



SOUTHWESTERN COLLEGE

ACCREDITATION MIDTERM 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

October 15, 2018

CERTIFICATION OF THE MIDTERM REPORT

Date: October 15, 2018

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

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

This Midterm Report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for the purpose of assisting in determining the resolution of recommendations for improvement identified during the 2015 Site Visit.

We certify that there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.


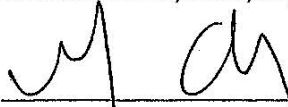
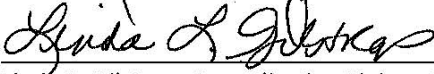
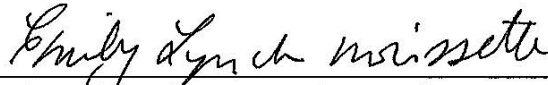
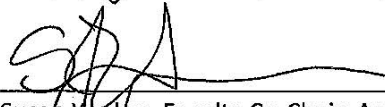

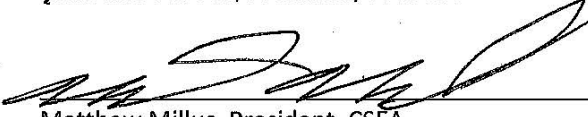

 Kindred Murillo, Ed.D., Superintendent/President	10-10-18 Date
 Griseida A. Delgado, President, Governing Board	10-9-18 Date
 Linda L. Gilstrap, Accreditation Liaison Officer	10-9-18 Date
 Emily Lynch-Morrisette, President, Academic Senate	10/9/18 Date
 Susan Yonker, Faculty Co-Chair, Accreditation Oversight Committee	10/9/18 Date
 Fernando Poveda, President, SCCDAA	10/9/18 Date
 Matthew Millus, President, CSEA	09 October 2018 Date
 S. Rob Shaffer, President, SCEA	10/9/18 Date

TABLE OF CONTENTS

Statement of Midterm Report Preparation	1
Participants in Preparing Report	2
Glossary of Acronyms	4
Self-Identified Actionable Improvement Plans (AIP).....	5
Response to Team Recommendations.....	16
Data Trend Analysis	29
Appendix One: Campus Morale AIP	34
Appendix Two: Student Learning Outcomes AIP.....	36
Appendix Three: Distance Education AIP	38
Appendix Four: Evidence.....	39

STATEMENT OF MIDTERM REPORT PREPARATION

The Accrediting Commission for Community and Junior Colleges (ACCJC) issued an action letter, dated June 23, 2017, stating that Southwestern College (SWC) was removed from its warning status and was reaffirmed accreditation for the remainder of its six-year cycle. In this letter, the Commission determined that the College District had resolved the deficiencies noted during the fall 2015 comprehensive review and that it now meets Eligibility Requirements, Accreditation Standards, and Commission policies.

SWC's Midterm Accreditation Report describes work that has been accomplished by Southwestern College in response to the five improvement recommendations made by the 2015 comprehensive evaluation team. It also includes an update on three actionable improvement plans that were identified in SWC's 2015 Self Evaluation Report; in addition, institutional data trend reporting, and analysis has been included.

SWC's Midterm Accreditation Report is a continuum of information that documents the institution's consistent efforts to meet Accreditation standards. In March 2017 the College District submitted an Accreditation Follow Up report to the Commission that described its accomplishments in addressing the ten recommendations of deficiencies and five recommendations for improvement that were noted during the fall 2015 comprehensive review; in June 2017 SWC submitted a Supplemental Accreditation Report to the Commission that further documented the progress of the College District in the areas noted above.

Specifically, this Midterm Accreditation Report, due October 15, 2018, addresses five improvement recommendations (fiscal integrity and institutional planning); also, the report addresses three actionable improvement plans (campus morale, student learning outcomes and distance education). College District leaders from each of these areas were asked to provide updates and evidence regarding ongoing implementation and/or sustainability efforts that demonstrate processes and practices now in place that ensure continuous improvement. In developing this information, each lead worked within their operational purview and shared governance realm (such as relevant committees and work groups) to create holistic responses that capture the accurate sequence and accountability of actions associated with each reported area mentioned above. This information/documentation was then provided to the Accreditation Co-Chairs between October 2017 and February 2018 and serves as the content for this report. The format for Southwestern College District's Midterm Accreditation Report follows suggested guidelines set out by the ACCJC and includes the precise language from the February 5, 2016 ACCJC Action Letter for each improvement recommendation.

The Accreditation Co-Chairs created a first draft of Southwestern College District's Midterm Accreditation Report by April 2018 to begin the constituency review process. This draft was presented to the AOC on April 13, 2018 for their input and consensus to begin vetting the draft report through the College District's established constituency review process which included the Shared Consultation Council (SCC), the Academic Senate and the Governing Board (April through June 2018).

After input from all constituents was received, the Midterm Accreditation Report was reviewed once again to further update it for veracity and accuracy. The report was finalized in August 2018 and shared with the AOC for final suggestions. The Report was then shared with SCC and the Academic Senate in July and September 2018 for each groups' second reading. Southwestern College District's Midterm Accreditation Report was submitted to the Governing Board for first and second reading in September and October 2018 and electronically mailed to the ACCJC in a timely manner prior to the October 15, 2018 deadline.

ACKNOWLEDGEMENTS

A special thank you to the following committees involved with preparation and review of this report:

Shared Consultation Council (SCC) and its standing committees

Accreditation Oversight Committee (AOC)

Human Resources Committee (HRC)

Institutional Facilities Committee (IFC)

Planning and Budget Committee (PBC)

Academic Senate and its committees

Learning Outcomes and Advisory Committee (LOAC)

Distance Education Task Force

The following individuals provided narrative, evidence, review and/or editing in the development of this report:

Actionable Improvement Plans

1. Campus Morale: Building an Inclusive College District and Working Environment

Janelle Williams — Acting Executive Director of Employee Equity, Inclusion and Professional Development

Robert Unger — Acting Vice President for Human Resources

Kindred Murillo, Ed.D. — Superintendent/President

Patricia Hinck — Professional Development Program Coordinator

Susan Yonker — Academic Senate Vice President, Academic Program Review Coordinator, Faculty Accreditation Co-Chair, and Professor of English

2. Student Learning Outcomes

Rebecca Wolniewicz — Student Learning Outcomes (SLO) Co-Coordinator, Learning Outcomes Assessment Committee Co-Chair and Professor of Communication

Jessica Posey — Student Learning Outcomes (SLO) Co-Coordinator, Learning Outcome Assessment Committee Co-Chair and Assistant Professor of English

Robert Stretch — Research Analyst

Susan Yonker — Academic Senate Vice President, Academic Program Review Coordinator, Faculty Accreditation Co-Chair, and Professor of English

3. Distance Education

Tracy Schaelen — Distance Education Faculty Coordinator

Mia McClellan — Dean, Instructional Support Services

Jonathan King — Dean, School of Counseling and Student Support Programs

Susan Yonker — Academic Senate Vice President, Academic Program Review Coordinator, Faculty Accreditation Co-Chair, and Professor of English

Team Recommendations for Improvement

Recommendation #8

Tim Flood – Vice President for Business and Financial Affairs
John Lewis – Institutional Facilities Committee Faculty Co-Chair and Professor of Art
Janell Ruiz – Administrative Assistant to the Vice President for Business and Financial Affairs

Recommendation #9

Tim Flood – Vice President for Business and Financial Affairs
Alison Hunter – Acting Director of Finance
Davis Nighswonger – Acting Chief of Police
Janell Ruiz – Administrative Assistant to the Vice President for Business and Financial Affairs
Linda L. Gilstrap – Accreditation Liaison Officer (ALO), Administrative Accreditation Co-Chair and Dean,
Office of Institutional Effectiveness

Recommendation #10

Tim Flood – Vice President for Business and Financial Affairs
Alison Hunter – Acting Director of Finance
Janell Ruiz – Administrative Assistant to the Vice President for Business and Financial Affairs
Linda L. Gilstrap – Accreditation Liaison Officer (ALO), Administrative Accreditation Co-Chair and Dean,
Office of Institutional Effectiveness

Recommendation #11

Tim Flood – Vice President for Business and Financial Affairs
Alison Hunter – Acting Director of Finance
Janell Ruiz – Administrative Assistant to the Vice President for Business and Financial Affairs
Linda L. Gilstrap – Accreditation Liaison Officer (ALO), Administrative Accreditation Co-Chair and Dean,
Office of Institutional Effectiveness

Recommendation #12

Tim Flood – Vice President for Business and Financial Affairs
Zaneta Salde Encarnacion – Executive Director, Office of Development and Foundation
Janell Ruiz – Administrative Assistant to the Vice President for Business and Financial Affairs
Linda L. Gilstrap – Accreditation Liaison Officer (ALO), Administrative Accreditation Co-Chair and Dean,
Office of Institutional Effectiveness

Accreditation Operational Team

Linda L. Gilstrap – Accreditation Liaison Officer (ALO), Administrative Accreditation Co-Chair and Dean,
Office of Institutional Effectiveness
Susan Yonker – Academic Senate Vice President, Academic Program Review Coordinator, Faculty
Accreditation Co-Chair, and Professor of English
Dawn Perez – Institutional Effectiveness Coordinator
Anna Flores – Administrative Secretary II

Research

David Wales – Senior Research & Planning Analyst

GLOSSARY OF ACRONYMS

Acronym	Associated Words
AOC	Accreditation Oversight Committee
AP	Administrative Procedure
APR	Academic Program Review
APRC	Academic Program Review Committee
BFA	Business and Financial Affairs
BP	Board Policy
CMT	College Management Team
DE	Distance Education
DEFT	Distance Education Faculty Training
FMP	Facilities Master Plan
FON	Faculty Obligation Number
FOP	Facilities, Operations and Planning
GESLO	General Education Student Learning Outcome
HEC	Higher Education Center
IPRC	Institutional Program Review Committee
LMS	Learning Management System
LOAC	Learning Outcomes and Advisory Committee
OEI	Online Education Initiative
PBC	Planning and Budget Committee
PSLO	Program Student Learning Outcome
SCC	Shared Consultation Council
SLO	Student Learning Outcome
SOAR	Student Outcomes & Assessment Review
SPDMH	Shared Planning and Decision-Making Handbook
SWC	Southwestern College
TCO	Total Cost of Ownership
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

SELF-IDENTIFIED ACTIONABLE IMPROVEMENT PLANS

(2015 Compilation of Self-Identified Actionable Improvement Plans)

CAMPUS MORALE: Building an Inclusive College and Working Environment IMPROVEMENT PLAN

STANDARD I.B.1	<i>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</i>
STANDARD III.A.4.a	<i>The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</i>

IMPROVEMENT PLAN Although there is improvement in campus climate, the College District is endeavoring to improve campus climate even more. As a result, and in the spirit of a focus on quality and continuous improvement, an Actionable Improvement Plan for Campus Morale has been crafted.

As the College District regularly and systematically reviews its processes, it makes improvements as deemed necessary. Although campus morale is assessed as better today than it was in 2010, recent reports of declines in employee morale have prompted College District leadership to focus efforts towards improving campus climate. Please refer to the Actionable Improvement Plan for Campus Morale in Appendix One.

STATUS In Progress/Continuous

UPDATES

- The College District’s Professional Development Program facilitates a [SafeZone Training Program](#) to provide “an opportunity for all members of our community to become allies and build cultural competence around LGBTQ issues.” ([SafeZone web page](#)) Employee groups can request training sessions.^{1, 2, 3}
- The College District Governing Board worked with the College District Superintendent/President to establish six three-year goals for 2017 through 2020.⁴ These six goals are in priority order; second only to reestablishing affirmed accreditation status is the priority to “foster a climate of respect, trust, and openness through building a culture of fairness, equity, and inclusion.”⁵
- One step the Superintendent/President has taken to achieve this goal is to communicate regularly with the College District community through her “Things to Know” emails. These emails:
 - Increase communication and transparency regarding actions and issues;
 - Promote cultural competence through learning resources on inclusion and equity;
 - Provide reminders of Governing Board Policies and Administrative Procedures;

- Highlight accomplishments of students, employees, and programs to boost morale and promote openness;
- Encourage participation at College District events that support inclusion;
- Invite members of the College District community to reply directly to the Superintendent/ President, thus fostering a climate of respect and promoting open dialogue;
- One of the Superintendent/President’s objectives in service of the goal to improve campus morale is to “provide constituencies with the opportunity to constructively address race/inclusion issues on campus,” and the College District has taken steps to achieve this objective:
 - In 2017, the College District’s Shared Consultation Council (SCC) participated in a summer retreat to work on race relations;
 - In November 2017, the College Management Team (CMT) held a retreat at which a representative of the [Academic Network](#), an “academic diversity recruitment firm” ([Academic Network home page](#)) facilitated a Committee Diversity Training designed to address unconscious bias in hiring;
 - The Superintendent/President has assembled an Advisory Task Force to the President on Inclusion and Race Relations, whose mission is to “develop a vision and operating boundaries ... centered on building a trusting and inclusive environment.”⁵ On December 8, 2017, the Advisory Task Force began meeting and meets on the second Friday of each month;
 - In the 2017–18 academic year, the College District’s Professional Development Program organized a year-long, four-part conference titled Inclusion Matters. The conference focused on “race and race relations, scaffolding increasingly challenging topics and concepts related to building more inclusive environments.”^{7, 8, 9} The conference was supplemented by opportunities to view and discuss documentary films and webinars.^{10, 11, 5}
 - In March 2018, the College District’s Superintendent/President, Vice President for Human Resources, Vice President for Business and Financial Affairs, and faculty & classified staff representatives participated in an Equity in Faculty Hiring Institute¹² facilitated by the Center for Urban Education.
 - In February 2018, the College District underwent a race relations assessment conducted by the University of Southern California (USC) Race and Equity Center. The assessment was conducted through a series of focus groups. At the fourth Inclusion Matters conference on April 27, 2018, the initial results of the assessment were shared by the executive director of the USC Race and Equity Center.¹⁸⁶
 - The results are being used to inform four Equity Institutes to improve equity and race relations at the College District. These institutes are designed to “enable institutional leaders to achieve long-term, significant, and sustainable organizational change” in the areas of “equity, diversity, assessment, accountability, leadership, organizational change, and learning;”⁶
 - The Superintendent/President shared the final *Report on the Racial Climate for Faculty and Staff*¹⁸⁷ in a global email to the College District on

Saturday, August 18, 2018, and a website will be launched to provide additional resources for the College District to work toward improving race relations in response to the report.

- The College District is in the process of developing a matrix to respond to the recommendations in the report.
- The results of the report are being used to inform four Equity Institutes to improve equity and race relations at the College District. These institutes are designed to “enable institutional leaders to achieve long-term, significant, and sustainable organizational change” in the areas of “equity, diversity, assessment, accountability, leadership, organizational change, and learning;” [6](#)
- Our Acting Executive Director of Employee Equity, Inclusion, and Professional Development has organized sessions¹⁹¹ for College employees to ask questions about the report and share ideas and recommendations for moving forward

STUDENT LEARNING OUTCOMES (SLO) IMPROVEMENT PLAN

STANDARD II.A.1.c *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

IMPROVEMENT PLAN The College District recognizes that it needs to ensure that the results from SLO assessments are used for improvement in all face-to-face and DE courses. Please refer to the Actionable Improvement Plan for Student Learning Outcomes in Appendix Two.

STATUS In Progress/Continuous

UPDATES

- In November 2016, the Academic Senate approved¹³ a plan to reorganize SLO leadership. The plan¹⁴ consisted of two faculty SLO Coordinators, approximately 25 faculty liaisons and the establishment of a Learning Outcomes and Assessment Review Committee (LOARC) to be chaired by the two faculty coordinators and the Director of Institutional Research, Planning and Grants.
- The Academic Senate Curriculum Committee approved the model in December 2016.¹⁵
- The two faculty SLO Coordinators have been in place since the first day of the Fall 2017 semester.
- Under the leadership of the SLO Coordinators, the mission of the LOARC was amended to focus on supporting faculty in the process of writing, revising, and assessing student learning outcomes at the course, program, and institutional levels. Its responsibilities include making recommendations to the Academic Senate on using assessment results to improve student achievement. To align with its amended mission, the committee was renamed the Learning Outcomes Advisory Committee (LOAC). It is a standing subcommittee of the Academic Senate Curriculum Committee and is co-chaired by the SLO Coordinators. The LOAC has been meeting twice a month since September 2017.
- One SLO coordinator served as a resource member of the College District’s 2017-2018 Guided Pathways Advisory Committee facilitating the connection of SLOs to curriculum mapping in Guided Pathways.¹⁶
- On April 4, 2018, an MOU¹⁷ was signed creating 24 paid faculty liaison positions to manage “the SLO assessment processes for courses and programs.”
- The SLO Coordinators have created a course in Canvas, the College District’s LMS, to provide resources and support for the faculty liaisons.
- The College District has assigned a research analyst to manage our SLO data system.
- The College District’s faculty contract¹⁸ requires that meetings take place for faculty in all disciplines to engage in establishing, reviewing, and analyzing SLOs and using that analysis to make program improvements.
- The faculty contract¹⁸ requires that every faculty member enter disaggregated SLO data into our data system and participate in the SLO assessment cycle.
- The College District’s comprehensive Academic Program Review (APR)¹⁹ requires faculty members to describe their program’s cycle of assessment, review, and

revision of course and program Student Learning Outcomes, explain how they document the process, and provide examples of how they have used SLO assessment to make program improvements.

- To strengthen the connection between SLOs and Academic Program Review, the comprehensive Academic Program Review²⁰ has been updated for 2018 with a question that requires review of SLO discussion notes and summary of significant findings.
- The Academic Program Review Committee (APRC) chair serves on the LOAC to sustain and improve connections between SLO assessment and program review.

STANDARD II.A.2.b *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

IMPROVEMENT PLAN The College District recognizes the need to ensure that the assessment of student progress towards achieving stated SLOs is occurring in all face-to-face and DE courses. Please refer to the Actionable Improvement Plan for Student Learning Outcomes in Appendix Two.

STATUS In Progress/Continuous

- UPDATES**
- The College District faculty contract¹⁸ stipulates that each unit member must submit disaggregated SLO data no later than 20 days after the end of each semester.
 - Our faculty SLO coordinators work with a research analyst to ensure that our SLO data system is prepared for each instructor to enter SLO data each semester.
 - Our SLO Liaisons send frequent reminders of SLO entry deadlines and provide instructions and one-on-one support to help faculty enter their assessments.^{21, 22}

STANDARD II.A.3.a *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

IMPROVEMENT PLAN To support further development of reporting General Education (GE) assessment activities, the College District will include GESLO results in its annual SOAR Report. This is addressed in the Actionable Improvement Plan for Student Learning Outcomes in Appendix Two.

STATUS In Progress/Continuous

UPDATES

- The SLO faculty liaison positions were filled as of August 20, 2018. The SLO Coordinators plan to write the SOAR Report in conjunction with the faculty liaisons, who will represent every discipline on campus, thus achieving the intent of the SOAR Report – to have institution-wide dialogue on assessment of learning outcomes. GESLO results will be included in the report.
- In March 2018, a work group was convened to evaluate the standing committee structure of the Shared Consultation Council (SCC). One recommendation to come out of this meeting was to consolidate the Student Outcome and Assessment Review (SOAR) Committee and the Institutional Program Review Committee (IPRC). If this recommendation is accepted by the IPRC, the IPRC will be responsible for reviewing future SOAR Reports, and the IPRC faculty and administrative co-chairs will report the conclusions of the review to the SCC.

STANDARD II.A.3.b *A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

IMPROVEMENT PLAN

The College District recognizes that it can improve in the area of assessing general education SLOs and it has developed a plan which is intended to make improvements in these areas. Please refer to the Actionable Improvement Plan for Student Learning Outcomes in Appendix Two.

STATUS

In Progress/Continuous

UPDATES

- GESLOs have been written for each major area in our three general education patterns – IGETC, CSU GE Breadth, and SWC's general education pattern. The GESLOs are housed in our SLO data system, and each GESLO is mapped to the appropriate courses by GE pattern and section. GESLO data has been collected for Fall 2017 and will be automatically collected each semester as faculty input CSLO data into the system.
- Beginning in Fall 2018, GESLO data will be reviewed and discussed by our new SLO liaisons, and the data along with conclusions drawn from the liaisons' discussions will be included in our next annual SOAR Report. This process will occur on an annual basis. Information in the SOAR Report is consulted during program review and is one metric used to inform decisions regarding resource allocation.

DISTANCE EDUCATION IMPROVEMENT PLAN

STANDARD II.A.1.a *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

IMPROVEMENT PLAN Southwestern Community College District recognizes that it can improve the method for *assessing students’ educational preparation* for DE courses, and work is in progress to provide training and evaluation methods that assure that *regular and substantive interaction* occurs in DE classes and learning support services. The College District has developed a plan which is intended to make improvements in these areas. In addition, the College District will ensure that *comparable student support services and learning support services* exist for DE students. Please refer to the Actionable Improvement Plan for Distance Education in Appendix Three.

STATUS In Progress/Continuous

UPDATES ***Assessing Students’ Educational Preparation***

- On the [home page](#) of the College District website, students can click [Online Learning](#) to find a link to the [Online Student Readiness Tutorials](#) provided by the California Community College Districts Online Education Initiative (OEI).
- The DE Task Force is exploring how the College District might use Quest, which includes the OEI Online Student Readiness Tutorials and SmarterMeasure diagnostic assessments, to assess our students’ educational preparation for online learning. The readiness tutorials are also available as a standalone module that can be added to any existing course. [23, 24](#)

Our DE Faculty Coordinator has posted a Southwestern College Course Template in the Canvas Commons that includes a student orientation module. This module contains links to five OEI Online Student Readiness Tutorials and information about time commitment, computer readiness, and Canvas, our College District’s LMS. [25, 26, 27, 28](#)

Regular and Substantive Interaction

The College District has achieved its goal of providing training and evaluation to assure that instructors provide regular and substantive interaction (regular effective contact) in their online and hybrid courses.

- Our DE Faculty Coordinator has been in her position since July 2015 and continues to lead the College District’s [DE faculty training](#) and provide expertise to support DE faculty evaluation.
- Our [DE Faculty Training \(DEFT\) certification course](#) launched in Summer 2016 and has been offered continuously ever since. The course includes an eight-hour module on regular effective contact. [29](#)
- As of Fall 2017, all instructors must complete our DEFT certification course or its demonstrated equivalent prior to teaching an online or hybrid course. [30](#)

- The College District has updated its DE evaluation form^{31, 32} to assure that regular effective contact is occurring in online and hybrid courses, and DE syllabi are required to include “Instructor-related course policies, including instructor role detailing how Regular Effective Contact will be provided.”³³
- The Tenure Review & Faculty Evaluation area of the College District’s website has a [training page](#) that includes an annotated DE syllabus³⁴ and DE syllabus template³⁵ with suggested language to meet the regular effective contact syllabus requirement.
- Our Tenure Review Coordinator, who oversees all faculty evaluations, has created a series of [training videos](#) for DE course evaluations, and one video explains how to evaluate regular effective contact. Evaluators confirm their understanding of regular effective contact and other elements of online evaluation via a [quiz](#) accompanying the videos.
- In January 2018, all College District academic deans took a DEFT certification course customized for their roles assigning and evaluating courses.^{36, 37}

Student Support Services

- Our DE course syllabus is required to include a link to the [Student Services & Campus Resources home page](#).
- In April 2018, the Counseling Department piloted a new product called Cranium Café, a video conferencing tool that enables students to receive the same counseling services online that they receive on campus. The pilot involved adding an “Ask a Counselor” link to the College District Counseling/Career Advisement page where students could access walk-in counseling services, and these services are now available to all students. The individual counseling component was piloted during the summer of 2018 and is scheduled to be implemented in fall of 2018, so students will soon have online access to appointment-based counseling services as well as walk-in services.

Learning Support Services

The College District has achieved its goal of offering comparable learning support services for DE students.

- Our Learning Assistance Services include the [Southwestern College Online Writing Lab \(OWL\)](#) and the [Western eTutoring Consortium](#). The OWL provides asynchronous tutoring via email, and it has been added to the College District’s service portal, ServiceNow. The Consortium provides synchronous and asynchronous tutoring in a myriad of subjects, including writing.
- To ensure comparable quality, our online tutoring services, like our face-to-face tutoring, are College Reading and Learning Association (CRLA) certified.

- The SWC library provides a live chat service through the QuestionPoint Chat Reference consortium. This service gives students online access to a librarian 24 hours a day, seven days a week.

STANDARD II.A.1.b	<i>The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</i>
STANDARD II.A.2.e	<i>The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</i>
STANDARD II.A.3.b	<i>A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</i>

IMPROVEMENT PLAN Southwestern Community College District recognizes that it can improve the student success and student completion rates for some DE courses and it has developed a plan which is intended to make improvements in these areas. Please refer to the Actionable Improvement Plan for Distance Education in Appendix Three.

STATUS In Progress/Continuous

- UPDATES**
- In Spring 2016, to ensure that the College District is delivering DE courses via a system “appropriate to the current and future needs of [our] students” (II.A.1.b) and in accordance with the College District’s Distance Education Plan,^{38, 45} a task force coordinated the evaluation of our Course Management System (CMS). As part of this evaluation,
 - All members of the college community, including students, were invited to participate in “vendor demonstration days,” during which participants had the opportunity to try Canvas and Blackboard Ultra and provide initial feedback.
 - A student focus group was formed that included ASO representatives, the student member of the Academic Technology Committee, and experienced online students, including one with a learning disability. The group performed a variety of common student activities in each CMS and then responded to a survey that ended with the question, “Based on your exploration of Blackboard Ultra and Canvas, which CMS do you think will best serve Southwestern’s online education needs for the next five years?”^{46, 47}
 - An Instructional High Tech Center Lab Technician reviewed both systems for accessibility.

To inform CMS selection, the results of the above evaluation activities were included in a “CMS Surveys and Reports”³⁹ document provided to the Academic Senate.

- The College District selected Canvas as its CMS, and in Fall 2016, eight instructors piloted Canvas, teaching a total of 14 course sections, some fully online and some hybrid. At the end of the semester, both instructors and students were invited to participate in an anonymous survey⁴⁰ to share their experiences with the college. To plan for future needs, the survey asked faculty to assess current training, and it asked both faculty and students to assess current support (II.A.1.b).
- Now that the migration from Blackboard to Canvas is complete and all courses are again offered in a single CMS, the College District plans to resume study of the completion and success rates of students in DE classes, beginning with the 2018-2019 academic year (II.A.2.e).
- To ensure that DE courses are “compatible with the objectives of the curriculum and appropriate to the current and future needs of [our] students” (II.A.1.b), the Curriculum Committee approved a Distance Education Addendum⁴¹ on February 23, 2017.¹¹⁵ This addendum requires course originators to describe how the DE course “fits into an overall plan for distance education development within [their] department or program” and include “supporting evidence, including course and program data analysis from program review” (II.A.2.e).
- The Distance Education Review Committee, a sub-committee of the Curriculum Committee, meets separately to review DE Addendum proposals, using a vetting form⁴² and rubric to evaluate and score these proposals. Feedback is provided to the course originator, including requests for any clarifications/modifications (II.A.1.b).
- The DE Addendum requires course 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” (II.A.3.b). The DE Review Committee evaluates this description to ensure that the relationship between the course objectives and student learning outcomes is clear and supported. If not, the Addendum is returned for modification.

STANDARD II.A.2.a *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

IMPROVEMENT PLAN Southwestern College recognizes that its training opportunities for faculty who teach DE courses should be expanded, and it has developed a plan to do so. Please refer to the Actionable Improvement Plan for Distance Education in Appendix Three.

STATUS In Progress/Continuous

- UPDATES**
- Our DE Faculty Coordinator has been in her position since July 2015 and continues to lead the College District’s [DE faculty training](#) efforts.
 - Our [DE Faculty Training \(DEFT\) certification course](#) launched in Summer 2016 and has been offered continuously ever since.

- The College District offers ongoing training for DE faculty, including a HOW TO Academy, [43, 188](#) workshops and webinars, [44, 189](#) [SWC Canvas Training](#) ¹⁹⁰, [Canvas Subscription Training](#) and a Canvas Just-on-Time Training site available to faculty from the Help menu in Canvas.
- The College District's DE website includes on-demand training resources in subjects including [accessibility](#), [making instructional videos](#), [embedding captioned videos](#), [using VeriCite](#), and [using VoiceThread](#).
- The DE Faculty Coordinator has posted [SWC DE training webinar archives](#) from Fall 2015 to Fall 2017.

RESPONSE TO TEAM RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION EIGHT: *In order to meet the Standards, the team recommends that the College District 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)*

Southwestern Community College District has clear processes in place that continue to evaluate and implement 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 District has continued to improve practices to ensure it is providing sustainable, safe, secure, and healthful learning is shared below.

- **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.^{48, 49} The District also identified deferred maintenance needs within the District's \$400 million Proposition Z bond language which received over 70% voter support.¹⁶³ This bond, coupled with state scheduled maintenance, facility redevelopment funds, and Prop 39 clean energy funds provide the resources needed to aggressively implement infrastructure and deferred maintenance projects. 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 has TCO review, planning and implementation and continues to do so. 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.⁵⁰

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.⁵¹ This integration was presented to the Governing Board on January 26, 2016⁵² 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. Progress continues to be made in implementing these various plans. Regular progress updates have been shared with the internal and external community.^{53, 54, 55, 116, 117, 119, 171}

The Scheduled Maintenance program continues to address the TCO items noted in the Facilities Master Plan. The fiscal year 2016-17 projects are in progress and several projects have been completed.⁵¹ The College District submitted and received approval by the State for additional scheduled maintenance items for completion during fiscal year 17-18 ^{172, 173}. One of the Scheduled maintenance projects underway is the installation of CalSense irrigation controls which will provide real time water usage reports and also assist with automating irrigation systems utilizing College District weather station data. This system has allowed the College District to significantly reduce irrigation water usage, thus freeing up operational dollars for other College District uses. The College District has also completed numerous Proposition 39 energy reduction projects that have improved campus efficiency and safety and also reduced the College District's operations cost by lowering utility demand. Projects include installing LED lighting in parking lots, walkways

and classroom lighting.¹⁴⁸ Several items were taken into consideration after the maintenance review report from Umstodt Associates was received in 2015 to make improvements to Facilities Operations and Planning (FOP) Department operating methodology. These items included the addition of a computerized maintenance management system (CMMS) for work orders and for preventive maintenance planning. (Umstodt report). The College District has implemented the Service Now maintenance program. The use of the program has expanded from a maintenance CMMS system to a districtwide system used by Grounds, Maintenance, Custodial, IT, Audio Visual, and Civic Center facilities Leasing Departments. The system has a preventative maintenance (PM) module that has allowed the College District to automate our preventive maintenance service routines. ^{174, 175}

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.¹⁸⁵ All requests are documented and recorded for each department and requestors receive emails regarding the status of work orders they submit from entry through the close out process.

As a result of the Pack & Associate Report⁴⁸ 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 planned and completed using Redevelopment Funds.¹⁷⁶ Facilities staff are assisting with coordination and oversight of scope development, drawings, bid walks and project closeout. This involvement has improved building planning and helped coordinate and simplify maintenance efforts through standardization and use of institutional knowledge of the buildings and infrastructure. The College District is also working on completing districtwide standards and design guideline specifications that will allow for additional standardization that will reduce operational costs, increase buying efficiency, and allow for ease of maintenance.

The College District is also in the process of updating the 2013 Facilities Master Plan. The College District held two Board workshops regarding the current facilities and the need to update the plan and the Education Master Plan data related to program growth.^{118, 119, 122} During these two workshops the College District and community were able to identify FMP process and outcome priorities and goals to be addressed within the updated FMP ¹⁷⁷ The College District established a taskforce with members from all constituent groups to work with design and planning professionals and make recommendations regarding the future facilities needs of the campus.¹²⁰ Draft recommendations were shared with consultation groups and at multiple community forums for review and feedback.¹⁶⁴ Once the FMP has been updated, the College District will work with consultants from Facilities Planning and Program Services (FPPS) to develop the operational program needed to implement the FMP including project budgets, cash flow analysis, and bond sales timing estimates.

- **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 which are captured in annual snapshots and comprehensive program reviews. The College District has developed plans that ensure that the institution meets the required faculty obligation number (FON) and continues to meet this requirement annually.¹²¹ 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. Personnel actions, changes, and additions are communicated to the College District community as well as the public on a monthly basis at Governing Board meetings.¹²³

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 Campus Police, Maintenance, and Custodial positions.¹²⁴ Although the College District has added back some positions, it has been mindful of the overall College District 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 District's supplemental early retirement program (SERP), which provided the College District with salary savings through a planned retirement process. 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.⁶²

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 service needs of students and the community.^{56, 57, 58, 178} One concern identified during the 2015 External Evaluation Team site visit was police staffing and overtime demands. Since the site visit, the College District has hired a police sergeant, an additional police officer and 5 campus safety officers (CSO's), and is in the process of hiring a new Chief of Police.¹²⁵ The College District has been able to provide appropriate safety coverage for the College District community. The institution still maintains a contract for private security services to provide coverage during non-peak hours and to be able to augment staff as needed and for special events. The College District has also approved adding an additional CSO and rearranging work schedules to reduce our reliance on outside security services and to improve coverage and the level of service responsiveness.¹⁶⁵ All campus police officers carry police radios, which give them the ability to communicate and access other law enforcement agencies through mutual aid agreements should an emergency situation arise where backup is deemed necessary or highly recommended.

In 2011, a Custodial Satisfaction Survey was issued⁵⁹ and data was gathered. Since that time the College District has included survey questions regarding custodial services in every annual student satisfaction survey.¹²⁶ From this feedback, custodial services and staffing were revised to focus on areas of concern. The data from these surveys 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 three permanent Lead Custodians, a permanent Custodial Supervisor, and all vacancies within the custodial area have been filled. The College District has also added additional custodial positions to ensure proper coverage for new buildings. When the Wellness and Aquatics Center opened, the College District added a Building Maintenance Technician, 3 custodians, a lab technician, and a number of additional positions identified within the MOU with CSEA.^{127, 128} The Planning and Budget Committee have reviewed

preliminary 2018-19 budget presentations that include the staffing requirement costs for the new buildings.¹²⁹

The College District has also assigned permanent custodians to each Higher Education Center, moving away from the roving crew approach. This has improved cleanliness and also provides a sense of area ownership and pride for the custodians serving the Higher Education Centers. This change in coverage has also provided for better communication between the Center custodian and Higher Education Center staff.

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 2017–18 in order to reduce overall College District personnel costs and to help balance the budget resulting in improved fiscal stability for the College District.^{50, 130}

The College District has also improved enrollment strategy planning and processes. Enrollment management and classroom efficiency have a great impact on the sustainability of the College District and its ability to provide a sustainable, healthful and secure learning and working environment.¹⁷⁹

- **Fiscal TCO**

Although TCO does not apply directly to fiscal resources, College District 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 2019-20 Five-Year Capital Construction Plan¹³¹ 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.⁶¹ The College District passed a bond measure (Measure Z) on the November 2016 ballot which allows the College District to fund additional infrastructure and facility improvement projects. The list of possible bond funded projects was presented to the Governing Board for review on July 12, 2016⁶³ and was approved by the Governing Board on August 9, 2016.⁶⁴ As per the 2017-18 Adopted Budget additional projects were completed including electrical infrastructure projects, central plant replacement, chilled water distribution, LED lighting upgrades, lattice work repair/replacement, flooring upgrades, and building 600 HVAC equipment replacement.⁶⁵ Projects that are yet to be completed are also included in the Adopted Budget Book for 2017-18 on page 51.

The College District has also worked diligently to improve the transparency and accuracy of the budgeting process. As reflected in the last 2 years of 311 reports, the College District has been able to resolve the structural deficit issues of the past, and has started to gradually build its ending balance reserve from \$8 million to over \$14 million.

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.^{66, 132, 133} 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.⁶⁷ 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 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 lighting retrofits, and HVAC control systems which have 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, 2016.⁶⁸

A plan for energy efficiency, conservation and rebate distribution from San Diego Gas & Electric (SDG&E) was implemented in 2013 through Proposition 39. We are completing year 5, with year 1-4 of the projects being implemented and completed.^{69, 180}

The College District has improved its planning and budgeting processes to ensure that its revenues have exceeded expenses over the last two years.¹³⁴ The College District has received unmodified opinions regarding its financial statements over the last 5 years with no deficiencies found in compliance or internal controls. All short term and long term debts have been properly identified and planned for.^{135, 136} The College District recently underwent credit rating reviews by Standard & Poors and Moodies for the November 2017 Measure Z series a bond sale. The College District receive AA ratings with a stable outlook.^{149, 150}

Sustainability

As outlined in each component of the above institutional resolution and response narrative, the College District has demonstrated that it has clear processes in place that continues to guide, 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 District wide planning, implementation and evaluation 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)*

After careful and thorough review of the manner and method that monetary resources are collected, stored and transported, Southwestern College has addressed and implemented improved operational practices in the collection of monies from all sources. In the spirit of continuous improvement, a workgroup whose members have oversight within areas of collection, storage, and transportation meet on a cyclical basis to review operational practices with the intention to revise steps if needs emerge. The College District exercises sound practices in the collection of monies from all sources and continues to maintain, monitor and improve these practices.

Essential to the College District's review was the commissioned Threat and Physical Security (TAPS) Assessment Study which was conducted through SWC's liability insurance carrier, Keenan & Associates^{70, 71}. 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 however in order to address areas of concern identified by the 2015 ACCJC Visiting Team, College District cash handling and transportation procedures were reviewed and updated as follows:

Collection and Transportation

- The College District identified best practices from other Community College Districts and incorporated these for all cash handling.⁷² Department cash handling procedures were crafted and implemented, with cash now being transported by armored car. Funds are placed into sealed deposit bags and transported through an armored car service.⁷³ Campus Police and the Finance Office also work in tandem to collect and transport parking machine funds at each of the College District locations. Funds are collected and placed in the site safe to be transported by armored car to the main campus for count verification and deposit. Cash handling location personnel continue to meet with the SWC Finance Office personnel to discuss improvement suggestions and to resolve any issues identified. Two meetings were held on October 30, 2017 and November 1, 2017 where cash handling operation procedures were discussed and finalized.^{137, 138}

Storage

- Southwestern College stores monies from all sources in safe and secure methods to assure complete accountability and transparency. The College District has installed safes and cameras at each cash collection location on campus and has incorporated this practice into the newly constructed buildings such as the Wellness Center.¹³⁹ As described above, cash handling and storage meetings are held as needed to review cash handling and storage practices, and allow employees from the various sites within the College District the opportunity to identify issues or suggest changes in practices to allow for continual improvement. As part of the two meetings held in Fall 2017 (referenced above) cash handling operation procedures were discussed and finalized.^{137, 138} Cash storage practices continue to be implemented within the design of new buildings. Safes and camera locations are identified and will be installed as new buildings are built (i.e. at the Performing Arts and Cultural Center-due to open in Fall 2020.¹³⁹
- **Sustainability**
As outlined and evidenced in the TAPS resolution narrative, updated procedures, an armored car service contract, cash collection, transportation and storage issues have been corrected, and continue to be monitored and reviewed on a regular basis. Demonstrating the College District's commitment to continuous improvement, a small key workgroup continues to 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)*

Through its continued efforts to ensure that mission and strategic goals are integrated with financial and planning, Southwestern College has improved the alignment of its processes to assure reliable and predictable resource availability. The College District has further integrated and refined its planning and budget processes to ensure planning drives budget allocation decision. Institutional needs are identified prior to budget development, and these needs help to inform College District budget allocations. The institutional Program Review process has been strengthened and continues to be its 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. As a part of our continual improvement efforts, we continue to review our institutional planning and resource allocation processes. The areas highlighted below demonstrate the improved processes within the important intersection of College District mission/goals and financial/institutional planning.

Institutional and Financial Planning Integration

- As noted in SWC's 2017 ACCJC Follow Up Report, 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 Educational 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 (which are all current and available for reference on the College District SharePoint site and on the College District's website. [74](#), [75](#), [76](#), [77](#), [78](#), [79](#), [80](#)

The implementation and funding of the resource allocation request process identified in the SCC's Shared Planning and Decision Making (SPDM) Handbook provides concrete evidence that staff, faculty and administration utilize our mission statement and strategic goals to guide the resource allocation process. [81](#) The Tentative and Adopted Budget documents and presentations also highlight the linkages between planning and resource allocation. [140](#), [141](#), [142](#), [143](#) Based on the evidence outlined and provided in this narrative, the College District continues to demonstrate that it has integrated its mission and strategic goals with its financial and institutional planning. Evidence that this work continues is highlighted in SWC's Strategic Plan Annual Assessment Document, 5 Year Capital Construction Plan, and the Did You Know 2016 Document. Another example of integrating the College District institutional plans with resource allocation is the effort currently underway by the College District to update the Facilities Master Plan, which will include an operational plan for resource allocation, construction schedules, State funding, and bond cash flow analysis and timelines. College District-wide forums have been held to discuss the process, and a Facilities Master Plan Refresh taskforce has been in place since fall 2017. [144](#), [145](#), [146](#)

Program Review

- The College District continues to use its program review efforts as the basis for its institutional improvement planning. Through the Program Review process outlined in the Shared Governance: Decision Making and Committee Handbook, all departments and their corresponding academic disciplines continue to have 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. ¹⁶⁶ Located within SharePoint, the Institutional Program Review Committee site has a sub-library categorized by academic year, division, discipline/unit designators, and contains annual snapshots 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 Shared Consultation Council (SCC) prioritized a total of 119 Program Review requests in May 2016 and SWC was able to fund 27 activities using multiple sources of revenue. All activities funded assisted the College District to meet strategic priorities and objectives. ¹⁴⁷ These initiatives will be reporting on their outcomes to the Planning and Budget Committee during the fiscal year. ¹⁶⁶ In 2016-17 SCC reviewed and prioritized a total of 51 program review requests, and a total of 10 activities were funded for implementation in 2017-18. ^{147, 167} The College District has completed working on program review submittals that were prioritized in fiscal year 2017-18 and proposed to be funded and implemented in fiscal year 2018-19.

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. During Fiscal Year 2017-18 the College District allocated over \$1.2 million for program review initiatives. The funds came from a multitude of sources including instructional equipment/library materials funds (IELM), unrestricted general funds, restricted funds, and redevelopment funds. The College District will identify funding for next year's program review initiatives during budget development through the Planning and Budget Committee. As evidenced by the 311 annual report, the College District was able to end the 2016-17 budget year balanced. We increased the unrestricted ending balance by \$943,473, with an unrestricted general fund balance of \$12.56 million. ¹⁵¹ This provides evidence that the College District has allocated realistic resources to meet its operational and planning needs, while maintaining fiscal stability.

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. 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 2017-18 budget were shared with PBC and SCC in May and August 2017. ^{181, 182} This has provided the College District with the opportunity to discuss and plan on the impact and budget changes required to ensure fiscal stability and realistic resource availability for fiscal year 2017-18 and beyond. Budget status and budget projections have been a regular discussion item within the PBC, SCC, and the Governing Board. ^{151, 152} College District-wide budget forums were held in May and August 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.

Funding for Program Review requests within the budget are included within the College District 2017-18 Adopted Budget including Instructional Materials Funds, Redevelopment Funds, Unrestricted General Funds, Restricted Funds, and Grant funding. A line item for program review carry over funds is also identified with the 2017-18 Adopted Budget Book. These funds will be used for campus-wide program review projects. With the inclusion of Program Review requests built into 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 institution has also worked to fine tune the documentation and communication of funded program review resource requests. A plan 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 are shared with the College District community to ensure everyone is informed of the status and progress of program review resource allocation requests.¹⁴⁷ To ensure better communication of these prioritization requests, the Vice President for Business and Financial Affairs sends award letters to recipients of funded prioritized items. Activities are submitted through program review, prioritized through 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.¹⁶² Once budget allocations have been recommended to the College District Superintendent/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 SWC close the planning loop and enables the broader College District community to understand the needs of various areas and the impact projects have on helping achieve strategic planning goals and College District mission; it is important to recognize that this continuous improvement process ultimately demonstrates the innovative impact that SWC's program review efforts have on the service the College District provides to students and the community.

Sustainability

The College District has provided evidence that demonstrates realistic resource availability and has strengthened the budget processes by completing multi-year budget projects. The College District has further integrated and refined its 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 District 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.

The College District continues to ensure that internal and external controls have a high degree of credibility and accuracy and reflect the appropriate use of financial resources as highlighted by the following actions:

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)*

Review of Internal and External Controls

- The College District continues to review and improve its internal control processes. The series of consistently “Unmodified” with “No findings or Questioned Costs” audits for College District finances, as well as Measure AA and Measure R,¹⁵⁵ provide evidence that the institution’s internal and external controls have a high degree of credibility and accuracy and reflect the appropriate use of financial resources. To provide continual and ongoing internal audit functions, the College District has contracted with the respected CPA firm of Christy White Associates. The College District also reviewed all Board Policies and Administrative procedures to ensure we had met all legal requirements and provided appropriate controls and guidance to the College District community.

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. Their latest report shows the substantial improvements that have been made due to new internal control processes that Southwestern College has put in place.^{82, 153, 154, 183} 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 Planning and Budget Committee (PBC), Shared Consultation Council (SCC), and Governing Board have all participated and updated the 6000 series Board Policies and Administrative Procedures.^{83, 84, 85} This policy and procedure update process allowed the College District to review, strengthen and codify our internal control procedures to meet legal requirements and the needs of the College District. An example of a recent update would be BP and AP 6307-Debt Issuance and Management which was adopted by the Governing Board on August 8, 2017. This policy and associated administrative procedure outlines the College District’s debt management and reporting requirements.^{86, 87} 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.^{88, 89}

The College District continues to review internal controls and make modifications as part of our continual improvement efforts. To ensure standardized accounting controls are in place, the College District utilizes Colleague Financial Management System as our current enterprise resource planning system. This system has appropriate control mechanisms to assure expenditures do not exceed allocations. All budget managers, supervisors, and employees who have received Colleague training have access to real time budget information and reports. Appropriate purchasing check and balance systems are in place utilizing the Mercury Commerce system that includes multiple-tier approval levels that provide additional fiscal oversight when committing College District resources. For example, processing a requisition requires approval by the budget manager, Area Dean or manager, Finance Office, and finally the Purchasing Office. Additional approvals for facilities and technology items are also required.¹⁸⁴ A recent addition to this system was an electronic contract procurement and approval module. Standard contract language for many different

contract types and routing queues have been added to the system along with Docusign digital signature systems that improved SWC's approval routing and greatly increases efficiency and processing. All contracts for the last 4 years have been scanned and can be accessed electronically.

As previously mentioned, College District underwent a commissioned Threat and Physical Security (TAPS) Assessment study from Keenan and Associates⁷⁰ where no high risk exposures were identified. The College District took action to implement the recommendations of the study and has institutionalized these recommendations. 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.^{90, 91, 92} Within the design of new buildings, safes and cameras continue to be installed at cash handling locations such as the Wellness Center and Performing Arts and Cultural Centers.¹³⁹

The College District also compared internal cash handling procedures with the recommendations made by the 2015 ACCJC External Evaluation Team and the TAPS report, to implement best practices for cash handling. 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.^{72, 73} Cash handling locations continue to meet with the Finance Office to discuss improvement suggestions and to resolve any issues identified. Two meetings were recently held on October 30, 2017 and November 1, 2017 where cash handling operation procedures were discussed and finalized.^{137, 138}

Evidence shows that the College District has planned and provided appropriate transparency, oversight and fiduciary responsibility of long-term debt. The College District has received a 100% transparency rating from the San Diego Tax Payers Association Bond Transparency scorecard for the last 2 years.^{93, 156} During our Bond refinancing effort in 2016 and our most recent Bond issuance from November 2017, the College District underwent credit ratings 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.^{149, 150}

Delivery of Credible, Accurate, and Appropriate Use of Financial Information

- The Vice President for Business and Financial Affairs has utilized collegial consultation processes to share State and College District budget information. State budget news and analysis, along with College District budget expenditure patterns, multi-year budget projections, and grant information with the Planning and Budget Committee (PBC), the Shared Consultation Council (SCC) and the Governing Board, assist in the understanding of the current College District budget position. Budget assumptions and priorities were established and approved by the College District and Governing Board and were used to plan and develop the 2017-18 Tentative and Adopted Budgets.^{157, 158, 159} The Vice President for Business and Financial Affairs also conducted Tentative and Adopted budget workshops for Governing Board meetings, PBC, Deans Council and open Budget Forums for the College District community on 5/19/17, 6/13/17, 6/21/17, 8/22/17, 9/1/17, 9/12/17, and 9/21/17.^{94, 95, 160, 161, 168, 169, 170} Multi-year budget projections, expenditure patterns, PERS/STRS budget impacts, Faculty Obligation Number (FON) requirement projections, have been completed and shared with the College District community and Governing Board. The revenue/expense projections include a high-level analysis of the current budget status to assist those that are not finance experts. The annual integrated Planning and Budget calendar provide further evidence that planning processes and financial information are supplied to the College District community in a timely manner.

Timeliness of Information

- Budget information is available to the College District constituents in real-time. The College District has an integrated ERP system with built in internal control functions. Managers can access their budget information, order equipment and supplies and review expenditure patterns. Regular budget reports and information is shared with the Planning and Budget Committee and the Governing Board and are available to all on SharePoint and Board Docs for review. These reports include monthly expenditure reports, 311 reports, Gann Limits, personnel actions, multi-year budget projections, monthly grant reports, enrollment management reports, FON obligations and projections, annual maintenance contract report, annual membership reports, and state budget updates.

Sustainability

The College District has continued to review and improve internal controls and the communication of financial information throughout the institution as highlighted above. The College District provides financial information in a timely manner to the College District community. The Planning and Budget Committee and Governing Board's meeting agendas and minutes posted on the College District's website provide evidence that the College District's Governing Board, constituencies and the community are provided with transparent and accurate financial information.

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)*

Southwestern College carefully reviewed the issues identified in Recommendation Twelve and through its analysis, evaluation, and action the institution has made necessary modifications to the Memorandum of Understanding (MOU) between the College District and the Foundation and has hired the appropriate staff to support Foundation services and activities. Further, it has processes in place to monitor and assess the effectiveness of internal controls that protect the financial resources of auxiliary services, grants and fund raising efforts. Highlights demonstrating the resolution of these areas include:

Memorandum of Understanding between Southwestern Community College District 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 fundraising 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 Master Agreement⁹⁶ by researching agreements at other similar California Community College Districts 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 District stakeholders occurred throughout the process. The MOU was approved by the Governing Board on August 9, 2016.⁹⁷

Evaluation of Financial Resources for Auxiliary Services, Grants and Fundraising Efforts

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.[98](#), [99](#), [100](#) 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.

The Planning and Budget Committee and the Governing Board also receive regular grant application, and award reports. The Planning and Budget Committee receives regular grant updates and status reports. This information includes grants that have been applied for, brief purpose of the grant, grant amount, grant timelines, and a status as to whether the grant is pending, approved or rejected.[101](#), [102](#), [103](#), [104](#), [105](#)

Internal Controls, Accounting Practices and Staffing

- To assure consistent internal controls and checks on the financial operations of the auxiliary services, grants and fundraising 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 and 2016 annual audits did not identify any internal control issues.[106](#), [107](#) In respect to securing appropriate staffing resources in order to meet the fundraising 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.

The College District has a comprehensive process for all grants that ensures a grant development and application approval process with multiple levels of authorization prior to submitting a grant application.[108](#) This process is outlined in Board Policy and Administrative Procedure 3280 – Grants.[109](#), [110](#) Grant managers are provided accounting assistance through the Finance Office. The Governing Board also adopted Board Policy and Administrative Procedure 3820 – Gifts. This BP and AP outline the requirements and procedures for gift and donation solicitation and acceptance within the College District.[111](#), [112](#)

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.[113](#) 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^{[114](#)} in an effort to continuously improve accountability and stewardship of donor funds.

Sustainability

As evidenced above, the College District has established an MOU as well as internal control practices and processes to facilitate successful Foundation activities and ensure that the financial resources of auxiliary services, grants and fundraising efforts are used with integrity.

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

Southwestern College

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	64.0%	66.4%	66.5%
Stretch Goal	n/a	n/a	n/a
Actual Performance	67.4%	67.2%	68.9%
Difference between Standard and Performance	+3.4%	+0.8%	+2.4%
Difference between Stretch Goal and Performance	n/a	n/a	n/a

Analysis of the data: Actual course completion has been higher than the established institution set standard for the three year span.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	958	991	1,035
Stretch Goal	n/a	n/a	n/a
Actual Performance	1,303	1,674	1,695
Difference between Standard and Performance	+345	+683	+660
Difference between Stretch Goal and Performance	n/a	n/a	n/a

Analysis of the data: Actual degree completion for Years 1, 2 and 3 were 36%, 69% and 64% above established standards, respectively.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	312	307	321
Stretch Goal	n/a	n/a	n/a
Actual Performance	380	576	654
Difference between Standard and Performance	+64	+269	+333
Difference between Stretch Goal and Performance	n/a	n/a	n/a

Analysis of the data: Actual certificate completion for Years 1, 2 and 3 were 21%, 88% and 104% above established standards, respectively.

Southwestern College

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	1,306	1,256	1,182
Stretch Goal	n/a	n/a	n/a
Actual Performance	1,229	1,253	1,197
Difference between Standard and Performance	-77	-3	+15
Difference between Stretch Goal and Performance	n/a	n/a	n/a

Analysis of the data: Actual transfers were 6% and 0.2% below standard for Year 1 and 2, respectively; 1% above standard for Year 3.

STUDENT LEARNING OUTCOMES ASSESSMENT

	Year 1	Year 2	Year 3
Number of Courses	1,326	1,627	1,495
Number of Courses Assessed	1,318	1,029	1,248
Number of Programs	326	313	356
Number of Programs Assessed	197	108	103
Number of Institutional Outcomes	24	42	42
Number of Outcomes Assessed	24	36	37

Analysis of the data: Courses, Programs, and Institutional Outcomes 3-year assessment counts as percentage of total: 86%, 41% and 90%, respectively.

Southwestern College

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Accounting	62.3%	64.2%	68.3%	61.0%	+1.9%	+6.0%	-1.3%	n/a	n/a	n/a	n/a
Architecture	67.6%	78.6%	62.5%	70.0%	+11.0%	-5.1%	+2.4%	n/a	n/a	n/a	n/a
Auto. Perf. Systems	63.5%	71.0%	65.6%	59.4%	+7.5%	+2.1%	-4.1%	n/a	n/a	n/a	n/a
Business Admin.	65.6%	0.0%	54.5%	75.0%	-65.6%	-11.1%	+9.4%	n/a	n/a	n/a	n/a
Business Management	61.9%	63.6%	42.9%	89.5%	+1.7%	-19.0%	+27.6%	n/a	n/a	n/a	n/a
Child Development	55.1%	58.3%	49.1%	44.9%	+3.2%	-6.0%	-10.2%	n/a	n/a	n/a	n/a
Child Development Teacher	72.9%	100.0%	62.9%	61.5%	+27.1%	-10.0%	-11.4%	n/a	n/a	n/a	n/a
Comm., Econ., & Urban Dev.	68.7%	82.4%	41.7%	60.0%	+13.7%	-27.0%	-8.7%	n/a	n/a	n/a	n/a
Construction Inspection	67.5%	61.5%	48.1%	33.3%	-6.0%	-19.4%	-34.2%	n/a	n/a	n/a	n/a
Crime Scene Investigator	64.2%	75.0%	45.5%	30.0%	+10.8%	-18.7%	-34.2%	n/a	n/a	n/a	n/a
Criminal Justice	66.2%	78.5%	69.2%	71.3%	+12.3%	+3.0%	+5.1%	n/a	n/a	n/a	n/a
Cul. Arts: Cooking & Baking	57.6%	70.0%	72.7%	54.5%	+12.4%	+5.1%	-3.1%	n/a	n/a	n/a	n/a
Dental Hygiene	88.1%	92.5%	94.8%	86.8%	+4.4%	+6.7%	-1.3%	n/a	n/a	n/a	n/a
EMT and Paramedics - AS	80.8%	90.9%	59.9%	58.6%	+10.1%	-20.9%	-22.2%	n/a	n/a	n/a	n/a
Fire Science Technology	73.7%	88.5%	53.5%	62.8%	+14.8%	-20.2%	-10.9%	n/a	n/a	n/a	n/a
Fitness Spec. Cert. - Adv.	74.4%	72.7%	54.5%	72.7%	-1.7%	-19.9%	-1.7%	n/a	n/a	n/a	n/a
Graphic Design	57.6%	66.7%	43.8%	61.1%	+9.1%	-13.8%	+3.5%	n/a	n/a	n/a	n/a
Leadership & Supr. - Inter.	69.7%	77.8%	53.8%	30.6%	+8.1%	-15.9%	-39.1%	n/a	n/a	n/a	n/a
Medical Assistant: Clinical	52.3%	60.0%	0.0%	100.0%	+7.7%	-52.3%	+47.7%	n/a	n/a	n/a	n/a
Medical Interpreter - Bsc.	61.2%	77.8%	53.8%	70.6%	+16.6%	-7.4%	+9.4%	n/a	n/a	n/a	n/a
Nursing, Associate Deg.	80.0%	86.2%	80.0%	63.3%	+6.2%	0.0%	-16.7%	n/a	n/a	n/a	n/a
Office Info. Sys. Prof.	64.9%	70.5%	70.0%	56.9%	+5.6%	+5.1%	-8.0%	n/a	n/a	n/a	n/a
Paralegal Studies: Bil.	67.4%	63.6%	48.1%	40.0%	-3.8%	-19.3%	-27.4%	n/a	n/a	n/a	n/a
Tele. Prod. Spec. - Bsc.	56.3%	54.5%	53.8%	57.1%	-1.8%	-2.5%	+0.8%	n/a	n/a	n/a	n/a
Surgical Technology	86.9%	81.8%	83.9%	83.3%	-5.1%	-3.0%	-3.6%	n/a	n/a	n/a	n/a
Sust. Energy Studies	71.8%	77.8%	53.8%	45.5%	+6.0%	-18.0%	-26.3%	n/a	n/a	n/a	n/a

ANNUAL FISCAL REPORT DATA

Category Reporting Years since Comprehensive Reviews

General Fund Performance

	Year 1	Year 2	Year 3
Revenue	\$103,212,760	\$125,122,340	\$119,988,455
Expenditures	\$104,268,747	\$121,903,095	\$119,262,046
Expenditures for Salaries and Benefits	\$87,674,056	\$96,839,915	\$97,307,575
Surplus/Deficit	(\$1,055,987)	\$3,219,245	\$726,409
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	-1.02%	2.57%	0.61%
Reserve (Primary Reserve Ratio)	9.86%	10.71%	11.77%

Analysis of the data: Revenues have exceeded expenses over the last 2 years, increasing ending balance amounts

Other Post-Employment Benefits

Actuarial Accrued Liability (AAL) for OPEB	\$11,884,471	\$19,539,240	\$19,539,240
Funded Ratio (Actuarial Value of Plan Assets/AAL)	28%	17%	22%
Annual Required Contribution (ARC)	\$1,086,867	\$1,708,492	\$1,708,492
Amount of Contribution to ARC	\$0	\$0	\$341,694

Analysis of the data: The District has contributed funding as available to the irrevocable trust. Increase in year 2 AAL was caused by updated actuarial study

Enrollment

Actual Full-Time Equivalent Enrollment (FTES)	15,409	13,767	15,877
---	--------	--------	--------

Analysis of the data: The District came out of stability in year two, and was able to achieve growth in year 3

Financial Aid

USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	17%	15%	11%
---	-----	-----	-----

Analysis of the data: The student default rate has been a focus of the District. The default rate has been decreasing over the last 3 yrs.

APPENDIX ONE

2015 Institutional Self-Evaluation Report Actionable Improvement Plan for Campus Morale *(Building an Inclusive College and Working Environment)*

Southwestern College is committed to creating an environment that models respectful communication, multicultural competency, civility, and collegiality for students' success and the community served by the College. While the College resolved Recommendation Eight from the 2010 ACCJC Action Letter, its goal is to engage in continuous improvement of campus morale through an institutional cultural change. The College has remained in a process of evaluation and planning in the area of campus morale since 2009. Previously the campus experienced rapid turnover in leadership positions and insufficient transparency in budget, planning, and communication. This culminated with the election of two new Governing Board (Board) members during the 2010 General Election. As a result a new Board majority was formed and a change in College senior leadership took place shortly thereafter.

After our 2009 accreditation site visit, the College focused on and made great improvements in the area of administrative stability, shared governance, and transparency. The Shared Consultation Council (SCC) was created, and it developed written processes for consultation and collaboration of all College constituent groups in shared planning and decision-making. The SCC created the "Ground Rules for Civility" to guide the improvement of respectful discourse in all modes of communication. SCC standing committee structures are working well, and they are in a state of continuous improvement. A Diversity and Equity Committee, housed under the auspices of the Employee Services (formerly Human Resources) Division, was formed with the purpose of fostering cultural competence among employees as the College works to support the needs of a diverse student population and community. This committee focused on College hiring practices and the employee demographic composition as represented in the student population served by the College. Through efforts of the Diversity and Equity Committee and the Staff Development Coordinator, a clear emphasis on cultural competency was included in the Staff Development Plan. Efforts to improve campus morale, cultural competency, and the creation of an inclusive work environment are part of a continuous and collaborative College wide effort.

While the College has made great strides in improving transparency and administrative stability, it recognizes the need for the development of a formal short-term and long-term plan that outlines the specific goals and objectives necessary to institutionalize the values of respect, trust, and multicultural competency within the College community. Over the years, the College has periodically engaged in short-term initiatives designed to improve campus morale; however, these efforts were often individually, or small group, driven and as such they did not lead to sustainable improvements. In the past five years, results of several campus climate surveys indicate areas of improvement with regard to employee morale.

Therefore, it is imperative that College employees work collaboratively to address the needs identified in the campus climate surveys with sustainable solutions. In 2011 morale rose after the change in leadership; however, in the surveys conducted in 2012, 2013, and 2014 morale declined and remained flat. In 2014 and 2015 the College used a new survey instrument and results remained low. Given the understanding that there is a connection between campus morale and a positive learning environment, through this Actionable Improvement Plan (AIP) the College is committing to creating and sustaining an environment of respect, trust, inclusion, and

multicultural competency. This will be accomplished by expanding the efforts and resources dedicated to this goal.

This AIP will result in development of a long-term plan that includes recommendations for training, improvements to hiring practices (including recruitment and outreach strategies), and integration of multicultural competence into decision-making. The purpose of this systemic integration is to create an environment of trust and mutual respect where accountability is accepted and expected. The plan will include timelines to implement recommended actions, as well as to collect and compile information for formative and summative evaluation to determine impact and plan further improvements.

The College has in place policies, procedures, and codified practices that address grievances for both students and employees. However, as part of the College's dedication to continuous improvement the institution will initiate a review of the processes that are in place. This will include the development of an awareness campaign which would enhance the understanding of the policies, procedures, and codified practices that are in place. The intention would be that greater transparency leads to more effective conflict resolution. Appropriate Cabinet members will be charged to implement these improvements and to evaluate the effectiveness of the improvements.

APPENDIX TWO

2015 Institutional Self-Evaluation Report Actionable Improvement Plan for Student Learning Outcomes

Southwestern College is committed to maintaining sustainable continuous quality improvement in student learning outcome (SLO) assessment and use of assessment results across the institution to inform planning processes. The College meets all SLO Eligibility Requirements (ERs) stated in ERs ten, eleven, and nineteen. First, it systematically defines, assesses, and publishes expected SLOs for all programs, and it demonstrates the levels to which students achieve those outcomes. Further, all segments of general education patterns have stated SLOs that are used to measure demonstrated competence in major areas of study, including skills in writing and computation. Finally, the College systematically evaluates student learning and posts evidence of learning on the College's website. The College integrates SLO assessment findings into its planning processes and in its allocation of resources. Assessment of institutional SLOs (ISLOs) is reported annually in the Student Outcomes and Achievement Review (SOAR) Report which all programs and units may use when completing an annual program review.

During the process of completing this Institutional Self Evaluation for the Commission, the College recognized it should improve its assessment of SLOs and use of SLO results in two areas. First, it recognized that more human resources support for SLO assessment is needed to ensure both continuous and authentic assessment of learning for all courses, programs, and student support services. Second, the College recognized it should expand its use of SLO assessment results to support institutional effectiveness by better ensuring that the results are used to plan for program improvements.

Currently, the College is working to increase human resources support for SLO assessment. In spring 2012, in order to meet the Proficiency level of SLO assessment for the Commission's Student Learning Outcomes Status Report, the College offered stipends to faculty to assist colleagues in SLO assessment. As stated in the October 2012 status report to the Commission:

In Spring 2012, it was acknowledged that more human resources were needed to support SLO assessment. One person from each of the nine Schools/Centers was hired to support SLO assessment in their areas. Titled "ISLO Point People," the "Points" trained faculty in assessment practices and procedures, assisted with entering data into eLumen, and guided faculty in the completion of assessment documents (i.e., timelines, rubrics, and plans for improvement). Points meet weekly as a group with the ISLO Coordinator to discuss assessment progress and to review and revise SLO practices and processes. Points were rehired in fall 2012 to assist with the preparation of our 2012 Midterm Report and this SLO report.

Given the momentum for assessing SLOs initiated by the Points, the College assumed that this forward movement would continue after the status report was submitted and, thus, the College discontinued the SLO Point positions in fall 2012. Unfortunately, after the dissolution of the SLO Points, momentum for assessing SLOs has been steadily dwindling. In order to address this issue, the College is moving to reinstate SLO Points in schools and centers across the campus. SLO Points will be reinstated in spring 2015 for an extended period of time. The new SLO Points will assist faculty in assessing SLOs in both face-to-face and online courses, including how to conduct authentic assessments. SLO Points will also work with faculty to generate open dialogue, to create actionable improvement plans using SLO results, and to use the eLumen software system to store SLO results, generate reports, and track progress of improvement plans.

Next, the Shared Consultation Council (SCC) moved to expand the role of SLO results in integrated planning and allocation of resources. In fall 2014, SCC supported a shift in goals and vision for one of its standing committees, the Institutional Student Learning Outcome Committee. With this shift in goals and vision came a new committee name: the Student Outcomes and Achievement Review (SOAR) Committee. This redesigned committee maintained the tasks and goals of its predecessor - to assist in the organization, process, and assessment of SLOs across campus. However, it added additional tasks of reviewing, discussing, analyzing, and making recommendations based on ISLO data, Institution Set Standards data, and California Community College Chancellor's Office Scorecard data. By design, at the end of each academic year the SOAR Committee publishes the results of its review, dialogue, analysis, and recommendations in the SOAR Report. The SOAR Report is included in the data resources package provided for programs and units completing annual program review.

The first SOAR Report was completed in spring 2014 and was accepted by the SCC. Although the intention was for the SOAR Report to be consulted during program review by all departments and units while creating annual goals and making requests for allocations, this did not occur College wide. As a result, preparations for ensuring consultation of the SOAR Report at all levels of program review are underway.

Further, during the completion of the spring 2015 SOAR Report, it was realized that a key component of ISLO data was missing - General Education SLO (GESLO) data. Although GESLO data is being collected in eLumen, the College has yet to analyze the results. The SOAR Committee has already begun discussion regarding the inclusion of GESLO data in the 2016 SOAR Report. The SOAR Committee is also discussing the inclusion of Student Affairs outcome (SAO) assessment results in the 2016 SOAR Report. Although SAOs are assessed annually in Student Affairs units and used in program review, they are not currently a component of the SOAR Report.

In summary, while the College is in compliance with the ACCJC's Standards and Eligibility Requirements regarding SLOs, it believes there is room for improvement in human resources support for SLO assessment, the use of SLO findings in relation to integrated planning and resource allocation, and inclusion of GESLO and SAO assessment results in future SOAR Reports. The College is confident that it will reach all of these goals by the end of the spring 2016 semester.

APPENDIX THREE

2015 Institutional Self-Evaluation Report Actionable Improvement Plan for Distance Education

Southwestern College is committed to providing comparable quality instruction and support to our students taking online and hybrid courses, which total approximately 19 percent of our course offerings.

Online learners at the College are supported in a variety of ways. In person Blackboard orientations are provided at the start and the middle of each semester, at multiple times and locations. Staff at the Online Learning Center (OLC) assist students in person, by phone, and by email, and login help is provided by phone after hours and on weekends. In addition, the OLC website provides information, Blackboard tutorials, and FAQs. Online tutoring in writing is provided through the campus writing center's Online Writing Lab, and SWC eTutoring offers tutoring in a wide range of subjects through the College's membership in the Western eTutoring Consortium, which provides synchronous online tutoring eighteen hours a day, seven days a week. To ensure comparable quality, the online and campus tutorial programs have the same College Reading and Learning Association (CRLA) certification. The Library also provides online learners with high quality chat reference service from Southwestern College and other academic librarians 24 hours a day, seven days a week, via the QuestionPoint Chat Reference consortium.

Online faculty support includes the OLC's on-demand Blackboard training for groups and individuals. The OLC also provides support materials within Blackboard and on the Faculty Support website. Experienced online instructors share best practices through workshops, such as the five-workshop series offered in spring 2015: *Teaching Online in 2015: What's New? What's Working? What's Next?*

Over the last three years, a Curriculum Committee ad hoc Distance Education (DE) Taskforce has met weekly to bi-weekly with the charge of responding to the new federal and state requirements for online/hybrid instruction. In addition to creating new DE policies and procedures for Regular Effective Contact and requesting DE as a mode of delivery for new and modified courses, the team wrote a comprehensive DE Plan for the College with goals, objectives, and timelines. It is in the process of completing a DE handbook, including a sample online syllabus. A new faculty evaluation form and rubric for online and hybrid instructors is also in progress.

The College has made a substantial investment in DE through the recent appointment of a Distance Education Faculty Coordinator. An experienced online faculty member has been appointed to the position, which begins July 1, 2015. This new position provides the opportunity to make substantial improvements to the online education offered to students. The new coordinator will 1) develop and oversee a comprehensive training program with compensation for both current and new instructors of online and hybrid courses, 2) offer regular professional development opportunities in online instruction, 3) expand and maintain the DE area of the College website, 4) create a repository of on-demand training resources in the areas of online learning theory/andragogy, course design, accessibility, fair use, and best practices, 5) ensure compliance for Regular Effective Contact and Last Date of Attendance, and 6) share information from system-wide DE organizations such as the San Diego Imperial County Community College Association (SDICCCA) Subcommittee on Distance Education, California Community College District (CCC) DE Coordinators, and the CCC Online Education Initiative.

The College looks forward to building on existing accomplishments by implementing improvements in faculty training, resources, and evaluation in the coming year.

APPENDIX FOUR

Evidence

Evidence Number	Document Title	Page Number
1	Safe Zone Training	5
2	Safe Zone Training, Part 1	5
3	Safe Zone Training, Part 2	5
4	S/P Three Year Goals 2017-2020	5
5	Fostering a Climate of Respect, Trust & Openness Workshop	5, 6
6	USC Race and Equity Center Proposal	6, 7
7	Inclusion Matters 10.6.17	6
8	Inclusion Matters 12.1.17	6
9	Inclusion Matters 2.23.18	6
10	Inclusion Matters Documentary Series	6
11	Inclusion Matters Webinar Film Series	6
12	Center for Urban Education Agenda 3.26.18	6
13	Academic Senate Meeting Minutes 12.1.16	8
14	Academic Senate Plan for SLO Reorganization November 2016	8
15	Curriculum Committee Minutes 12.1.16	8
16	GPAC Meeting Minutes 4.6.18	8
17	MOU Regarding SLO Extra Pay Assignments	8
18	SCEA.SCCD Agreement 7.1.14–6.31.17	8, 9
19	Comprehensive Academic Program Review	9
20	Program Review Component VI	9
21	SLOs and eLumen Walk-in Lab	9
22	HOW TO Input Data into eLumen	9
23	DE Task Force Draft Agenda 11.17.17	11
24	DE Task Force Agenda 2.9.18	11
25	Are You Ready for Online Learning?	11
26	Time Commitment	11
27	Is Your Computer Ready?	11
28	Getting to Know Canvas	11
29	DEFT Course Outline	11
30	DE Training Email	11
31	Full Time Faculty Evaluation Form O	12
32	Faculty Evaluation Rubric	12
33	DE Syllabus Checklist	12
34	Annotated DE Syllabus	12
35	DE Syllabus Template	12
36	DEFT for Administrators Course Guide	12
37	DEFT for Administrators Email	12
38	Distance Education Plan 2014-17, 2016 Update	13

Evidence Number	Document Title	Page Number
39	CMS Surveys and Reports	13
40	Canvas Anonymous Survey Results	14
41	DE Addendum	14
42	DE Addendum Vetting Form	14
43	Spring 2018 How To Academy	15
44	DE Workshops and Webinars	15
45	DE Plan 2014-17, 2016 Update CMS Eval	13
46	CMS Report to Academic Senate ED Needs	13
47	CMS Report to Academic Senate	13
48	Pack & Associates Report	16, 17
49	State Scheduled Maintenance Plan 2015-16 and 2016-17	16
50	Facilities Master Plan Vision 2025	16
51	Scheduled Maintenance Plan 2015-16 Approved	16
52	2016 Bond & Polling for IFC 3.10.16	16
53	IFC Meeting Minutes 2016 Bond & Polling	16
54	2016 Bond & Polling for SCC 3.16.16	16
55	Redevelopment Maintenance Projects	16
56	FHP Prioritized List	18
57	Governing Board Agenda 6.14.16 Item No. 14	18
58	Governing Board Agenda 7.12.16 Item No 16.9	18
59	Custodial Satisfaction Survey	18
60	APL List Sorted by Funded & Unfunded	19
61	Proposed Adopted Budget 2016-17 pg. 44	19
62	SERP Savings Spreadsheet	18
63	Governing Board Agenda 7.12.16 Bond	19
64	Governing Board Agenda 8.9.16	19
65	Adopted Budget 2016-17 pgs. 41-44	19
66	Shared Consultation Council Agenda-Minutes 5.18.16	20
67	Planning & Budget Committee Agenda-Minutes 5.20.16	20
68	MediFit Agreement 7.12.16 Governing Board Agenda	20
69	Proposition 39 Four Year Plan 2013-2017	20
70	Keenan TAPS Report	21, 26
71	Keenan Letter Regarding TAPS Report	21
72	Cash Handling Procedures	21, 26
73	Armored Car Contract	21, 26
74	Educational Master Plan	22
75	Facilities Master Plan	22
76	Institutional Technology Plan	22
77	Student Success and Support Program Plan	22
78	Student Equity Plan	22
79	Basic Skills Plan	22
80	2016-19 Strategic Plan	22

Evidence Number	Document Title	Page Number
<u>81</u>	Shared Planning & Decision Making Handbook	21
<u>82</u>	Christy White Associates Agreement	25
<u>83</u>	Planning and Budget Committee Agenda-Minutes 4.15.16	25
<u>84</u>	Shared Consultation Council Agenda-Minutes 4.20.16	25
<u>85</u>	Governing Board Meeting Minutes 5.17.16	25
<u>86</u>	Board Policy 6307–Debt Issuance & Management	25
<u>87</u>	Administrative Procedure–6307 Debt Issuance & Management	25
<u>88</u>	Payroll & HR Screen Access Report	25
<u>89</u>	STRS Error Report	25
<u>90</u>	Invoice for Surveillance Camera Purchase	26
<u>91</u>	Invoice for Safe Bolting	26
<u>92</u>	Photo of Combination Lock Installed in Cashiering Office	26
<u>93</u>	2016 School Bond Transparency in San Diego County	26
<u>94</u>	Planning and Budget Committee Meeting Minutes 5.19.17	26
<u>95</u>	Planning and Budget Committee Meeting Minutes 9.1.17	26
<u>96</u>	SWC Foundation Master Agreement	27
<u>97</u>	Governing Board Agenda 8.9.16	27
<u>98</u>	Governing Board Agenda 8.8.17 Foundation Annual Report	28
<u>99</u>	SWC Foundation Annual Report	28
<u>100</u>	Foundation Final Report to Governing Board	28
<u>101</u>	11.03.17 Grants Report to Planning & Budget Committee	28
<u>102</u>	2.2.18 Grants Report to Planning & Budget Committee	28
<u>103</u>	3.2.18 Grants Report to Planning & Budget Committee	28
<u>104</u>	Governing Board Agenda 8.8.17 Item 30.1	28
<u>105</u>	Grants Annual Report 2016-17 Final 07.19.17	28
<u>106</u>	SWC Foundation Audit Report 2015 Final	28
<u>107</u>	SWC Foundation Audit Report 2016 Final	28
<u>108</u>	Proposal Transmittal Form January 2018	28
<u>109</u>	Board Policy 3280–Grants	28
<u>110</u>	Administrative Procedure 3280–Grants	28
<u>111</u>	Board Policy 3820–Gifts	28
<u>112</u>	Administrative Procedure 3820–Gifts	28
<u>113</u>	SWC Foundation Audit Reports FY17 FY16 FY15 FY14 FY13	28
<u>114</u>	Blackbaud Contract	28
<u>115</u>	Curriculum Committee Minutes 2.23.17	14
<u>116</u>	CBOC Scheduled Maintenance Update	16
<u>117</u>	Adopted Budget, pg 41	16
<u>118</u>	GB Special Meeting Minutes 4.24.18	17
<u>119</u>	Facilities Master Plan Campus Forums	16, 17
<u>120</u>	Facilities Master Plan Taskforce List	17
<u>121</u>	FON Certification	18
<u>122</u>	Governing Board Priorities	17

Evidence Number	Document Title	Page Number
123	Governing Board Personnel Actions	18
124	Additional Positions GB meeting	18
125	Police Chief Hiring	18
126	Custodial Satisfaction Surveys	18
127	CSEA/MediFit MOU	18
128	Additional Custodial Hires	18
129	Budget Presentation PBC 2.2.18	18
130	Vacant Position List	19
131	Five-Year Construction Plan	19
132	PBC Agenda 5.20.16	20
133	SCC Prioritization Results	20
134	2017-18 Adopted Budget	20
135	2017 District Audit Report	20
136	2017 Audit Summary	20
137	Cash Handling Procedures	21, 26
138	Cash handling Meeting	21, 26
139	Wellness Center Safe Location	21, 26
140	Tentative Budget 2018-19	22
141	Budget Presentation to Campus Community 4.18.18	22
142	Adopted Budget 2017-18	22
143	Proposed Adopted Budget 2017-18 Presentation	22
144	Facilities Master Plan Workshop	22
145	Facilities Workshop	22
146	Facilities Master Plan Forums	22
147	Did You Know?	23, 24
148	Prop 39 Projects	17
149	Ratings Document	20, 26
150	Ratings Document 2	20, 26
151	311 Report FY 2016-17	23
152	Burn Rate, Cash Flow, Monthly Expenses	23
153	Christy White Amendment	25
154	Christy White Amendment 4560	25
155	Prop R Bond Audit	25
156	San Diego Taxpayers Association Bond Transparency Scorecard	26
157	2017-18 Tentative Budget	26
158	2017-18 Tentative Budget Presentation	26
159	2017-18 Adopted Budget	26
160	Governing Board Special Meeting Minutes 8.22.17	26
161	Governing Board Meeting 9.12.17	26
162	Planning & Budget Committee Meeting Minutes 5.6.16	24
163	Cost of initial public opinion poll, facility needs, and estimated cost of delaying bond measure	16

Evidence Number	Document Title	Page Number
164	Facilities Master Plan Campus & Community Forums – Email dated 4.2.18	17
165	Emergency Preparedness and Campus Safety 2.20.18	18
166	2015-16 Program Review Requests/Implementation in 2016-17	23
167	Program Review Funding Notification – Email Notice dated 10.30.17	23
168	Governing Board Meeting 6.13.17	26
169	Academic Affairs Council Retreat Agenda 6.21.17	26
170	Adopted Budget Forum Today – Email Notice dated 9.21.17	26
171	IFC FOP 2017 Summer Projects and Future Planning	16
172	2017-18 Scheduled Maintenance/Special Repair Plan	16
173	SM Project Summary for 2016-17 (Expended)	16
174	Example of Service Now Work Order	17
175	PM List/Report	17
176	Additional Projects - Redevelopment Funds 2017-18	17
177	Governing Board Meeting 8.8.17	17
178	Governing Board Meeting 1.9.18	18
179	VPAA Report Summary – Efficiency Data	19
180	District Closeout Summary CCC/IOU Partnership 2018	20
181	Tentative Budget Workshop 5.26.17	23
182	Proposed Adopted Budget 2017-18 Presentation 8.22.17	23
183	Chrissy White Associates Report-Outcomes of Internal Audit	25
184	Requisition Approval Route Chart	25
185	2017/2018 Maintenance Contracts Listing	17
186	Inclusion Matters Conference 4.27.18	6
187	Report on the Racial Climate for Faculty and Staff – USC Race and Equity Center	6
188	How to Academy: Teaching with Technology Track - Fall 2018	15
189	Distance Education Workshop & Webinars – Fall 2018	15
190	Canvas Training Schedule – Fall 2018	15
191	Seeking to Understand: Listening & Dialogue Sessions	7