# SELF EVALUATION REPORT OF
# EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS
# IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

## SUPPLEMENTAL REPORT

### SUBMITTED BY:

Southwestern Community College District
900 Otay Lakes Road
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### TO:

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

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# TABLE OF CONTENTS

# SUPPLEMENTAL REPORT TO THE 2015 SELF EVALUATION REPORT

Southwestern College has prepared this document to supplement the Self Evaluation Report (SER) submitted to the Commission in August 2015.  In this Supplemental Report, the College provides updates in the following areas:

- Introduction:        Organizational Charts
- Introduction:        Actionable Improvement Plans for Distance Education, Campus Morale, and Student Learning Outcomes
- Standard II.A.:     Compressed Calendar
- Standard III.A.:    Early retirement packages, two new positions in administration, and the resignation of and recruitment for the position Vice President of Business and Financial
Affairs
- Standard III.C.:    Information Technology
- Standard III.D.:    Budget

# UPDATES TO THE INTRODUCTION

Since the submission of the 2015 Self Evaluation Report (SER), the College has made changes to its organizational structure and has made improvements in support of its three Actionable Improvement Plans (AIPs).

## UPDATE TO ORGANIZATIONAL CHARTS

The organizational charts for the Divisions of Business and Financial Affairs (BFA) and Employment Services (ES) were corrected to show Payroll Services reports to the BFA division, not the ES division (SR.1) (SR.2).

In keeping with the planning, implementation, and evaluation (P.I.E.) model for continuous improvement, the evaluation of the 2012 realignment of Academic Affairs pointed to a need to begin the planning process for reorganization of its structure. In July 2015, meetings were held between the Vice President of Academic Affairs and the Academic Senate Executive Board, and in September 2015, six forums open to the College community took place to discuss two designs: an eight dean model and a nine dean model. Additionally, reorganization designs were discussed at the 2015 summer deans' retreat, the summer Cabinet retreat, and the September Academic Senate retreat. The goals of the reorganization include:

- To provide effective administrative oversight of academic and career technical education (CTE) programs

- To provide an equitable workload for administrators

## UPDATE TO ACTIONABLE IMPROVEMENT PLAN FOR DISTANCE EDUCATION (DE)

The College's new Distance Education (DE) Faculty Coordinator began her work in July 2015, and in the ensuing two months the College has made much progress in addressing the goals of the Actionable Improvement Plan (AIP), particularly in the areas of faculty training and faculty resources.

**FACULTY TRAINING**

The College now offers its faculty "regular professional development opportunities in online instruction" (AIP Goal #2).  Designed in response to a needs-assessment survey conducted in early August, ongoing training is provided in a variety of formats:

**HOW TO: Hands-On Workshops for Teaching Online:** These five half-day workshops were offered during a new pre-semester training week for online instructors.  Due to their popularity and strong attendance (15-25 participants per session), this will be a new pre-semester tradition.  Each session is between four and six hours in length and conducted in a training lab.  The content of the first four sessions aligns with the Online Education Initiative (OEI) Course Design Rubric, and the final session's focus on making instructional videos was chosen due to its popularity on the needs-assessment survey.  Two more units are under development: "Strategies for Supporting Online Students" (accessible materials, readiness, FERPA) and "Advanced Video Creation with Camtasia."

**Teaching Online in 2015: One-Hour Workshops:** Using a traditional workshop format, these sessions are designed for both current and future online educators.  The series offers a balance of hot topics in distance education and practical teaching strategies.  These topics have been selected to both "ensure compliance for Regular Effective Contact and Last Date of Attendance" (AIP #5) and "share information from system-wide DE organizations" such as the OEI and @ONE (AIP #6).

**Distance Education Webinar Series:** Guided by survey results and requests by adjunct faculty for flexible, online training options, this webinar series is entirely online.  All webinars are presented through CCC Confer and are closed-captioned and archived for on-demand viewing.  Important topics from the on-campus workshop series (such as new resources, Regular Effective Contact, and hybrid course design) have been redesigned for the webinar series to be available to more instructors.  Registration for these webinars has been strong: 27 for the first webinar and 42 for the second.

**Instructional Design Office Hours:** To support faculty as they make course improvements, the DE Faculty Coordinator offers drop-in Instructional Design Office Hours three days a week.  During these times she is available for consultation without an appointment, and faculty are invited to visit individually or in groups.  Instructors have used these drop-in hours to ask questions, to seek guidance with new technology, and to obtain course design feedback.   To accommodate the wide range of schedules and locations of

College faculty, Instructional Design Office Hours are provided on campus twice a week and online twice a week as well. Virtual sessions are held using ConferNOW, a videoconferencing tool from Zoom that is being piloted by the CCC Chancellor's Office.

Progress is also being made toward the AIP's first goal, the development of a comprehensive training program. In addition to ongoing professional development activities, the College is designing a six-week course leading to local certification in online teaching. This course will be based on @ONE's new 12-week Online Education Standards and Practices course, which the College's DE Faculty Coordinator is currently co-facilitating in its pilot phase.

## FACULTY RESOURCES

Many new resources for online faculty have debuted in recent weeks. The goal to "create a repository of on-demand training resources" (AIP #4) has led to the creation of the new DE@SWC resource website for College faculty (SR.3). This website contains current training calendars, archived webinars, teaching materials, fair use information, including Creative Commons licensing and attribution guidelines, resources for making and captioning instructional videos, and collections of online teaching tools. The website also offers recommended professional development resources such as blogs, newsletters, conferences, and websites. With over 900 page views in its first 30 days, this has become a popular resource for faculty.

**Distance Education Handbook:** The Distance Education Handbook has been produced and distributed across campus and housed on SharePoint, as well as on the DE@SWC website (SR.4). This guide explains DE policies and procedures, such as how courses are approved for DE, student authentication, Regular Effective Contact/Substantive Interaction, attendance accounting, and evaluation. Samples are provided throughout the handbook, and a complete sample syllabus is included as an appendix. Key areas of the handbook are being presented and discussed in both webinars and workshops this semester.

**Sample Online Course:** In response to interest in the sample syllabus provided in the DE Handbook, a complete model online course has been provided to faculty in Blackboard (SR.5). This course contains announcements, content, discussions, activities, and assessments. It also offers a video introduction for faculty as well as several downloadable resources. This resource is designed to help new online faculty to see what a fully developed online course looks like, and experienced online instructors to benefit from exposure to new options for course design, assessments, and teaching tools. The course also models fair

use attribution, alternative text for images, captioned videos, and accessible PDFs.

## STUDENT SUCCESS RESOURCES

New student resources have been introduced recently as well.  The DE area of the College website is still undergoing renovation (AIP #3), but key improvements for students have been the first changes. Students have long had the opportunity to learn about online learning and Blackboard through campus orientation sessions, and now students who cannot attend these sessions can enjoy the virtual equivalent.  The SWC Online Learning Orientation video now appears alongside the in-person orientation schedule (SR.6).  It is also available from each student's Welcome page in Blackboard.

**Online Student Readiness Tutorials:** College faculty have begun sharing the Online Education Initiative's new Online Student Readiness Tutorials with students in their classes (SR.7).  These interactive tutorials cover a range of topics important to student success.  Students are also introduced to these tutorials on the College website and on Blackboard's welcome page.

## POLICIES AND PROCEDURES

District Policy No. 4105—Distance Education was approved by the Board of Trustees (Board) in July (SR.8).  The accompanying District Procedure No. 4015 was approved by the Academic Senate (SR.9). The policy identifies and defines Distance Education (DE) and the state laws, federal laws, and education code under which DE courses must be in compliance.  The procedure provides working definitions for DE courses at Southwestern College as well as class maximum recommendations, standards for DE instruction, substantive change review, and mandatory training.

In September, District Policy No. 4115—Distance Education Regular Effective Contact was approved by the Governing Board (SR.10).  District Procedure No. 4115—Regular Effective Contact was approved by the Academic Senate (SR.11). The Regular Effective Contact policy provides an explanation of the contact requirements between faculty and students in online classes.  The procedure defines the type and frequency of instructor-initiated contact required in DE courses and provides examples of regular effective contact.  Guidelines for establishing contact expectations and managing instructor absence are also provided.

The College has made considerable progress toward meeting the goals of its Actionable Improvement Plan for Distance Education and its Distance Education

Plan (SR.12).  Important policies and procedures have been approved, students have new resources to prepare them for success, each of the six items in the AIP is either completed or under development, and the following target completion dates have been established for in-progress projects. Renovations to the DE area of the College website will be completed by January 2016. We anticipate that updated faculty evaluation materials will be ready during the spring of 2016.  The College's new training program for online faculty, currently under development, will be ready for piloting by late spring of 2016.

## UPDATE TO ACTIONABLE IMPROVEMENT PLAN FOR CAMPUS MORALE

The College is committed to creating an environment that supports respectful communication, multicultural competency, civility, and collegiality.  Since the submission of the 2015 Self Evaluation Report (SER), the College is working to meet the recommendations of this Actionable Improvement Plan (AIP) by establishing an Office of Equity, Diversity, and Inclusion, by creating the Equity, Diversity, and Inclusion Committee, and by inviting various experts on cultural competence and building inclusive environments to present workshops to both students and employees.  The College addresses workplace complaints and transparently implements action plans for improvement.

### ESTABLISHMENT OF AN OFFICE OF EQUITY, DIVERSITY, AND INCLUSION
The College committed to the establishment of an Office of Equity, Diversity, and Inclusion and to the funding to support the office with staffing, including the Director of Equity, Diversity, and Inclusion, an administrative secretary, and a dedicated research analyst. In July 2015, the research analyst was hired, and the College is currently in recruitment for the director position and plans to have this position in place in late fall 2015 (SR.13). Once the director is hired, the College will begin recruitment for the administrative secretary to allow for the director's involvement in the process.

### ESTABLISHMENT OF THE EQUITY, DIVERSITY, AND INCLUSION COMMITTEE
The director will work to establish the newly approved SCC standing committee, the Equity, Diversity and Inclusion Committee, which will replace the Student Success Committee.  Through the newly created committee and its parent committee (Shared Consultation Council), the director will work to develop a plan to address the areas identified in the AIP and to provide oversight of the Student Equity Plan.

## CULTIVATING COURAGEOUS CONVERSATIONS SPEAKER SERIES

The Staff Development Program is building on themes of Opening Day with its Speaker Series, "Cultivating Courageous Conversations," which features speakers that will invite employees and students to dialogue about cultural competence and building a more inclusive campus environment.

## OPENING DAY KEYNOTE SPEAKER

The fall 2015 Opening Day Keynote Speaker presented an interactive presentation on "Cultivating Connection:  Expanding Conversations across Differences," as well as a follow-up breakout session.  The day continued with an offering of 19 break-out sessions, several designed to build campus morale, cultural competency, and understanding.

## INVESTIGATION OF ACCUSATIONS OF DISCRIMINATION AMONG CUSTODIAL STAFF

In January 2015, four members of the custodial staff and one member of the IT staff sent a letter to Assemblywoman Shirley Weber stating that they had been treated unfairly and possibly discriminated against by other College employees. An investigation was immediately launched to fully examine all of the complaints; the district hired the San Francisco-based law firm of Renne, Sloan, Holtzman, and Sakai, specialists in workplace law and investigations. After more than five months, 36 interviews, and more than 1,000 pages of transcripts, in late August the firm prepared a confidential investigative report which concluded there was no actionable violation of law, but did find inappropriate conduct by employees and instances of poor management. In those areas where the College was found to be weak, the investigators made recommendations for improvement that are being implemented (SR.14).

Through the endeavors described above, the College is working to improve and maintain civility and collegiality across the institution.

## UPDATE TO ACTIONABLE IMPROVEMENT PLAN FOR STUDENT LEARNING OUTCOMES

The Actionable Improvement Plan (AIP) for Student Learning Outcomes (SLOs) outlined several key areas of improvement that the College will pursue in the coming year. These areas of improvement include offering more human resource support for SLO assessment and use of assessment results, using SLO assessment findings to support institutional effectiveness, and beginning discussions for including General Education SLO (GESLO) and Student Affairs Outcome (SAO)

findings in the annual Student Outcomes and Achievement Review (SOAR) Report.

## ADDITIONAL HUMAN RESOURCE SUPPORT FOR SLO ASSESSMENT

The AIP for SLOs identified the need for additional human resource support for SLO assessment and use of assessment results, beyond the existing SLO Liaisons for each department. In spring 2015, the College identified and hired eight faculty members to serve as support for all faculty working with SLOs (SR.15) (SR.16). These eight "SLO Point People" assist faculty to write and revise SLOs; to create meaningful assessments; to analyze data; and to integrate findings into annual program review planning (SR.17)(SR.18). Based on a memorandum of understanding between the District and the Southwestern College Education Association, the faculty bargaining unit, the current group of SLO Point People is District-supported through spring 2017 (SR.19).

## USING SLO FINDINGS TO SUPPORT INSTITUTIONAL EFFECTIVENESS

The College recognizes the need to expand the use of SLO assessment results to support overall institutional effectiveness. This is achieved by improving how SLO results are used to plan for program improvements. One way to achieve this is through the dissemination of the Student Outcomes and Achievement Review (SOAR) Committee's Annual SOAR Report (SR.20). This document is the result of dialogue among all constituent groups represented on the committee. It provides clear analysis of student learning and achievement data including the College's Institution Set Standards, CCCCO Scorecard metrics, and SLO results. The SOAR Report also includes committee findings and recommendations. As a standing committee of the Shared Consultation Council (SCC), the SOAR Committee presents its annual report for review, approval, and dissemination to the College's constituency groups. This represents one example of how the SOAR Report's content is shared and used for program improvement efforts.

Also, during the self evaluation process, the College identified the need to increase staff awareness of the SOAR Report. In pursuit of that goal, a specific meeting time was set aside on Opening Day of fall 2015 in order to provide the opportunity for full-time faculty, as well as part-time faculty who were compensated for their participation, to meet within their disciplines to discuss SLOs and SLO outcomes for their programs and courses. In addition, faculty and staff engaged in discussions on this year's program review process and were provided with a copy of the SOAR Report's major findings and recommendations (SR.21). Staff were also provided with a list of questions intended to guide discussions of program review and outcomes assessment (SR.22), as well as a video presentation explaining the new program review process and the use of data in program review (SR.23). In addition, SLO Points help guide discussions on

outcomes assessment data for academic programs and ensure that faculty are aware of the SOAR Report and its contents. Findings in the SOAR Report and the work of the SLO Points are disseminated across the institution. Discussion of SLO findings occurs during department, discipline, and unit meetings during the development of program review.

## INCLUDING GENERAL EDUCATION SLOS AND STUDENT AFFAIRS OUTCOMES IN THE ANNUAL SOAR REPORT

The College has discussed the inclusion of General Education SLO (GESLO) data and Student Affairs Outcome (SAO) data in the SOAR Report. As of the writing of this supplemental report, the SOAR Committee has met once to set its annual agenda for the 2015-16 academic year, and it has added the discussion of GESLOs and other data to its upcoming agenda on September 14, 2015.

The College expects to achieve all of the areas of improvement listed above by the end of the current academic year.

# UPDATES TO THE STANDARDS

Subsequent to the submission of the 2015 Self Evaluation Report (SER), the College is providing an update regarding changes in the areas of Academic Affairs, Human Resources, Institutional Technology, and the College Budget. The College is carefully and systematically addressing these changes, as necessary.

## UPDATE TO STANDARD II.A.: INSTRUCTIONAL PROGRAMS

Southwestern College has embarked on a compressed calendar beginning fall 2015 in which the semester length has been changed from 18 weeks to 16 weeks.  In addition, classes will be offered during a January session between the fall and spring semesters.  The number of instructional hours scheduled per section per term will be consistent with that of the 18-week semester.  The compressed calendar is expected to improve student retention and persistence.

## UPDATE TO STANDARD III.A.: HUMAN RESOURCES

Several Human Resources activities took place since the SER was completed. These activities include the availability of an early retirement package, the addition of two new administrative positions, and the resignation of the Vice President for Business and Financial Affairs (VPBFA).

### EARLY RETIREMENT
An early retirement package was offered to all eligible employees (SR.24). As of September 14, 2015, thirty-one employees have submitted irrevocable letters accepting the early retirement offer (twelve faculty members, thirteen classified professionals, and six administrators).  Based on inquiries, the Office of Human Resources anticipates that up to twenty more employees may submit letters of retirement before the stated deadlines.

### NEW ADMINISTRATIVE POSITIONS
Two new administrative positions were approved by the College's Board of Trustees (Board) to assist the institution in remaining compliant with federal and state laws.

At the Board meeting on August 12, 2015, the categorically-funded Director of Equity, Diversity and Inclusion (EDI) was established, which will provide the necessary infrastructure to implement student success initiatives focused on equity, diversity, and inclusion. This position is part of the Student Equity Plan funding, and it was unanimously recommended by the Student Equity Planning Subcommittee.

At the Board meeting on September 8, 2015, the Title IX Director was established (SR.25)(SR.26).  Changes in state and federal legislation, notably the Violence Against Women Act (VAWA) and the "Yes means Yes" state statute (SB 967), have significantly expanded the range of efforts colleges must perform to comply. The Title IX Director will report directly to the Vice President for Employee Services.

### RESIGNATION & RECRUITMENT OF VICE PRESIDENT OF BUSINESS AND FINANCIAL AFFAIRS
The College's Vice President for Business and Financial Affairs (VPBFA) submitted his resignation on August 3, 2015, and accepted the interim chief business officer position at Monterey Peninsula College.  Southwestern College immediately started the search for a new VPBFA using the services of the Ralph Andersen recruitment firm. A new VPBFA is expected to be identified prior to the end of the fall semester.

In the interim, a consultant, Mr James Austin, was hired on September 1, 2015, through the Cambridge West consulting firm to assist in performing operational duties of the VPBFA until a permanent replacement is found. Having recently retired from MiraCosta College where he served as Vice President – Business and Administrative Services, Mr. Austin brings over twenty years of vice president and vice chancellor level experience to the position (SR.27). Mr. Austin served as Interim Vice Chancellor of Fiscal Policy and Facilities for the California Community Colleges Chancellor's Office and as Vice Chancellor for Business Services for the Grossmont-Cuyamaca Community College District. Mr. Austin also served on Southwestern College's most recent ACCJC External Evaluation Team in 2009.

## UPDATE TO STANDARD III.C.: INFORMATION TECHNOLOGY

On July 14, 2015, an unexpected complete thermal shutdown of the College's primary data center occurred during the installation of an upgrade to the data center's HVAC system by a contractor.  This impacted access to and functionality of the College's website and the software programs WebAdvisor, Outlook, and Colleague for several days. Colleague consists of integrated modules to manage student academic records, financial information, and human resources records.  In response, the Office of Institutional Technology (IT) immediately consulted and followed current Disaster and Recovery systems in place at the College.

Students and staff were kept apprised of the status of restoring the functionality of the data center via Southwestern College Blackboard alert services and social media (Facebook and Twitter) and, once restored, via WebAdvisor and Outlook. Student appointments for fall 2015 registration were shifted so that priority registration was maintained.  The Cesar Chavez Student Services Building was open on two Fridays, July 17 and July 24, to accommodate the students who needed assistance with registration.

The process for restoring the College's primary data center was approached from a performance perspective. Using this approach, IT was able to identify reasons why the thermal shutdown occurred and has made plans to avoid similar situations from occurring in the future. As a result of IT's review and solution to the situation, IT recommends that the College upgrade its backup environment with the objective of obtaining a one-hundred percent data recovery success rate if a similar episode occurs in the future. Details of specific improvements that will ensure a more successful data restoration in the future can be found in the new IT Disaster and Recovery Plan (SR.28).

## UPDATE TO STANDARD III.D.: BUDGET

The adopted budget for 2015-16 was unanimously approved by the Board of Trustees (Board) on September 8, 2015.  Further discussion of the budget by the Board will occur in November to address the projected structural deficit and the use of one-time funds to balance the budget.

- Some one-time expenses are not part of the structural deficit, but have necessitated that $5.6M in one-time funds be used to cover the following expenses:
    - o 3.5% of previously cut employee salaries were returned to the employees.
    - o The Board Reserve was increased from 5% to 7%.
- Several revisions were made to the proposed adopted budget that was presented to the Board in August 2015 prior to its approval at the September Board meeting.
    - o $2.9M of one-time mandated cost reimbursements will be included as revenue, and $2.9M will be included as an expense to fund program review initiatives.
    - o Notation was added to indicate that revenue from the Faculty Obligation Number (FON) advance was included in the Part Time Overload budget.
    - o A follow-up workshop will occur in November that will include alternative proposals to eliminate the excess of expenses over revenue, as well as a recommendation for developing an operationally balanced five-year plan for the unrestricted general fund. The workshop was scheduled for November because, by then, the state's and the District's books will be closed, the California Community Colleges Chancellor's Office (CCCCO) will have updated revenue and apportionment information as well as fall term FTES reports (320 reports) from the districts, Southwestern College will know its fall term enrollment as well as the projected savings from the early retirement package.

## EVIDENCE: SUPPLEMENTAL REPORT TO THE 2015 SELF EVALUATION REPORT

| Citation | Document File Name | Document Title |
|----------|-------------------|----------------|
| SR.1 | SR1_BFA_OrgChart.pdf | Business &Financial Affairs Org Chart |
| SR.2 | SR2_EmployeeServices_OrgChart.pdf | Employee Services Org Chart |
| SR.3 | SR3_DE_SWCResourceWebsite.pdf | DE@SWC Resource Website |
| SR.4 | SR4_DEHandbook2015.pdf | Distance Education Handbook |
| SR.5 | SR5_ModelOnlineCourse.pdf | Model Course Instructions |
| SR.6 | SR6_OnlineLearningOrientation.pdf | SWC Online Learning Orientation video |
| SR.7 | SR7_OnlineReadinessTutorial | Online Education Initiative Website |
| SR.8 | SR8_4105_BP_DistanceEducation.pdf | 4105 BP Distance Education |
| SR.9 | SR9_4105_ AP_DistanceEducation.pdf | 4105 AP Distance Education |
| SR.10 | SR10_4115_BP_RegularEffectiveContact.pdf | 4115 BP Regular Effective Contact |
| SR.11 | SR11_4115_AP_RegularEffectiveContact.pdf | 4115 AP Regular Effective Contact |

| SR.12 | SR12_SWC_DE_Plan_2014.pdf | SWC Distance Education Plan |
|-------|---------------------------|----------------------------|
| SR.13 | SR13_DirectorEquDiverIncl.pdf | Job Description for Director of Equity, Diversity & Inclusion |
| SR.14 | SR14_GB_Findings.pdf | Governing Board Statement on Recent Concerns Regarding Racial Issues on Campus |
| SR.15 | SR15_SLO_Point_People_Recruitment.pdf | SWC Point People Recruitment Now Open |
| SR.16 | SR16_SLO_Points_Final.pdf | Final List of SLO Points |
| SR.17 | SR17_SLO_Point_Person_Job_Desc.pdf | SWC SLO Point Person Job Description |
| SR.18 | SR18_SLO Point_Training_Agenda.pdf | FA 15 SLO Point Training Agenda |
| SR.19 | SR19_MOU_SLO_point_people.pdf | MOU SLO Point People |
| SR.20 | SR20_SOAR_Report.pdf | SOAR Report |
| SR.21 | SR21_SOAR_Report_Handout.pdf | SOAR Report Opening Day Handout |
| SR.22 | SR22_Arts_and_Comm_OpeningDay.pdf | Arts and Communication Opening Day Packet |
| SR.23 | SR23_TalkingOutcomes.pdf | Talking Outcomes Presentation for Opening Day |
| SR.24 | SR24_Early_Retirement_Information.pdf | Early Retirement Package |

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|---|---|---|
| SR.25 | SR25_GBAgenda_TitleIXDirector.pdf | Board Agenda: Title IX Director |
| SR.26 | SR26_TitleIXAdmin_Job.pdf | Title IX Director Job Description |
| SR.27 | SR27_Austin_Resume_Summary.pdf | Jim Austin's Resume |
| SR.28 | SR28_IT_DR_Plan.pdf | IT Disaster and Recovery Plan |