and literature courses. The emphasis is on building critical thinking skills and awareness of the world. Individually, faculty members have used SLOs to inform course development, curriculum, assignments, and assessments. The faculty as a group have identified and developed specific assessments for measuring student learning outcomes across our course offerings. Our next step will be to meet and review the efficacy of those assessments."**CR.35**

- In **Biology**, the departments plans to "offer twelve additional sections/semester of Science and Allied Health labs at the National City Higher Education Center to support such localized signature programs as Medical Lab Technology and Dental Hygiene and to help with a district-wide shortage of science and allied health prerequisite courses (BIOL 101, 190, 260, 261, 265). Impact: 12 sections/semester = 696 students/year. Summation of all CSLOs from all Biology courses:"
  - *ISLO 1: Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.*

> ➢ *ISLO 5: Assess and analyze data and information as they investigate issues and solve problems.*
> ➢ *ISLO 7: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.*
> ➢ *ISLO 9: Collegially work with diverse groups of people.*
> ➢ *ISLO 11: Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, art, environment, religion or history have on society.*

Findings*:* "SWC created [Master] Facilities and Educational Master Plans which identify the need for additional labs to support signature programs such as Medical Lab Technology and Dental Hygiene as well as meeting a district-wide shortage of science lab offerings. Summation of all student's proficiency levels for all CSLOs for all Biology courses: Mastery: 22.75%; High Proficiency: 28.48%; Proficiency: 25.32%; Low Proficiency: 10.86%; No Proficiency: 8.76%." **CR.4**

- In the APR **Health** 2014 Snapshot, SLO2 states: "Student will differentiate between the stages of the behavioral change model." Findings: Using a written test question designed by faculty using a common rubrics, the faculty determined that: "SLO 2 pinpoints the factors both genetic and controllable lifestyles that are related to the leading cause of death for Americans which is cardiovascular diseases. Data indicates that 4,377 students have been evaluated with 89% of the students reaching the proficiency level and 53% reached the mastery level. It should also be noted that mastery level has risen in the last two years." This example demonstrates that discipline faculty have been implementing and assessing learning outcomes for some time now.**CR.5**

Program Innovations

- In **Fire Science,** a program from **HEC-Otay Mesa**: SLO1 states: "Students will take a manipulative test to display the ability to deploy hose from a fire engine. The student will show at least a 50% increase in their ability from the first hose evolution." 91% of all respondents scored above proficiency while only 9% scored at proficiency. In close examination of the data in relation to course section, it was discovered that the majority of students (91%) scoring above proficiency were given the exact duplication of the initial hose deployment standard. The discipline faculty recommends that we continue to invest in the improvements of our physical agility program and facilities to support the firefighter exercise/health standard within the industry.**CR.6**, **CR.30** (Action Step 12)

- In the **Mathematics** program, SLOS 1 states: "Identify, analyze, and construct formal tests of hypothesis concerning single population means and single population proportions." Program Improvement: 67% of all respondents scored below proficiency while only 16% scored above proficiency. Discipline faculty recommend increasing both the size of the Math Center and the size of the tutor budget to allow students greater access to qualified tutors and faculty. Students commonly raise concerns about access to qualified tutoring, indicating that lack of support causes them to fall behind, giving them a sense of helplessness. In addition, Math curriculum has been modified from a traditional semester-by-semester format into an accelerated format to help students succeed and to improve the overall Math program.**CR.7** In the Mathematics APR Comprehensive for 2012, discipline faculty wrote "SLO data is assessed every semester. A set of questions specifically designed

for each course is used to evaluate one or more SLOs. Instructors proctor the assessment during finals and then report aggregate class results to the department chair. A summary of aggregate data by course is then compiled and discussed during a department meeting. The "Common" Math Departmental Finals facilitate this for developmental math courses, where questions from the final are linked to a SLO. For each upper-level course, a committee creates a set of questions to measure a SLO, and all instructors include this set of questions on their final exam to measure the SLO."[CR.39]

- **Computer Information Systems (CIS)** 152 SLO #4 states: "Student will create functional web sites using XHTML and CSS code." Program Improvement: In this example, the SLO results for CIS 152 SLO #4, which is part of the Web Design program, indicate that the students in this course and other courses in this program need more time to review and practice in order to achieve better outcomes. CIS faculty have decided to modify the curriculum to create and start scheduling CIS Practice/Review Labs for students to improve outcomes and to meet advisory recommendations. [CR.2]

Pedagogy and Methodology Innovations

- In **Accounting**, both full- and part-time discipline faculty met to discuss the SLOs that had the least success rate. Methodology innovation: As a result of SLO outcomes assessment, the Accounting faculty decided to implement a pretest or similar assignment prior to the faculty lecturing on a chapter in order to improve student learning. That discussion took place more than 3 years ago and since then, accounting faculty are required to use an assessment prior to lecture. *SLO1* "Explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors, and other users." Findings*:* A decrease of 13% in passing scores offset by a similar increase of 13% in non-passing scores. Scores continue to show that Accounting students are in need of tutoring services directly focused on their needs. Although Learning Assistance Services (LAS) has two tutors, they serve the HECs and do not directly support all accounting courses. In addition, the LAS tutors are also the same tutors available to CIS discipline, further limiting the time they can dedicate to accounting students. Methodology innovation: Faculty are requesting the administration support the implementation of an Accounting lab to provide student support (similar to the MESA lab concept).[CR.2, CR.31, CR.34] In addition, in the Accounting Snapshot for 2013 for SLO1, faculty state "A decrease of 13% in passing scores offset by a similar increase of 13% in non-passing scores." Moreover, the faculty go on to state "Scores continue to show that Accounting students are in need of tutoring services directly focused on their needs. Although ASC has two tutors, they serve the HECs and do not directly support all accounting courses. In addition, the ASC tutors are also the same tutors available to CIS discipline, further limiting the time they can dedicate to accounting students." These statements clearly demonstrate that SLOs are being assessed and reassessed and furthermore, that data is being used to improve student success.[CR.40]
- In **World Languages**, review of the SLO data for SLO #2 which states: "Identify common values, behaviors, persons, places and traditions representative of the target language." Methodology innovation: "Even though 87% of students scored above proficiency, it has been noted that some students failed to identify key places and products of the target

culture they are studying. After analyzing the learning outcomes results, the World Languages faculty has concluded that in order to enhance cultural awareness by surrounding our students with culture, our classrooms must be transformed into an extension of these target cultures. In order to accomplish this, all World Language classrooms must be enriched with immediately available images of representative products (i.e. art, images of *realia*, photographs, people and places), world and regional maps." In addition, discipline-specific workshops were hosted for Full and Part-Time faculty to help innovate teaching of culture in context and thus improve the SLO results. CR.8, CR.11 (Action Step 9) In addition, World Languages faculty stated in their Comprehensive APR in 2016 "The cycle of assessment begins with planning for assessments. Tools are created and then they are implemented to gather data. Data is collected every semester; in addition, data is entered and documented in eLumen. The World Languages Department then meets to review and analyze assessment data, plan and develop improvements and revise SLOs and/or SLO assessment tools accordingly."CR.38

- In the **Culinary Arts** program, SLO#2 states: "Student will read recipes and apply cooking techniques learned in class to produce daily food items for consumption and evaluation." <u>Methodology innovation</u>: "Approximately 27% of students were below proficiency in this SLO indicating that if there were additional kitchen time available for tutoring or practice, these results could improve. A full-time faculty member for Culinary Arts is needed to provide more consistent student support in office hours and in the classroom for SLO #1 and a dedicated kitchen would also help in improving [SLO#2]."CR.9, CR.32 (SSBH #2)

Institutional Innovation

The SOAR Report
Southwestern College uses findings from student learning outcomes data review to better meet student needs, align planning processes and make institutional improvements that support innovation and improved teaching and learning. At Southwestern, the committee responsible for providing institutional discussion was the SOAR (Student Outcomes and Assessment Review) Committee, which published its Annual SOAR Report citing ISLO data as well as Institutional Set Standards (ISS) data at the beginning of the program review cycle. These recommendations from the SOAR Committee were provided to better inform academic program review efforts as well as institutional planning. Among the many recommendations, the SOAR report for 2015-2016 CR.10 states the following:

- In <u>Section 2, paragraph A</u> "Action Implementation Grid" reads as follows: "The committee agreed in spring 2016 to limit its score to Institution Set Standards data and Institutional Student Learning Outcomes (ISLO) data."

- In <u>Section 3 paragraph A</u>, in the second paragraph, it states "Southwestern College has identified 16 [ISLOs]… Each describing what students should be able to demonstrate, represent, or produce upon completing a program, degree or certificate at SWC. In addition, it goes on to state: Each outcome assessed by a discipline, service or unit on campus should link to one of the 16 ISLOs."

- In <u>Section 3 paragraph B</u>, titled "ISLO scores based on CSLO and PSLO Mappings," the second paragraph states: "The data reveals that a disproportionate number of learning outcomes are being mapped to ISLOs related to a single category, Thinking and Reasoning."

- In <u>Section 3 paragraph B</u>, titled "ISLO Findings and Recommendations," the SOAR report recommends several items, including,
  - Rec 1: having "Point people become more involved in teaching curriculum mapping and encouraging faculty to link CSLOs, PSLOs to ISLOs."
  - Rec 2: "Build into Program Review a requirement that ISLOs mapped to a programs PSLOs be reviewed in program review."
  - Rec 6: "ISLO data should be presented and reviewed in a way that disaggregates the data collected through the student services and support areas and data collected through curriculum mapping of course and Certificate and degree program SLOs."

The institutionalization of SLOs at the course and program level and ISLOs as well as their use and review as evidenced by the SOAR Report provides further evidence that the College District promotes widespread and meaningful dialogue regarding student learning outcomes data and findings in order to bring about academic course and program changes or innovations as well as to guide institutional planning.

Institutional Changes
Southwestern College implements institutional changes based on SLO data and assessment as evidenced in the Outcomes, Data and Evidence Sheet (ODES), which comprises the third section of the Snapshot for use by all disciplines, units, and divisions. Snapshots from academic programs are completed and dated as fall of the academic year while the VP snapshots are completed and due in early spring of the academic year. Thus, a fall Snapshot of 2014 would be prioritized on the VP's Snapshot in spring of 2015. In the *Formstack* version of the Program Review Snapshot, the ODES sheet was given a new name: Data Support. As an example, our Vice President for Academic Affairs cited the following institutional needs in her 2015 Snapshot Data Support section,<u>CR.11</u> which have resulted in the following institutional changes:

- In **MEDOP** (Medical Assisting Program) 2014 Snapshot at the Higher Education Center at National City, SLOs #3, #5 and #6 indicate that "Students have access to the use of technology to perform tests required in the curricula of this program." <u>Data & Explanation</u>: Discipline faculty found that "after a comprehensive lecture in the classroom, students practice working in study groups among themselves to demonstrate the skills of critical thinking, to recognize and solve problems with accuracy and a timely manner. Faculty evaluates this process with each group using verbal questioning techniques verifying the time spent to answer accurately. Eighty percent of the students receive a passing grade. With the purchase of the additional practical skills resources (electrocardiograph and cart, crutches and examination table) the faculty believe this will likely increase the pass rate from eighty to ninety percent. It is recommended that funding be provided to purchase an electrocardiograph and cart." <u>Institutional results</u>: a new electrocardiograph and cart were

prioritized by the VPAA, resulting in better academic preparation for students and in program improvement.^{CR.12, CR.33}

- The **Child Development** Program at the **Higher Education Center at San Ysidro** stated the following in its Snapshot as well as the VPAA's Snapshot of 2014-2015: SLO/AUO: "Upon completion of the program students will be able to support the cognitive, language, physical and socio-emotional development of young children, identifying and applying major concepts of child development (CD 282A)." Data and Explanation: "32.2% of the respondents scored below proficiency. This course is taught only by full time faculty and depends on technology to support students, grade assignments, upload videos and contact students. Wireless internet for building 550, where all CD faculty offices are located, is sorely needed. Wireless is needed to support wireless equipment such as iPads, laptop computer for instruction." Institutional results: Wireless access was prioritized by both the Academic Technology Committee (ATC, an Academic Senate subcommittee) as well as by the Institutional Technology Committee (ITC). This identified program improvement need was then prioritized by the SCC as an institutional need.^{CR.13, CR.24} In Child Development's last comprehensive program review (2012), the faculty state "Since 2009 APR the Department assigned expected student learning outcomes (SLOs) to all the courses (100%) and all programs (100%) and has implemented specific strategies/assessment tools to measure student success of stated SLOs. APR in 2009 indicated the department was in the process of sharing the SLOs information with all adjunct faculty, currently all adjunct and full time faculty are involved in the assessment of all courses SLOs and are discussing the learning results."^{CR.37}

- The **Fire Science** Program at **Higher Education Center at Otay Mesa**: SLO 1: "Students will take a pre-test for their physical agility requirement. The student will show at least 10% increase in their post-test." Data & Explanation: "91% of all responders scored above proficiency were given the exact duplication of the CPAT in accordance with the fire department standard. The discipline faculty recommends that we continue to invest in the improvement of our physical agility equipment and facilities to support the firefighter exercise/ health standard within the industry." Institutional results: The Fire Science program has received commendations and support from both the HEC-OM Dean as well as from the College District. ^{CR.6, CR.30} **(#12)**

- **Learning Assistance Services (LAS)** at the **Chula Vista campus**: SLO2: "Student understands the information and can successfully take a quiz/test." Data and explanation: 96% of students indicated in a survey developed by LAS personnel that after tutoring, students felt confident in their abilities to successfully take a quiz or test. Institutional results: Increased funding was provided to LAS to support tutoring for academic programs and for Power Study Tutors in academic classes; tutoring not only helps students pass their classes, but it also makes them feel supported by the institution. Since the majority of our students are first-time college students, tutoring is essential for their continued academic success.^{CR.14, CR.11} **(Action Step 6)**

- The **Library,** part of **Instructional Support Services,** stated the following in its Snapshot: "Student will be able to recognize and analyze an information need, develop a search strategy which expresses that need, and apply that search strategy successfully on the Internet using tools such as search engines and specialized databases." Data and

explanation: "75% of all students scored at either all or almost all requirements being met in developing a search strategy and successfully applying that strategy using tools on the Internet. 50 % of these students required additional help identifying keywords for their strategy. 25% of the students needed suggestions in two or more areas that included identifying possible Internet resources for their search and narrowing their information need into a search strategy. It is recommended that including an online video titled "How to Formulate a Search Strategy that provides examples on developing keywords" will be included during the instructional unit on search strategy. During the unit on database searching there will be a focus on how to browse the thesaurus of terms available in online databases provided by the library." Institutional results: The recommended online video tutorial was created and posted. It has been very helpful to students and enhances students' success by strengthening their higher critical thinking skills as well as their academic research skills. In addition, increased funding for the Library helps all SWC students have access to materials they need. As the Library serves all students as well as academic and instructional support programs, the increase in Library funding and the addition of the video have provided collateral improvement in other academic disciplines, such as English and Humanities. CR.15, CR.3, CR.16, CR.11 (Action Step 6), CR.17 (ISS sections #1,3&4)

- The **Biology** program **2014 Snapshot** stated a need for a -20°C Counter Top Freezer "to store biological reagents used in teaching laboratories. Necessary for experiments to fulfill SLO's for student success." Data and explanation: "Sustain ongoing use of course, program, and institutional student learning outcome assessment to support innovation in teaching methodology, integrated planning, and, most importantly, student learning and achievement." Institutional results: The SCC subsequently prioritized and approved a line item on the Master List (line 39) for Overarching Needs for "SLO assessment" and "ongoing SLOs Assessment." This was done not only to support Biology, but to provide more institutional support for student learning outcomes review and assessment and to foster innovation across all academic programs.CR.4, CR.33 (MSE#4) Moreover, to demonstrate that faculty at SWC are growing in their understanding of SLOs, Biology faculty addressed their cycle of assessment in its 2014 Comprehensive APR: "There has been a paradigm shift in our understanding of the role that SLOs have in our courses and programs. Faculty members now include the CSLOs and Course Objectives in syllabi and discuss with students how a particular unit, assignment or activity links to a SLO and course objectives" in order to improve teaching and learning.CR.36

- Finally, the VPAA's recommendations for Overarching Needs in her 2014 SnapshotCR.17 states the following: "Provide training in online pedagogy for both full and part-time faculty." Data and explanation: As a result of all the academic program review Snapshots from fall 2013 requesting staff development funding for professional training citing SLO data, the VPAA prioritized the need for online training as priority number #1 as "Professional Development" citing specifically the need to "Provide training in online pedagogy for both full and part-time faculty" in addition to priority #7 on the same document, which reads "Distance Education Resources" which states "Human resource support for writing, designing, and organizing educational content for online courses. DE Coordinator position." Institutional results: This institutional assessment bubbled up from academic programs from across all Schools/Centers to our Vice President for Academic Affairs. This urgent academic

need for online professional development became evident to the institution even before the October 2015 Visiting Team visit and prior to the receipt of the January 2016 ACCJC Recommendations regarding DE. Thus, the fact that Southwestern College had already identified the need for support of our online courses by approving a full-time faculty position for a Distance Education Coordinator demonstrates that student learning outcomes have been playing a growing role in institutional decision-making in support of innovation and improvement. This example of DE support based on program review SLO data has led to significant improvement in online instruction, DE mentoring, online resources for faculty, online SLO assessment, and, perhaps most importantly, the institutionalization of regular and effective contact, student authentication and privacy as well as improvement in online course and program design, as outlined in Recommendations Two and Four in this Follow-Up Report.[CR.11] **(Action Step 3, 9 & 10)**

The Evolution of SLOs at SWC

Evolution of Student Learning Outcomes Assessment & Review (SOAR) Committee
In Fall of 2011, a Student Learning Outcomes (SLO) Committee was established at the College District to address learning outcomes; In spring of 2012, the SLO committee was renamed the Institutional Student Learning Outcomes (ISLO) Committee, a standing committee of the SCC. In time, the ISLO committee evolved in name and role into the Student Outcomes Assessment and Review (SOAR) Committee. With student learning outcomes results assessment and implementation becoming increasingly focused in the 2014 ACCJC Standards at the course and program level, leadership within the Academic Senate Executive Committee were concerned about the effectiveness of the SOAR Committee. Thus, other SLO models were sought in the spirit of continuous improvement.

The Academic Senate Takes the Lead on SLOs
In support of academic and institutional innovation, the Academic Senate has taken the lead in redesigning and reorganizing the previous SLO structure at SWC. The Academic Senate has adopted the model utilized at Long Beach City College, in which student learning outcomes are seen as an academic and professional matter falling squarely under the purview of the Academic Senate.[CR.20] This SLO model calls for more faculty participation, not only from two SLO Coordinators, one for general academic courses and one for CTE courses, but also from more Point People and SLO Department Liaisons. In this innovative model, these two SLO coordinators work directly with SLO Point People, who then work with their respective SLO Department Liaisons to ensure timely and consistent completion of student learning outcomes implementation, assessment and review as well as to provide faculty assistance with SLOs, assessment tools and use of SLO data to support their program review resource allocation requests. In addition, the mapping of course student learning outcomes (CSLOs) to institutional student learning outcomes (ISLOs) and program student learning outcomes (PSLOs) to institutional student learning outcomes is supported by the Point People. Thus, SLO Coordinators, Point People and SLO Liaisons aid both discipline faculty and the institution in the collection of SLO data and in use of the data to improve teaching and learning and to stimulate program innovation to increase student success.

The Learning Outcomes Advisory Committee (LOAC)

The Curriculum Committee, a standing committee of the Academic Senate, has established the Learning Outcomes Advisory Committee (LOAC) as a subcommittee of the curriculum committee as it deals with academic and professional matters that fall squarely under the committee's purview, namely curriculum. [CR.18], [CR.19] The LOAC Committee as described in the SPDM Handbook has as its charge to support faculty engagement in the process of writing, revising, and assessing of course SLOs and program SLOs as well as ISLOs. Among its major responsibilities, the committee reviews ISLOs, methods for collecting ISLOs and the results of the assessment of ISLOs on an annual basis and makes recommendations to the Academic Senate via the Curriculum Committee for improvement. In addition, the LOAC Committee in collaboration with Professional Development and the Office of Institutional Effectiveness (OIE) makes recommendations to the Academic Senate President via the Curriculum Committee Faculty Chair regarding professional development activities to further promote effective SLO practices. LOAC responsibilities include ongoing review of student learning outcomes and ISLO data as well as ISS data in order to provide recommendations to the Curriculum Committee and the Academic Senate President for inclusion in the development of the annual SOAR Report. The Academic Senate President, faculty co-chair of the Shared Consultation Council, shares the SOAR Report with the SCC for institutional outcomes dialogue and for institutional planning purposes. The College District, therefore, has institutionalized its use of student learning outcomes assessment data through the SOAR report: to cyclically assess the institutions' ISLO data as well as its ISS data, which in turn links this data to Strategic Priorities and institutional decision-making.

Effects of the Academic Senate's Actions Regarding SLOs

Having faculty work closely with other faculty on student learning outcomes promotes a deeper understanding of what student learning outcomes and data are used for as well as more meaningful dialogue regarding courses and programs, further promoting the value of learning outcomes, their assessment and use. As a result, SWC faculty participation in SLO assessment and dialogue demonstrates a growing understanding of the importance of outcomes assessment and data review. Thus, with the Academic Senate's support of this new SLO model and implementation of this transition plan expected in spring 2017, faculty participation and dialogue regarding learning outcomes and their results is becoming deeper, more robust and more meaningful.

SLOs in Program Review

All academic programs are assigned a three-year Comprehensive Program Review cycle, which also requires an Annual Snapshot included in the Comprehensive year for resource allocation requests. The Academic Comprehensive Program Review document was updated by the Academic Program Review Committee (APRC) in the 2014-2015 academic year and now includes an entire section (*Component V: Program Evaluation Criteria*) devoted to addressing student learning outcomes and incorporates the following questions: [CR.1]

> "Criterion 1: Student Learning Outcomes are identified and regularly assessed (Standard II A3)**.**
> 1.1. What percentage of your program's courses have active Student Learning Outcomes?

1.2. What are your program learning outcomes? List below.
1.3. Describe your cycle of assessment, review, and revision of course and program Student Learning Outcomes. Describe involvement of full- and part-time faculty and program administrators.
1.4. How do you use SLO data to make decisions about your curriculum? Include examples."

This updated Comprehensive for Academic Program Review (APR) underscores the importance of course and program SLOs and of the use of statistical and SLO outcomes data to inform decisions about changes which may be needed within each discipline, making departmental discussions more specific and valuable to the discipline faculty.[CR.21] As can be seen in Component V Criterion 1.3 of the Comprehensive APR, each discipline is asked to describe their three year cycle of SLO and program assessment, which incorporates the reassessment of all course and program SLOs within the three-year APR period to determine the effects of discipline-specific assessment tools or methodological changes and/or innovations on student learning. Because Academic Program Review includes all academic courses, whether face-to-face, hybrid, or online, as well as all academic programs at each of the Higher Educational Centers, the dialogue regarding student learning outcomes runs across all disciplines and focuses on promoting a better understanding and shared understanding of SLOs, their assessment, and their use for program improvement. Every academic discipline must address the questions above in its Comprehensive Program Review report, which takes place in an established 3-year cyclical manner for all academic programs in order to be considered for inclusion in the prioritization process for that year.

The Role of the IPRC
The Institutional Program Review Committee (IPRC) is the SCC Standing committee charged with shepherding the program reviews and ensuring timely submission and completeness.[CR.26] Since the Academic Program Review Coordinator co-chairs the IPRC, the program review and outcomes assessment and review are sustained in our institutional processes as the chairs of all program review areas report on their Division's progress.[CR.27]

Archiving of Program Review Reports & Snapshots
All completed program review documents for all Divisions, Schools, Centers and disciplines are located on the College District's SharePoint website under the Institutional Program Review Committee's (IPRC) sub-library, [CR.28] which is located directly underneath the IPRC meeting and agenda library. All program review documents and reports, including comprehensives and snapshots, are accessible to college faculty, staff and administrators. Program Review reports are listed by year, by type of documents (Comprehensive or Snapshot), by Designator, by Division, by School, by Center or by Discipline, and can be easily sorted by the viewer.[CR.22, CR.23]

Prioritization of the Resource Allocation Requests
All academic Program Review reports, Comprehensive and Snapshots, begin at the discipline level and include resource allocation requests for items requested. Once completed, these are submitted to the APRC Chair for review and acceptance before the stated deadline; in addition, another copy is forwarded to the School/Center Dean, who collects all Program Reviews in the School/Center. The School/Center Dean is responsible for reviewing each of Snapshots for the

programs he/she handles. After reviewing and ascertaining what he/she can support with the School budget, the Dean prioritizes those requests that cannot be funded with regular budget allocations. The Dean then ranks those unfunded requests in the annual Snapshot and forwards an electronic copy to the Division Vice President. The Vice President reviews all of the Snapshots received from the School/Center Deans in his/her Division and does the same, forwarding the VP List to the Administrative Co-Chair of the IPRC, who then compiles the top 20 requests (or however many the IPRC recommends based on State budget forecasts) into an unranked list of the Top 20 requests from each of the four divisions.[CR.17, CR.30, CR.32, CR.33] The Chief Information Systems Officer (CISO) takes the Top 20 compiled lists and separates the requests into the five prioritization categories: human resources, facilities, minor equipment, major equipment and technology. These are then input by IT into a prioritization software used by the SCC in spring for prioritization ranking. The SCC membership prioritizes the allocation request within each category without knowing the cost involved and after reviewing our College Mission, Strategic Priorities and the SOAR Report recommendations, which are used to guide the selections for the improvement of the College. The resulting prioritized list then becomes known as the Master Prioritization List. This annual Master List stays in effect until the next cycle of prioritization; thus, if any new monies are found that can fund projects from the list, the College District funds items based on the established ranking for that year.

Funding of Resource Allocation Requests

Once the Master List is ranked and finalized by the SCC, the Master List is sent to the Planning and Budget Committee (PBC). Funding for Master List items is discussed and determined by the Planning and Budget Committee with leadership from the Vice President for Financial & Business Affairs (VPBFA), who is one of the tri-chairs of this key SCC standing committee. The PBC is the entity responsible for identifying and recommending funding sources for as many prioritization items on the Master List as can be funded in that academic year. A final Master List is produced that identifies how many items are approved for funding and the monies that are to be used for that item.[CR.24] Once approved by the SCC, the VPBFA has the green light to send award letters to the various funded awardees with details on funding procedures and deadlines.[CR.25]

Evaluation & Assessment of Resource Allocation Impact

Prioritization Award Letters now state that "…all awardees may be asked to share the data collected and the results or progress of the funded activity to the Planning & Budget Committee, as part of our evaluation cycle. We would like for you to present the impact that your project had on our students, our college and/or our community. This enables the broader college community to understand the needs of your area and the impact your project had on helping us achieve our strategic planning goals."[CR.25] Thus, Southwestern College demonstrates a growing understanding of the value of student learning outcomes assessment and use of data through active participation in institutional outcomes dialogue, which in turn leads to creative teaching and innovations. These meaningful presentations serve as further evidence that discussions about program review, innovation and SLOs are becoming more commonplace at our institution.

Thus, Commission Recommendation One is resolved.

Sustainability

Sustainability of student learning outcomes assessment at the course and program level is codified in Comprehensive Program Review reports as well as in the Annual Snapshot, in which faculty tie resource allocation requests to student learning outcomes assessment data and findings. With resource allocation requests becoming increasingly linked to SLO findings as well as to institutional planning in the annual snapshot, the value of SLO assessment has increased and is increasing more with every program review cycle as is the significance of SLO review, assessment, analysis and dialogue. These increased efforts by our faculty with the leadership of the Academic Senate and the Curriculum Committee demonstrate faculty's commitment to sustained academic rigor and continual improvement of programs as well as more consistent and meaningful dialogue across all disciplines regarding teaching and learning at Southwestern College.

Furthermore, the establishment of the LOAC Committee along with the archiving of program improvement plans provides sustainability for the SLO process and serves as evidence that faculty are gaining a deeper understanding of student learning outcomes and their use, which in turn, results in academic program improvement and innovation.

EVIDENCE LIST

No.	Name	Web Access URL
RECOMMENDATION 1		
1.1	V-3 Documentation Review Checklist Final	http://www.swccd.edu/modules/showdocument.aspx?documentid=17164
1.2	Shared Consultation Council Meeting Minutes Oct 2015	http://www.swccd.edu/modules/showdocument.aspx?documentid=18453
1.3	Governing Board Procedures AP 1200	http://www.swccd.edu/modules/showdocument.aspx?documentid=18452
1.4	Mission Statement College Catalog online	http://www.swccd.edu/modules/showdocument.aspx?documentid=18451
1.5	Shared Planning and Decision Making Handbook MS online	http://www.swccd.edu/modules/showdocument.aspx?documentid=18450
1.8	November 24, 2015 Accreditation in Action Newsletter	http://www.swccd.edu/modules/showdocument.aspx?documentid=16650
1.9	V-2 Documentation Review Checklist GE-508 Compliance	http://www.swccd.edu/modules/showdocument.aspx?documentid=17166
1.10	2016 Annual Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=16879
1.11	2016 Annual Report Documentation Review Checklist	http://www.swccd.edu/modules/showdocument.aspx?documentid=16878
1.12	September 20, 2016 College Management Team Agenda	http://www.swccd.edu/modules/showdocument.aspx?documentid=17168
1.13	Documentation Review Checklist Enrollment Mgmt 2017-22	http://www.swccd.edu/modules/showdocument.aspx?documentid=19347
1.14	September 20, 2016 Training PPT to CMT	http://www.swccd.edu/modules/showdocument.aspx?documentid=17155
1.15	September 21, 2016 Training PPT to SCC	http://www.swccd.edu/modules/showdocument.aspx?documentid=17163
1.16	V-1 Documentation Review Checklist	http://www.swccd.edu/modules/showdocument.aspx?documentid=17152
RECOMMENDATION 2		
2.1	DEFT Course Outline	http://www.swccd.edu/modules/showdocument.aspx?documentid=19078
2.2	BP/AP 4115 Distance Education Regular Effective Contact	http://www.swccd.edu/modules/showdocument.aspx?documentid=18718
2.3	DEFT Completion Stats	http://www.swccd.edu/modules/showdocument.aspx?documentid=19009
2.4	DE Mentor List	http://www.swccd.edu/modules/showdocument.aspx?documentid=18443
2.6	DE Addendum	http://www.swccd.edu/modules/showdocument.aspx?documentid=18588
2.7	DE Faculty Training Tentative Agreement/MOU	http://www.swccd.edu/modules/showdocument.aspx?documentid=17204
2.8	Distance Education Handbook	http://www.swccd.edu/modules/showdocument.aspx?documentid=19079
2.9	TA Ratification Vote Results	http://www.swccd.edu/modules/showdocument.aspx?documentid=17203
2.10	Distance Education Task Force 2/26/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17202
2.11	Distance Education Task Force 3/18/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17201
2.12	Distance Education Task Force 4/15/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17200
2.13	Distance Education Task Force 5/2/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17199
2.14	Distance Education Task Force 5/13/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17198

No.	Name	Web Access URL
2.15	DEFT Rubric for Final Review	http://www.swccd.edu/modules/showdocument.aspx?documentid=17197
2.16	Faculty Evaluation Form O	http://www.swccd.edu/modules/showdocument.aspx?documentid=17196
2.17	Curriculum Committee Meeting 3/3/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18442
2.18	Curriculum Committee Meeting 3/17/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18441
2.20	Academic Senate Meeting Agenda/Minutes 4/26/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18440
2.21	Screen Shot Data Resources	http://www.swccd.edu/modules/showdocument.aspx?documentid=18535
2.22	Screen Shot Inst Research	http://www.swccd.edu/modules/showdocument.aspx?documentid=18534
2.23	Curriculum Committee Minutes 10/06/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18587
2.24	Curriculum Committee Minutes 10/20/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19111
2.25	DEFT Survey Results	http://www.swccd.edu/modules/showdocument.aspx?documentid=18439
2.26	CMS Survey Report to Academic Senate	http://www.swccd.edu/modules/showdocument.aspx?documentid=17193
2.27	DE Workshop Series Fall '16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17192
2.28	Webinar Wednesdays	http://www.swccd.edu/modules/showdocument.aspx?documentid=17191
2.29	How To Academy	http://www.swccd.edu/modules/showdocument.aspx?documentid=19074
2.30	Instructional Design Office Hours	http://www.swccd.edu/modules/showdocument.aspx?documentid=17808
2.31	Canvas training	http://www.swccd.edu/modules/showdocument.aspx?documentid=17805
2.32	DE Email from VPAA to Faculty 9-21-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17189
2.33	Canvas Pilot Faculty Survey	http://www.swccd.edu/modules/showdocument.aspx?documentid=18585
2.34	Canvas Pilot Student Survey	http://www.swccd.edu/modules/showdocument.aspx?documentid=18584
2.35	Link to Distance Education Webpage	http://swcdistanceeducation.weebly.com/
2.36	DE Mentor Log	http://www.swccd.edu/modules/showdocument.aspx?documentid=18646
2.37	DE Training Agreement	http://www.swccd.edu/modules/showdocument.aspx?documentid=19073
2.38	DEFT Week 4	http://www.swccd.edu/modules/showdocument.aspx?documentid=19072
2.39	DEFT Week 1	http://www.swccd.edu/modules/showdocument.aspx?documentid=19071
2.40	Distance Education Report 2016	http://www.swccd.edu/modules/showdocument.aspx?documentid=19070
2.41	Fall 2016 Teaching with Canvas Training	http://www.swccd.edu/modules/showdocument.aspx?documentid=19081
2.42	Curriculum Committee Agenda/Minutes 2/9/17	http://www.swccd.edu/modules/showdocument.aspx?documentid=19260
RECOMMENDATION 3		
3.1	Section 508 Workgroup Meeting Agenda/Notes 1/15/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16667
3.2	Section 508 Workgroup Meeting Agenda/Notes 2/23/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18722

No.	Name	Web Access URL
3.3	Section 508 Workgroup Meeting Agenda/Notes 4/13/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18721
3.4	508 Website Update Summary 10/6/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17483
3.5	508 Compliance Report 2/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16664
3.6	Section 508 Website Compliance: IT Planning & Project Charter	http://www.swccd.edu/modules/showdocument.aspx?documentid=16663
3.7	508 Alternate Strategy Report 4/7/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16673
3.8	508 Clean-Up Report 4/28/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16672
3.9	508 Compliance Update	http://www.swccd.edu/modules/showdocument.aspx?documentid=16671
3.10	New Heading Tool in SWC Website Editor	http://www.swccd.edu/modules/showdocument.aspx?documentid=19027
3.11	New Header Tags in CMS	http://www.swccd.edu/modules/showdocument.aspx?documentid=16682
3.12	SWC Footer Accessibility Page Link http://www.swccd.edu/	http://www.swccd.edu/modules/showdocument.aspx?documentid=16681
3.13	SWC Accessibility Pages	http://www.swccd.edu/modules/showdocument.aspx?documentid=16680
3.14	Governing Board Policy 5145: *Accessibility of Electronic and*	http://www.swccd.edu/modules/showdocument.aspx?documentid=18657
3.15	Section 508 Workshop with Gaeir Dietrich	http://www.swccd.edu/modules/showdocument.aspx?documentid=17220
3.16	Distance Education Addendum	http://www.swccd.edu/modules/showdocument.aspx?documentid=19158
3.17	Distance Education MOU Tentative SCEA Agreement	http://www.swccd.edu/modules/showdocument.aspx?documentid=16693
3.18	DEFT Course Outline	http://www.swccd.edu/modules/showdocument.aspx?documentid=19077
3.19	Caption Sync agreement	http://www.swccd.edu/modules/showdocument.aspx?documentid=18664
3.20	Flyer Free Video Captioning for Faculty	http://www.swccd.edu/modules/showdocument.aspx?documentid=19092
3.21	Administrative Procedure 6365: *Accessibility of Information*	http://www.swccd.edu/modules/showdocument.aspx?documentid=16691
3.22	Purchasing and Contracts Section 508 Proposal Form	http://www.swccd.edu/modules/showdocument.aspx?documentid=16690
3.23	ITC Agenda/Minutes 10/14/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18663
3.24	508 Accreditation Summary Final 1/13/17	http://www.swccd.edu/modules/showdocument.aspx?documentid=18753
3.25	Distance Education Coordinator Release Time	http://www.swccd.edu/modules/showdocument.aspx?documentid=17213
3.26	WCAG 2.0 Level AA Requirements	http://www.w3.org/TR/WCAG20/
3.27	WCAG 2.0	http://www.w3.org/WAI/WCAG20/quickref/
3.28	Technology Specialist for Accessibility and Compliance JD	http://www.swccd.edu/modules/showdocument.aspx?documentid=19335
3.29	Header Tools Training Schedule	http://www.swccd.edu/modules/showdocument.aspx?documentid=19026
3.30	Approved DE Portion of Curriculum Handbook 10/20/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19091
3.31	DE Webinar Series Fall 2015	http://www.swccd.edu/modules/showdocument.aspx?documentid=19090
3.32	Teaching Online in 2015	http://www.swccd.edu/modules/showdocument.aspx?documentid=19089

No.	Name	Web Access URL
3.33	DEFT Week 3	http://www.swccd.edu/modules/showdocument.aspx?documentid=19178
3.34	Curriculum Committee Agenda/Minutes 2/9/17	http://www.swccd.edu/modules/showdocument.aspx?documentid=19259
RECOMMENDATION 4		
4.3	Curriculum Committee Meeting 3/17/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18554
4.4	Academic Senate Meeting Agenda/Minutes 10/18/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18553
4.5	Curriculum Committee Minutes 4/7/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18607
4.6	Curriculum Committee Minutes 9/15/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19110
4.7	DEFT Course Outline	http://www.swccd.edu/modules/showdocument.aspx?documentid=17248
4.8	Email Regarding DEFT Training Dates	http://www.swccd.edu/modules/showdocument.aspx?documentid=18750
4.9	Email Regarding DE Training Dates	http://www.swccd.edu/modules/showdocument.aspx?documentid=18749
4.10	DEFT Rubric for Final Review	http://www.swccd.edu/modules/showdocument.aspx?documentid=17246
4.11	DEFT Survey	http://www.swccd.edu/modules/showdocument.aspx?documentid=18552
4.12	DE Mentor Log	http://www.swccd.edu/modules/showdocument.aspx?documentid=18643
4.13	DE Addendum	http://www.swccd.edu/modules/showdocument.aspx?documentid=18605
4.14	Curriculum Committee Minutes 10/6/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18604
4.15	Curriculum Committee Minutes 11/17/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18603
4.16	DEFT Week 2	http://www.swccd.edu/modules/showdocument.aspx?documentid=18748
4.17	Curriculum Committee Minutes 12/1/17	http://www.swccd.edu/modules/showdocument.aspx?documentid=19156
4.19	DEFT Completion Stats	http://www.swccd.edu/modules/showdocument.aspx?documentid=19017
4.20	Curriculum Committee Minutes 11/17/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19103
4.21	SWC DE Mentor Program	http://www.swccd.edu/modules/showdocument.aspx?documentid=19102
4.22	DE Mentors Canvas Site	http://www.swccd.edu/modules/showdocument.aspx?documentid=19101
4.23	Curriculum Committee Minutes 10/6/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19100
4.24	Academic Technology Committee Minutes 11/21/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19256
4.25	Academic Technology Committee Agenda/Minutes 2/6/17	http://www.swccd.edu/modules/showdocument.aspx?documentid=19267
4.26	DE Plan to DE Mentors Email	http://www.swccd.edu/modules/showdocument.aspx?documentid=19266
4.27	Academic Senate Agenda/Minutes 2/14/17 and 2/21/17	http://www.swccd.edu/modules/showdocument.aspx?documentid=19346
4.28	Curriculum Committee Agenda/Minutes 2/9/17	http://www.swccd.edu/modules/showdocument.aspx?documentid=19257
RECOMMENDATION 6		
6.1	MOU SCEA Faculty Evaluations Regarding SLOs	http://www.swccd.edu/modules/showdocument.aspx?documentid=18523

No.	Name	Web Access URL
6.2	Full-time Faculty Evaluation Form, Board Approved 5/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17686
6.3	Part-time Faculty Evaluation Form, Board Approved 5/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17685
6.4	Assistant Professor of Business Job Description	http://www.swccd.edu/modules/showdocument.aspx?documentid=18632
6.5	Assistant Professor of Spanish Job Description	http://www.swccd.edu/modules/showdocument.aspx?documentid=18631
RECOMMENDATION 7		
7.1	Governing Board Agenda May 16, 2016	http://www.swccd.edu/modules/showdocument.aspx?documentid=17684
7.2	Governing Board Minutes May 16, 2016	http://www.swccd.edu/modules/showdocument.aspx?documentid=17683
7.3	Agreement with NeoGov Perform	http://www.swccd.edu/modules/showdocument.aspx?documentid=18727
7.4	NeoGov Implementation Timeline	http://www.swccd.edu/modules/showdocument.aspx?documentid=19334
7.5	Evaluation Flowchart	http://www.swccd.edu/modules/showdocument.aspx?documentid=17680
7.6	Performance Evaluation Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=18758
7.7	Academic Admin Faculty Performance Evaluation Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=18757
7.8	Academic Administrator Evaluation List	http://www.swccd.edu/modules/showdocument.aspx?documentid=19025
7.9	FT Faculty Evaluation List	http://www.swccd.edu/modules/showdocument.aspx?documentid=19024
7.10	Classified Evaluation List	http://www.swccd.edu/modules/showdocument.aspx?documentid=19023
RECOMMENDATION 8		
8.1	Scheduled Maintenance Plan 2016	http://www.swccd.edu/modules/showdocument.aspx?documentid=16707
8.2	Facilities Presentation to Governing Board 1/26/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16706
8.3	Facilities Needs Presentation Shared with IFC 3/10/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16705
8.4	Facilities Needs Report Shared with SCC 3/16/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16704
8.5	List of Proposition R Projects in Process, Completed, and in	http://www.swccd.edu/modules/showdocument.aspx?documentid=18848
8.6	List of Redevelopment Projects Funded From TB Book	http://www.swccd.edu/modules/showdocument.aspx?documentid=16717
8.7	List of Scheduled Maintenance Projects From TB	http://www.swccd.edu/modules/showdocument.aspx?documentid=16716
8.8	Wellness Center Business Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=16715
8.9	Board Meeting Notes From 8/14	http://www.swccd.edu/modules/showdocument.aspx?documentid=16714
8.10	FHP Priority List	http://www.swccd.edu/modules/showdocument.aspx?documentid=16713
8.11	Board Meeting Minutes 6/14/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16727
8.12	Board Meeting Minutes 7/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16726
8.13	APL List Sorted by Funded and Unfunded	http://www.swccd.edu/modules/showdocument.aspx?documentid=16725
8.14	2016-17 Tentative Budget Book Fund 40 Pages	http://www.swccd.edu/modules/showdocument.aspx?documentid=16724

No.	Name	Web Access URL
8.15	Prop 39 Bond, Ballot Language	http://www.swccd.edu/modules/showdocument.aspx?documentid=16723
8.16	Board Meeting Minutes 7/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16723
8.17	Board Meeting Minutes 8/9/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16737
8.18	Tentative Budget Book Pages 41-44	http://www.swccd.edu/modules/showdocument.aspx?documentid=16736
8.19	SERP Savings Spreadsheet	http://www.swccd.edu/modules/showdocument.aspx?documentid=18463
8.20	HR Hiring Report Police/Safety	http://www.swccd.edu/modules/showdocument.aspx?documentid=18525
8.21	SCC Meeting Agenda/Minutes of 5/18/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18794
8.22	PBC Meeting Agenda/Minutes of 5/20/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18735
8.23	Pack & Associates Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=16748
8.24	Facilities Master Plan Page 83	http://www.swccd.edu/modules/showdocument.aspx?documentid=16747
8.25	2018-22 5-Year Construction Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=18832
8.26	FON Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=16746
8.27	State Scheduled Maintenance Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=16744
8.28	Maintenance & Service Agreement Renewal	http://www.swccd.edu/modules/showdocument.aspx?documentid=18782
8.42	HVAC Filter PM Service	http://www.swccd.edu/modules/showdocument.aspx?documentid=16793
8.43	Vehicle and Electric Cart PM Service	http://www.swccd.edu/modules/showdocument.aspx?documentid=16792
8.44	Plumbing PM Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=16995
8.45	15-16 Scheduled Maintenance	http://www.swccd.edu/modules/showdocument.aspx?documentid=16994
8.46	Custodial Satisfaction Survey 2011	http://www.swccd.edu/modules/showdocument.aspx?documentid=18751
8.47	Maintenance Review Umstot Report 2015	http://www.swccd.edu/modules/showdocument.aspx?documentid=16992
8.48	FOP Project Planning 2016-17	http://www.swccd.edu/modules/showdocument.aspx?documentid=19008
8.49	16-17 Scheduled Maintenance Proposed	http://www.swccd.edu/modules/showdocument.aspx?documentid=19007
8.50	Proposition 39 Four-Year Plan 2013-17	http://www.swccd.edu/modules/showdocument.aspx?documentid=16989
8.51	HEAT Work Orders Summary	http://www.swccd.edu/modules/showdocument.aspx?documentid=17679
8.52	Redevelopment Maintenance Projects	http://www.swccd.edu/modules/showdocument.aspx?documentid=19006
8.53	MediFit Agreement	http://www.swccd.edu/modules/showdocument.aspx?documentid=16988
RECOMMENDATION 9		
9.1	TAPS Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=16768
9.2	Keenan Letter	http://www.swccd.edu/modules/showdocument.aspx?documentid=16769
9.3	Cash Handling Operating Procedures	http://www.swccd.edu/modules/showdocument.aspx?documentid=16773

No.	Name	Web Access URL
9.4	SWC Police Procedure	Confidential document (available upon request)
9.5	Work Order or Invoice for Safe Bolting	http://www.swccd.edu/modules/showdocument.aspx?documentid=16765
9.6	Work Order or Invoice for Surveillance Camera	http://www.swccd.edu/modules/showdocument.aspx?documentid=16764
9.7	Work Order or Invoice for Cashier's Office Remodel Project	http://www.swccd.edu/modules/showdocument.aspx?documentid=16762
9.8	Photo of Combination Lock Installed on Door	http://www.swccd.edu/modules/showdocument.aspx?documentid=16763
RECOMMENDATION 10		
10.1	Educational Master Plan, April 2013	http://www.swccd.edu/modules/showdocument.aspx?documentid=17760
10.2	Facilities Master Plan (Accepted April 24, 2013)	http://www.swccd.edu/modules/showdocument.aspx?documentid=17759
10.3	Institutional Technology Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=17758
10.4	Student Success and Support Program (SSSP) Plan 2015-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17757
10.5	Student Equity Plan (SEP) 2014-17	http://www.swccd.edu/modules/showdocument.aspx?documentid=17756
10.6	Basic Skills Document	http://www.swccd.edu/modules/showdocument.aspx?documentid=17755
10.7	Strategic Planning Committee Agenda 4/8/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17754
10.8	Shared Planning and Decision Making Handbook	http://www.swccd.edu/modules/showdocument.aspx?documentid=18737
10.9	Basic Skills Plan Submission	http://www.swccd.edu/modules/showdocument.aspx?documentid=17752
10.10	Student Equity Plan Submission	http://www.swccd.edu/modules/showdocument.aspx?documentid=17751
10.11	Merged Planning and Budget Calendar	http://www.swccd.edu/modules/showdocument.aspx?documentid=17750
10.12	Planning and Budget Committee Agenda/Minutes 3/18/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18793
10.13	PR Deadlines 2015-16 Revised Feb 3	http://www.swccd.edu/modules/showdocument.aspx?documentid=17748
10.14	ODES Report Biology Program Review Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=17747
10.15	2014-15 Prioritization List	http://www.swccd.edu/modules/showdocument.aspx?documentid=17746
10.16	2015-16 Prioritization List	http://www.swccd.edu/modules/showdocument.aspx?documentid=17745
10.17	Program Review Request Award Letters	http://www.swccd.edu/modules/showdocument.aspx?documentid=17744
10.18	SWC Online Snapshot Form for Resource Request	http://www.swccd.edu/modules/showdocument.aspx?documentid=17743
10.19	Planning & Budget Committee Agenda/Minutes 2/05/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18792
10.20	Shared Consultation Council Agenda/Minutes 2/03/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18791
10.21	Budget Challenge Presentation	http://www.swccd.edu/modules/showdocument.aspx?documentid=17740
10.22	Tentative Budget Final PowerPoint 5/19/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17739
10.23	Governor's Budget presentation	http://www.swccd.edu/modules/showdocument.aspx?documentid=17738
10.24	2016-17 Adopted Budget, pages 31 & 44	http://www.swccd.edu/modules/showdocument.aspx?documentid=17737

No.	Name	Web Access URL
10.25	IEPI Request Letter	http://www.swccd.edu/modules/showdocument.aspx?documentid=17810
10.26	2016-17 Tentative Budget, pg 30	http://www.swccd.edu/modules/showdocument.aspx?documentid=17736
10.27	Planning & Budget Committee Agenda/Minutes 05/20/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18790
10.28	Shared Consultation Council Agenda/Minutes 05/18/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18789
10.29	Proposed Adopted budget 2016-17 Redevelopment Projects	http://www.swccd.edu/modules/showdocument.aspx?documentid=17733
10.30	2015-16 Adopted Budget pg 23	http://www.swccd.edu/modules/showdocument.aspx?documentid=17732
10.31	Email IEPI Open Forum 4-5-16 MN	http://www.swccd.edu/modules/showdocument.aspx?documentid=18778
10.32	Email IEPI Open Forum 4-5-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18777
10.33	Reminder Email Open Forum 4-5-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18776
10.34	Forwarded Reminder Email Open Forum 4-5-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18775
10.35	IEPI Plan Status Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=18429
10.36	IEPI Report Appendices	http://www.swccd.edu/modules/showdocument.aspx?documentid=18717
10.37	2012-13 Prioritization List	http://www.swccd.edu/modules/showdocument.aspx?documentid=18427
10.38	2013-14 Prioritization List	http://www.swccd.edu/modules/showdocument.aspx?documentid=18426
10.39	2014-15 Prioritization List	http://www.swccd.edu/modules/showdocument.aspx?documentid=18425
10.40	2016 SCC Prioritization List	http://www.swccd.edu/modules/showdocument.aspx?documentid=18424
10.41	Sample Prioritization Letter	http://www.swccd.edu/modules/showdocument.aspx?documentid=18423
10.42	Program Review SharePoint Sub-library	https://portal.swccd.edu/Committees/IPRC/Program%20Review%20Shared%20D
10.43	SWC Strategic Plan 2016-2019	http://www.swccd.edu/modules/showdocument.aspx?documentid=18634
10.44	*Did You Know* Handout	http://www.swccd.edu/modules/showdocument.aspx?documentid=19333
RECOMMENDATION 11		
11.1	Audit FY12, pg 63	http://www.swccd.edu/modules/showdocument.aspx?documentid=16875
11.2	Audit FY13, pg 61	http://www.swccd.edu/modules/showdocument.aspx?documentid=16874
11.3	Audit FY14, pg 79	http://www.swccd.edu/modules/showdocument.aspx?documentid=16873
11.4	Audit FY15, pgs 73-76	http://www.swccd.edu/modules/showdocument.aspx?documentid=16872
11.5	Internal Auditor Job Description	http://www.swccd.edu/modules/showdocument.aspx?documentid=16871
11.7	Financial Aid Technician Job Description	http://www.swccd.edu/modules/showdocument.aspx?documentid=16869
11.8	TAPS Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=16868
11.9	Cash Handling Operating Procedures	http://www.swccd.edu/modules/showdocument.aspx?documentid=16867
11.10	SWC Police Procedures	Confidential document (available upon request)

No.	Name	Web Access URL
11.11	Work Order/Invoice for Safe Bolting	http://www.swccd.edu/modules/showdocument.aspx?documentid=16865
11.12	Work Order/Invoice for Surveillance Camera	http://www.swccd.edu/modules/showdocument.aspx?documentid=16864
11.13	Work Oder/Invoice for Cashier's Office Remodel Project	http://www.swccd.edu/modules/showdocument.aspx?documentid=16863
11.14	Photo of Combination Lock Installed on Door	http://www.swccd.edu/modules/showdocument.aspx?documentid=16862
11.15	PBC Meeting Agenda/Minutes 4/15/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18812
11.16	SCC Meeting Agenda/Minutes 4/20/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18811
11.17	Board Meeting 5/17/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16859
11.18	Christy White Contract 2015-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16858
11.19	Christy White Contract Amendment 2016-17	http://www.swccd.edu/modules/showdocument.aspx?documentid=18822
11.20	Proposition AA Audit, pgs 17-23	http://www.swccd.edu/modules/showdocument.aspx?documentid=16856
11.21	Proposition R Audit, pgs 17-23	http://www.swccd.edu/modules/showdocument.aspx?documentid=16855
11.22	PBC Meeting Agenda/Minutes 5/6/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18810
11.23	SCC Meeting Agenda/Minutes 3/16/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18809
11.24	SCC Meeting Agenda/Minutes 4/6/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18808
11.25	Governing Board Meeting 5/17/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16851
11.26	SERP Savings Analysis	http://www.swccd.edu/modules/showdocument.aspx?documentid=16850
11.27	2016-17 TB book	http://www.swccd.edu/modules/showdocument.aspx?documentid=16849
11.28	Budget Forum Email Reminder	http://www.swccd.edu/modules/showdocument.aspx?documentid=16848
11.29	Budget Forum Meeting Minutes 5/19/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16847
11.30	GB Budget Workshop 5/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16846
11.31	PBC Meeting Agenda/Minutes 3/4/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18807
11.32	PBC Meeting Agenda/Minutes 3/18/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18805
11.33	Governing Board Meeting 6/14/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16843
11.34	Payroll and HR Screen Access Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=17003
11.35	STRS Error Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=17002
11.36	Armored Car Contract	http://www.swccd.edu/modules/showdocument.aspx?documentid=17001
11.38	2016 San Diego Tax Payer Association School Bond	http://www.swccd.edu/modules/showdocument.aspx?documentid=17576
11.39	Governing Board Meeting 7/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17575
11.40	Refinancing Presentation	http://www.swccd.edu/modules/showdocument.aspx?documentid=17574
RECOMMENDATION 12		

No.	Name	Web Access URL
12.1	MOU Dated 7/25/00	http://www.swccd.edu/modules/showdocument.aspx?documentid=16974
12.2	Initial Revised Draft MOU Dated 2/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16976
12.3	Retreat Agenda 3/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16973
12.4	Agenda/Minutes 3/22/16 Foundation Board Meeting	http://www.swccd.edu/modules/showdocument.aspx?documentid=16972
12.5	Revised Draft MOU Dated 3/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16971
12.6	Email to BFA and OIE Dated 4/15/16 and 4/22/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16970
12.7	Revised Draft MOU Dated 4/15/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16969
12.8	Agenda/Minutes 4/26/16 Foundation Board Meeting	http://www.swccd.edu/modules/showdocument.aspx?documentid=16968
12.9	Revised Draft MOU Dated 4/29/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16967
12.10	Emails With BFA and S/P Dated 5/4/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16966
12.11	Revised Draft MOU Dated 6/1/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16965
12.12	Email to BFA Dated 6/13/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=16964
12.13	Draft Agenda for 7/23/16 Foundation Board Retreat	http://www.swccd.edu/modules/showdocument.aspx?documentid=16963
12.14	Agenda for August Governing Board Meeting	http://www.swccd.edu/modules/showdocument.aspx?documentid=17007
12.15	Approved MOU Between the District and Foundation Dated	http://www.swccd.edu/modules/showdocument.aspx?documentid=16960
12.16	Blackbaud Contract	http://www.swccd.edu/modules/showdocument.aspx?documentid=16962
12.17	Audit Reports FY15, FY14, and FY13	http://www.swccd.edu/modules/showdocument.aspx?documentid=16961
RECOMMENDATION 13		
13.1	TB Book, Page 13	http://www.swccd.edu/modules/showdocument.aspx?documentid=17606
13.2	2015 Annual Financial Audit, Page 41	http://www.swccd.edu/modules/showdocument.aspx?documentid=17605
13.4	2015-16 Adopted Budget, Page 23	http://www.swccd.edu/modules/showdocument.aspx?documentid=17603
13.5	2016-17 TB, Pages 28, 31, 44	http://www.swccd.edu/modules/showdocument.aspx?documentid=17601
13.6	Governing Board Meeting Minutes 11/16/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17602
13.7	SCC Meeting Agenda/Minutes 3/16/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18821
13.8	SCC Meeting Agenda/Minutes 4/6/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18820
13.9	2016-17 Adopted Budget Book, Page 48	http://www.swccd.edu/modules/showdocument.aspx?documentid=17598
13.10	2016-17 Tentative Budget, Pages 27 & 30	http://www.swccd.edu/modules/showdocument.aspx?documentid=17597
13.11	2015-16 Adopted Budget Book, Page 18	http://www.swccd.edu/modules/showdocument.aspx?documentid=17596
13.12	2016-17 Tentative Budget, Page 27	http://www.swccd.edu/modules/showdocument.aspx?documentid=17595
13.13	Unfunded Vacancy List	http://www.swccd.edu/modules/showdocument.aspx?documentid=17594

No.	Name	Web Access URL
13.14	3-Year Budget Analysis List Used to Reduce Budgets	http://www.swccd.edu/modules/showdocument.aspx?documentid=17593
13.15	PBC Meeting Agenda/Minutes 3/4/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18819
13.18	OLA Budget Presentation	http://www.swccd.edu/modules/showdocument.aspx?documentid=17589
13.19	Governing Board Special Meeting 5/19/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17588
13.20	Governing Board Meeting 5/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18521
13.21	SERP Savings Spreadsheet	http://www.swccd.edu/modules/showdocument.aspx?documentid=17587
13.22	FON Submissions	http://www.swccd.edu/modules/showdocument.aspx?documentid=17586
13.23	2015 Financial Audit, Pages 35-40	http://www.swccd.edu/modules/showdocument.aspx?documentid=17585
13.25	SCC Meeting Agenda/Minutes 3/9/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18831
13.26	Governing Board Meeting 4/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17582
13.27	Academic Senate Meeting Minutes 4/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17581
13.28	IEPI Goals	http://www.swccd.edu/modules/showdocument.aspx?documentid=17580
13.29	IEPI Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=17579
13.30	Governing Board Meeting 7/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17578
13.31	Governing Board Meeting Minutes 8/9/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17577
13.32	2016 San Diego Tax Payer Association School Bond	http://www.swccd.edu/modules/showdocument.aspx?documentid=17576
13.33	Governing Board Meeting 7/12/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17575
13.34	Refinancing Presentation	http://www.swccd.edu/modules/showdocument.aspx?documentid=17574
13.38	Audit FY15, Pages 73-76	http://www.swccd.edu/modules/showdocument.aspx?documentid=17570
13.39	2015 Proposition R Independent Auditor Report, Page 17-22	http://www.swccd.edu/modules/showdocument.aspx?documentid=17569
13.40	2016 Proposition AA Independent Auditor Report, Page 17-22	http://www.swccd.edu/modules/showdocument.aspx?documentid=17568
13.42	Financial Aid Technician Job Description	http://www.swccd.edu/modules/showdocument.aspx?documentid=17567
13.43	Cash Handling Operating Procedures	http://www.swccd.edu/modules/showdocument.aspx?documentid=18872
13.45	Work Order/Invoice for Safe Bolting	http://www.swccd.edu/modules/showdocument.aspx?documentid=17565
13.46	Work Order/Invoice for Surveillance Camera	http://www.swccd.edu/modules/showdocument.aspx?documentid=17564
13.47	Work Order/Invoice for Cashier's Office Remodel Project	http://www.swccd.edu/modules/showdocument.aspx?documentid=17563
13.48	Photo of Combination Lock Installed on Door	http://www.swccd.edu/modules/showdocument.aspx?documentid=17618
13.50	TAPS Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=17562
13.51	Keenan Letter	http://www.swccd.edu/modules/showdocument.aspx?documentid=17560
13.52	Updated 6000 Series BPs and APs	http://www.swccd.edu/modules/showdocument.aspx?documentid=17559

No.	Name	Web Access URL
13.53	SCC Meeting Agenda/Minutes 4/20/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18818
13.54	Payroll and HR Authorization Access Audit	http://www.swccd.edu/modules/showdocument.aspx?documentid=17557
13.55	Payroll Audits	http://www.swccd.edu/modules/showdocument.aspx?documentid=17556
RECOMMENDATION 14		
14.1	Adopted Budget page 23-25, Page 30, page 48	http://www.swccd.edu/modules/showdocument.aspx?documentid=17342
14.2	2015-16 Adopted Budget, Page 18	http://www.swccd.edu/modules/showdocument.aspx?documentid=17341
14.3	2015-16 Adopted Budget Book, Page 23	http://www.swccd.edu/modules/showdocument.aspx?documentid=17340
14.4	2016-17 Adopted Budget Book, Page 30 Transfer Out	http://www.swccd.edu/modules/showdocument.aspx?documentid=17339
14.5	2016-17 Adopted Budget Book, Page 44, Program Review	http://www.swccd.edu/modules/showdocument.aspx?documentid=17338
14.6	Total Compensation Actuarial Study, Page 2	http://www.swccd.edu/modules/showdocument.aspx?documentid=17337
14.7	Governing Board Meeting 11/16/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17336
14.8	Unfunded Vacancy List	http://www.swccd.edu/modules/showdocument.aspx?documentid=17335
14.9	3-Year Budget Analysis List Used to Reduce Budgets	http://www.swccd.edu/modules/showdocument.aspx?documentid=17334
14.10	2016-17 Adopted Budget Book, Page 48	http://www.swccd.edu/modules/showdocument.aspx?documentid=17333
14.11	Governing Board Special Meeting 5/19/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17332
14.12	Governing Board Workshop 5/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18547
14.13	SERP Savings Spreadsheet	http://www.swccd.edu/modules/showdocument.aspx?documentid=17331
14.14	FON Submissions	http://www.swccd.edu/modules/showdocument.aspx?documentid=17330
14.15	2016-17 Adopted Budget Book, Page 14-15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17329
14.16	2016-17 Adopted Budget, Page 48	http://www.swccd.edu/modules/showdocument.aspx?documentid=17328
14.17	Adopted Budget Workshop Presentation to Governing Board	http://www.swccd.edu/modules/showdocument.aspx?documentid=17327
14.18	Governing Board Special Workshop Agenda	http://www.swccd.edu/modules/showdocument.aspx?documentid=17326
14.19	Planning and Budget Committee Agenda/Minutes 9/2/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18830
14.20	Enrollment Management Plan 2011-16 Final	http://www.swccd.edu/modules/showdocument.aspx?documentid=17324
14.21	2017-22 Enrollment Management Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=19332
14.22	Enrollment Management Training Agenda	http://www.swccd.edu/modules/showdocument.aspx?documentid=17322
14.23	Joint Deans Chairs Agenda 8/29/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17321
14.24	EPPT Minutes 9-19-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17481
14.25	EP/EMT Committee Minutes	http://www.swccd.edu/modules/showdocument.aspx?documentid=18642
14.26	S-P College Forum Announcement	http://www.swccd.edu/modules/showdocument.aspx?documentid=19177

No.	Name	Web Access URL
14.27	CCCCO BOG Approval of Center Status	http://www.swccd.edu/modules/showdocument.aspx?documentid=17320
14.28	Student Success and Completion Agenda	http://www.swccd.edu/modules/showdocument.aspx?documentid=17319
14.29	BP/AP 4021 Program Discontinuance	http://www.swccd.edu/modules/showdocument.aspx?documentid=17318
14.30	Discontinued Programs in 2013-14	http://www.swccd.edu/modules/showdocument.aspx?documentid=17317
14.31	Technology Plan 2011-15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17316
14.32	Data Dashboard June 27, 2013	http://www.swccd.edu/modules/showdocument.aspx?documentid=17315
14.33	Joint SWC-SUHSD Governing Board Meeting 4/26/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17314
14.34	South County Collaboration 5/26/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17313
14.35	Summer Readiness Program	http://www.swccd.edu/modules/showdocument.aspx?documentid=19057
14.36	First Year Experience (FYE)	http://www.swccd.edu/modules/showdocument.aspx?documentid=19056
14.37	Feedback Memo on College Status Report on SLO Implement	http://www.swccd.edu/modules/showdocument.aspx?documentid=17310
14.38	Change on SWC Graduation Requirements 5/13/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17309
14.39	Virtual Tour SWC Campus	http://www.swccd.edu/modules/showdocument.aspx?documentid=19055
14.40	SWCCD Design Guidelines Rev 2 10/30/14	http://www.swccd.edu/modules/showdocument.aspx?documentid=17307
14.41	SWCCD Furn Stds Rev 10/5/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17306
14.42	Calendar Committee Minutes May 7, 2014	http://www.swccd.edu/modules/showdocument.aspx?documentid=17305
14.43	2013-14 Student Staff Faculty Survey	http://www.swccd.edu/modules/showdocument.aspx?documentid=19054
14.44	Compressed Calendar Drafts	http://www.swccd.edu/modules/showdocument.aspx?documentid=19053
14.45	311 Report, pg 33	http://www.swccd.edu/modules/showdocument.aspx?documentid=18546
14.46	Academic Senate Agenda 10/28/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18543
14.47	Screenshot Data Resources webpage	http://www.swccd.edu/modules/showdocument.aspx?documentid=18545
14.48	Screenshot Inst Research webpage	http://www.swccd.edu/modules/showdocument.aspx?documentid=18544
14.49	Two Year Course Plan	http://www.swccd.edu/modules/showdocument.aspx?documentid=17465
14.50	Weekend College Webpage	http://www.swccd.edu/modules/showdocument.aspx?documentid=17464
14.51	Distance Education Training	http://www.swccd.edu/modules/showdocument.aspx?documentid=19052
14.52	CTE Report to Governing Board	http://www.swccd.edu/modules/showdocument.aspx?documentid=17462
14.53	Apr 2015 CTE Reports Board Agenda	http://www.swccd.edu/modules/showdocument.aspx?documentid=17461
14.54	HELP! Applying for a Certificate	http://www.swccd.edu/modules/showdocument.aspx?documentid=19051
14.55	Southwestern College Home	http://www.swccd.edu/modules/showdocument.aspx?documentid=19050
14.56	WebAdvisor Meeting Summaries 2014	http://www.swccd.edu/modules/showdocument.aspx?documentid=19049

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14.57	WebAdvisor Modifications 2016	http://www.swccd.edu/modules/showdocument.aspx?documentid=19048
14.58	Request for IEPI Team Site Visit	http://www.swccd.edu/modules/showdocument.aspx?documentid=17456
14.59	Institutional Innovation and Effective	http://www.swccd.edu/modules/showdocument.aspx?documentid=17455
14.60	Joint Deans Chairs Agenda 11/9/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17454
14.61	EPPT Minutes 12/9/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17453
14.62	Joint Deans Chairs Agenda 2/22/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17452
14.63	Opening Day Training of FTES	http://www.swccd.edu/modules/showdocument.aspx?documentid=17451
14.64	Enrollment Management Training	http://www.swccd.edu/modules/showdocument.aspx?documentid=17450
14.65	Enrollment Management Training	http://www.swccd.edu/modules/showdocument.aspx?documentid=17449
14.66	Institutional Efficiency-Sections	http://www.swccd.edu/modules/showdocument.aspx?documentid=17448
14.67	SWC Pourzanjani FTES Planning Template	http://www.swccd.edu/modules/showdocument.aspx?documentid=17447
14.68	FTES Report	http://www.swccd.edu/modules/showdocument.aspx?documentid=18870
14.69	Room Charts	http://www.swccd.edu/modules/showdocument.aspx?documentid=19047
14.70	16FA.083116.section.efficiency	http://www.swccd.edu/modules/showdocument.aspx?documentid=17444
14.72	LHE Allocation, Revised 02/09/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17442
14.73	Fall 2016 FTES Allocation 01/25/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17441
14.74	Fall 2016 Target Worksheet rev 7-8	http://www.swccd.edu/modules/showdocument.aspx?documentid=17440
14.75	PTOL Estimator for Instruction Sample	http://www.swccd.edu/modules/showdocument.aspx?documentid=17439
14.76	EPPT Minutes 12/9/15	http://www.swccd.edu/modules/showdocument.aspx?documentid=17438
14.77	Deleted Fall 2016 Sections	http://www.swccd.edu/modules/showdocument.aspx?documentid=17437
14.78	Academic Affairs Council Agenda 4/25/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17436
14.79	Web Advisor Portal Down Year End Closing	http://www.swccd.edu/modules/showdocument.aspx?documentid=19046
14.80	Drop for Non-payment	http://www.swccd.edu/modules/showdocument.aspx?documentid=19045
14.81	FW 5075 (AP) Course Adds and Drops	http://www.swccd.edu/modules/showdocument.aspx?documentid=19044
14.82	Drop for Non-payment Meeting Summary 8/24/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17432
14.83	Enrollment Management and Projections Task Force 5/6/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17431
14.84	Enrollment Trends 2012-13 thru Fall 2016 9-6-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19184
14.85	EPPT 9-19-16 McGregor Presentation	http://www.swccd.edu/modules/showdocument.aspx?documentid=17479
14.86	Academic Senate Agenda/Minutes 9/13/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18829
14.87	Academic Senate EM Presentation Hayashi	http://www.swccd.edu/modules/showdocument.aspx?documentid=17477

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14.88	A/S Enrollment Management Faculty Discussion	http://www.swccd.edu/modules/showdocument.aspx?documentid=18542
14.89	DE Coordinator HRT/JD 2017-2019	http://www.swccd.edu/modules/showdocument.aspx?documentid=19265
RECOMMENDATION 15		
15.1	Procedure No. 2410 AP–*Adoption of Policies and Procedures*	http://www.swccd.edu/modules/showdocument.aspx?documentid=17016
15.2	Policy & Procedure Status Index	http://www.swccd.edu/modules/showdocument.aspx?documentid=19342
15.3	Governing Board Retreat Agenda 8/13/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17364
15.4	Board & CEO Roles and Protocols	http://www.swccd.edu/modules/showdocument.aspx?documentid=17360
15.5	Fully Executed GB Accreditation Resolution 8-13-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=17012
15.6	Board Policy 2200: *Board Duties and Responsibilities*	http://www.swccd.edu/modules/showdocument.aspx?documentid=17362
15.7	Board Policy 2430: *Delegation of Authority to Supt/Pres*	http://www.swccd.edu/modules/showdocument.aspx?documentid=17361
15.8	Shared Consultation Council (SCC) Guiding Principles…	http://www.swccd.edu/modules/showdocument.aspx?documentid=17017
15.9	Board of Trustees 2016-17 Priorities	http://www.swccd.edu/modules/showdocument.aspx?documentid=17359
15.10	Shared Planning and Decision Making Handbook	http://www.swccd.edu/modules/showdocument.aspx?documentid=18733
COMMISSION RECOMMENDATION		
CR.1	APR Comprehensive Review	http://www.swccd.edu/modules/showdocument.aspx?documentid=18641
CR.2	CIS email	http://www.swccd.edu/modules/showdocument.aspx?documentid=18774
CR.3	APR-ENGL 2014 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18411
CR.4	APR-BIOL 2015 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18773
CR.5	APR-HLTH 2013 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18408
CR.6	APR-FS 2013 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18407
CR.7	APR-MATH 2015 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18406
CR.8	APR-WL 2013 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18405
CR.9	APR-CA 2014 Comprehensive	http://www.swccd.edu/modules/showdocument.aspx?documentid=18404
CR.10	SOAR Report 2015-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=19176
CR.11	VPAA 2015 Program Review Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18874
CR.12	APR-MEDOP 2013 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18771
CR.13	APR-CD 2014 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18401
CR.14	AAPR-LAS 2014 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18400
CR.15	APR-LIB 2015 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18399
CR.16	APR-HUM 2014 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=18398

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CR.17	AAPR-VPAA 2014 List Overarching	http://www.swccd.edu/modules/showdocument.aspx?documentid=18397
CR.18	LOAC Final Committee Template	http://www.swccd.edu/modules/showdocument.aspx?documentid=18396
CR.19	Curriculum Committee Meeting Minutes 12/1/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18878
CR.20	Academic Senate SLO Reorg	http://www.swccd.edu/modules/showdocument.aspx?documentid=18395
CR.21	Opening Day Discussion Notes ESL & WL	http://www.swccd.edu/modules/showdocument.aspx?documentid=18394
CR.22	Program Review Document Library Instructions	http://www.swccd.edu/modules/showdocument.aspx?documentid=18393
CR.23	Program Designator List 15-16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18392
CR.24	2014 SCC Master Prioritization List	http://www.swccd.edu/modules/showdocument.aspx?documentid=18391
CR.25	Sample Prioritization Award Letter	http://www.swccd.edu/modules/showdocument.aspx?documentid=18390
CR.26	IPRC Template	http://www.swccd.edu/modules/showdocument.aspx?documentid=18389
CR.27	IPRC Minutes 11/22/16	http://www.swccd.edu/modules/showdocument.aspx?documentid=18461
CR.28	IPRC SharePoint Sub-library Link	http://www.swccd.edu/modules/showdocument.aspx?documentid=19337
CR.30	AAPR VPAA 2014 Top 20 Minor Equipment Needs	http://www.swccd.edu/modules/showdocument.aspx?documentid=18912
CR.31	Perkins Report SEC II B Workplan	http://www.swccd.edu/modules/showdocument.aspx?documentid=18911
CR.32	AAPR VPAA 2014 Faculty Needs	http://www.swccd.edu/modules/showdocument.aspx?documentid=18910
CR.33	AAPR VPAA 2014 Major Equipment Needs	http://www.swccd.edu/modules/showdocument.aspx?documentid=18908
CR.34	2016 SCC Master Prioritized Needs List	http://www.swccd.edu/modules/showdocument.aspx?documentid=18907
CR.35	APR ENGL 2013 Comprehensive	http://www.swccd.edu/modules/showdocument.aspx?documentid=19175
CR.36	APR BIOL 2014 Comprehensive	http://www.swccd.edu/modules/showdocument.aspx?documentid=19174
CR.37	APR CD 2013 Comprehensive	http://www.swccd.edu/modules/showdocument.aspx?documentid=19173
CR.38	APR WL 2016 Comprehensive	http://www.swccd.edu/modules/showdocument.aspx?documentid=19172
CR.39	APR Mathematics 2012 Comprehensive	http://www.swccd.edu/modules/showdocument.aspx?documentid=19182
CR.40	APR Accounting 2013 Snapshot	http://www.swccd.edu/modules/showdocument.aspx?documentid=19181

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD

Mission Statement*: Southwestern Community College District, the only public institution of higher education in southern San Diego County, provides services to a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services, including those offered through distance education. The College District also stimulates the development and growth of the region through its educational, economic and workforce opportunities, community partnerships and services.*

Southwestern Community College District promotes student learning and success and prepares students to become engaged global citizens by committing to continuous improvement that includes planning, implementation and evaluation. 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 and continuing education.