

Southwestern College

Institutional Self Study
for
Reaffirmation of
Accreditation



INSTITUTIONAL SELF-STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION



Submitted by:

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7299

Submitted to:

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

Spring 2003

Governing Board

Terri Valladolid, President
Maria Neves-Perman, Vice President
David J. Agosto
Nancy Mulcahy
Jean Roesch, Ed.D.
Robert Williams, Student Member

Serafín A. Zasueta, Ph.D., Superintendent/President

TABLE OF CONTENTS

Introduction

President's Message	i
Certifications	ii-v
Acknowledgements	vi
Abstract of the Report	1
Organization of the Self-Study	7
History of the College	21
Major Developments since 1996	22
Organizational Charts	27
Significant Trends and Demographic Data	35

Responses to 1996 WASC

Recommendations	59
------------------------------	----

Standard One:

Institutional Mission	65
-----------------------------	----

Standard Two:

Institutional Integrity	71
-------------------------------	----

Standard Three:

Institutional Effectiveness	83
-----------------------------------	----

Standard Four:

Educational Programs	97
----------------------------	----

Standard Five:

Student Support & Development	147
-------------------------------------	-----

Standard Six:

Information & Learning Resources	163
--	-----

Standard Seven:

Faculty & Staff	185
-----------------------	-----

Standard Eight:

Physical Resources	201
--------------------------	-----

Standard Nine:

Financial Resources	217
---------------------------	-----

Standard Ten:

Governance & Administration	229
-----------------------------------	-----

Institutional Planning Summary	243
---	-----

Appendices

Acronyms	A-1
Campus Map	A-2
Organizational Chart for Education Center at San Ysidro	A-3
Organizational Chart for Higher Education Center at National City	A-4

MESSAGE FROM THE PRESIDENT



The Self-Study process reflects the willingness of all participants to examine their contributions to educational excellence. The mission statement: "Southwestern College is committed to meeting the educational goals of its students an environment

that promotes intellectual growth and develops human potential" without question commits this institution to student success as the hallmark of its existence.

The enclosed Self Study is a testament to the more than 150 faculty, staff, and students who contributed their time, talent, and knowledge to produce an accurate assessment of Southwestern College. Throughout the process, I have observed their dedication to this College, their commitment to quality, and their willingness to collaborate.

The process was designed to ensure broad based participation and to encourage partnerships between faculty and administration. The team's goal was to produce a "critical, but loving" document that scrutinized and analyzed the facts yet allowed for differences of opinion. It was clearly evident that the team took the task to heart and was committed to producing a meaningful document. From my observations, the team has been incredibly successful in meeting these goals and objectives.

As such, I need to reiterate my commitment to the team and to the campus community as to what will be done now that the Self Study has been completed. It is my intent to reconstitute the College Leadership Council for broader campus representation among all constituency groups and to charge them with reviewing each and every one of these recommendations for potential implementation.

Although we have done planning here at Southwestern, it is apparent that these efforts need to be communicated and integrated with one another as well as with our budget.

Additionally, we need to do a better job with our internal communication to ensure that everyone on campus has an understanding as to how our successes tie into the College's major goals and directions.

In the past six years, Southwestern College has undergone major organizational changes due to rapid enrollment increases, expansion of services at our Center sites, and increased diversity among our student body. Simultaneously, like most community colleges, Southwestern College has also had to meet major funding and technology challenges while maintaining a high quality, student-centered learning environment.

Our salvation has been the passage of the \$89M capital improvement bond, Proposition AA. The bond monies are being used to implement the educational/facilities master plan to renovate, modernize, and upgrade the technology in virtually every classroom on campus to better prepare our students. This plan focused on the need to provide our faculty with the resources they need to maintain educational excellence.

On behalf of the Governing Board of the Southwestern Community College District and myself, I extend my deepest gratitude for the comprehensive, collaborative effort that has produced a thoughtful, realistic, and fair assessment of our College. I am enthusiastic about welcoming the Visiting Team to read this report, visit our college, interact with our campus community, and provide us with their objective appraisal of our efforts.

In conclusion, Southwestern Community College District and its multi-educational sites should be proud of its many efforts that promote student leadership and learner mastery at a time when demands often distract the learning community. In the final analysis, the process of accreditation reflects how well all aspects of the learning community are clearly focused on its educational mission to promote intellectual growth and develop human potential.

Serafín A. Zasueta, Ph.D.
Superintendent/President

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

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

From: Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7299

This institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed

Serafin A. Zasueta, Ph.D., Superintendent/President

Terri Valladolid, President, Governing Board

Larry Christiansen, Presiding Chair, Council of Chairs

Alexis Davidson, President, Academic Senate
Faculty Coordinator, Accreditation

Andre Harris, President, Classified Senate

Robert Williams, President, Associated Student Organization
Student Member, Governing Board

Rosemary Sullivan Zins, Accreditation Liaison Officer

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Southwestern College affirms that it is in compliance with the eligibility requirements for reaffirmation of accreditation. Information detailing this compliance is provided in the appropriate Standard sections.

The College is an accredited educational institution. Its mission has been adopted by the Governing Board and is consistent with the College's services.

The annual *Catalog* contains these statements: information concerning admissions, student rights and responsibilities, requirements for programs and degrees, rules and regulations, and learning resources and student services. The *Catalog* is also available on the web site.

The five-member Governing Board of Trustees is chosen in district-wide elections and represents the constituencies that the College serves without conflict of interest. The Board-appointed Superintendent/

President's primary responsibility is to the institution. Appended are certification letters of the Board's and the Superintendent/President's eligibility.

The general education component and educational programs meet the quality and rigor of Title 5 requirements. The College's qualified faculty, staff, and administrators serve its educational programs, provide student services and admissions procedures, and maintain access to information and learning resources to meet the mission of the institution. Strategic planning and budgeting, guided through the shared governance process encompassing procedures for Program Review and institutional improvement, incorporate personnel, learning resources, facilities, and financial development. The College has appropriate financial resources and is audited on an annual basis. The College's financial information is a matter of public record.



Serafín A. Zasueta, Ph.D.
Superintendent/President

Governing Board

David J. Agosto
Nancy Mulcahy
Maria Neves-Perman
Jean Roesch, Ed.D.
Terri Valladolid

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

This will certify that none of the College's board members or their families are employed by Southwestern College, nor do they have a personal financial interest in the College.

Serafín A. Zasueta, Ph.D., Superintendent/President

Date



Serafín A. Zasueta, Ph.D.
Superintendent/President

Governing Board

David J. Agosto
Nancy Mulcahy
Maria Neves-Perman
Jean Roesch, Ed.D.
Terri Valladolid

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

This will certify that the Chief Executive Officer's primary responsibility is to the institution.

Serafín A. Zasueta, Ph.D., Superintendent/President

Date

Terri Valladolid, President
Governing Board, Southwestern Community College District

Date

ACKNOWLEDGEMENTS

We would like to thank the Self-Study Steering Committee and the members of the ten Standard Committees for their time and commitment to this process. Additionally, we would like to thank all supervisors who allowed their staff the time and flexibility to attend committee meetings and work on the Self-Study document, as well as all the co-workers who kept the units operating smoothly during these absences. Special thanks goes to Carter Doran, Ph.D., the “one-voice” editor of the Self-Study, Larry Lambert for designing the Self-Study template, Art Brackley for photography, Martha Graham for supplying the data and creating all the graphs and charts, and Nicholas Stong, former Associated Student Organization President, for his participation.

The Accreditation Team

Alexis Davidson, Faculty Coordinator

Janell Ruiz, Administrative Assistant

Rosemary Sullivan Zins, Accreditation Liaison Officer

ABSTRACT OF THE REPORT

STANDARD ONE: Institutional Mission

The Southwestern College Governing Board adopted the current statement of mission in 1993. The statement appears in both the *College Catalog* and web site and is printed as well on the back of SWC business cards.

The mission statement is broad and thus the College has identified educational objectives with more specificity in a set of “Guiding Principles.” These principles, in turn, are supported by guidelines that provide parameters for the development and delivery of instructional programs.

At this time, it is proposed that the College revisit the mission statement and guidelines to ensure currency and expand the goals to include cultural enrichment.

Additionally, a recommendation is made to increase awareness of the mission on the part of various college groups and committees, especially when policies and planning are involved, so that the mission becomes an operational force.

STANDARD TWO: Institutional Integrity

Southwestern College (SWC) presents comprehensive information about itself to the community in a variety of ways, the most important being the *College Catalog*. In addition to the Catalog, there are also the *Schedule of Classes* and the web site. The *College Catalog* is the most comprehensive publication containing information on degrees and admission, curricular offerings, student fees, financial aid, the academic calendar, and names of administrators, faculty, and Governing Board members. The Office of Academic Affairs reviews and updates the Catalog annually. Various college entities review portions of the Catalog for accuracy.

At present, a policy on Academic Freedom is in draft form. The policy is being written jointly by members of the administration and the Academic Senate and, once completed, will be forwarded to the Governing Board for approval. The goal is to familiarize all members of the college community with the policy and its implications for freedom and integrity in the educational programs.

Although faculty are evaluated on a regular basis and course outlines reviewed, at present students are not explicitly asked whether information presented by their instructor is perceived to be objective and fair. It is a recommendation that such a question be added to the student evaluation instrument.

Students are provided with a *Student Policy Manual* which includes a general statement regarding honesty and plagiarism. Many instructors address the issue of academic honesty in their course syllabi and what the consequences might be of any violations. The policy statement should be expanded and clarified to include a definition of both cheating and plagiarism.

Equity and diversity are strong institutional values at SWC as evidenced in publications and in practice. The College is in the process of re-establishing the Staff Diversity Committee, designed to be advisory in nature, and is awaiting a forthcoming directive from the State Chancellor’s Office on staff diversity issues.

The College’s athletic program is outstanding, competitive, and highly principled. The Athletic Department follows the rules and ethics set forth by the three athletic oversight organizations to which it belongs. The College is committed to the academic success of its athletes and to providing them

with special counselor services. A recommendation is being made that a full-time counselor be provided for these students. Another suggestion is that both the *College Catalog* and web site dedicate a permanent section with information on the athletic program.

The design for the Self-Study adopted by SWC is evidence of the commitment to the inclusion of the college community to provide as broad-based viewpoint as possible and thereby achieve an honest appraisal of both strengths and weaknesses of the College. The value of such an assessment is crucial to institutional improvement now and in creating a strategic, comprehensive plan for the future.

STANDARD THREE:
Institutional Effectiveness

The Office of Institutional Research, within the Institutional Advancement unit, designs research studies, collects and analyzes data, and disseminates information to assist the College in its planning, decision-making, and evaluation processes.

The Research Office has been instrumental in designing the procedures and providing statistical data in support of the College's Program Review process. Program Review is conducted on all units of the College within a six-year cycle. The next step in the development of the Program Review process is to integrate it into the College's budgetary process for District funding as well as grant funding.

The design and implementation of a college-wide planning process is proposed to produce a 3-5 year strategic plan for the College, building on the recommendations contained within this accreditation Self-Study.

STANDARD FOUR: Educational Programs

SWC enjoys an excellent reputation within its community and among its students. Faculty and staff are committed to preserving this reputation as they face the challenges of soaring population growth within the external community, increased numbers of students as well as increased diversity among their students, and the decentralization of enrollment to the Centers.

Although the College has aggressively sought alternative funding sources, the impact of being the lowest per-student-funded community college in the State cannot be overstated. The availability of, and the competition for, such limited funding for faculty hiring, educational supplies, technology needs in the classroom, and equipment needs, both in terms of current needs and replacement needs, are on-going issues at the College.

Despite the fiscal challenges, faculty and staff continue to excel in meeting the needs and demands of the increasing numbers of students who continue to enroll at SWC. The College also continues to excel in meeting the educational objectives of its students as evidenced by the College's consistent record in the number of degrees, certificates, and awards that are conferred on an annual basis. SWC consistently places within the top 100 of 1,132 community colleges nationwide, in the number of associate degrees awarded, within the top 20 for associate degrees awarded to minority students, and within the top 10 for associate degrees awarded to Hispanic students.

In order to maintain its reputation for academic excellence and student satisfaction, the College must continue to evaluate itself through such processes as Program Review and to refine and expand efforts in collecting, monitoring and analyzing data such as student outcomes, transfer, job placement,

grade distribution, and successful program completion.

The establishment of an enrollment management process that is consistently applied throughout all Schools of the College is proposed. Corresponding reviews of room utilization data and scheduling preferences would assist in helping the College be more responsive to the needs and demands of both traditional and nontraditional students as well as assist in managing enrollment growth.

Additionally, it is proposed that the College develop protocols that can be used as guidelines to ensure that processes and procedures are administered in a consistent and equitable fashion. It is proposed that such protocols be developed for areas such as distance education, contract education, extension site operations, and regional occupational programs.

The curriculum is the heart and soul of the institution and, as such, is a major priority for continual review and improvement. It is proposed that the curriculum review and approval process, along with its corresponding procedures and Handbook be streamlined and transitioned into an online process that is efficient, effective, and user-friendly. It is also proposed that a mentor-training program be established among the faculty so that peer assistance can be routinely provided to faculty who are seeking curriculum review and approval.

The *Catalog* and *Schedule of Classes* are the end products of the curriculum process and are used as the primary marketing tools of the College. Their purpose is to provide accurate information to students attending the College as well as to prospective students. It is proposed that their designs be reviewed to create more user-friendly products and that technological advances are used to disseminate this information online in a readily available, and attention-getting, format.

As supported by the analysis and findings of this Standard, the integration of current technology into academic operations emerges as a critical component in the College's ability to achieve its commitment to supporting student success. Furthermore, the implementation of a comprehensive Technology Plan will serve to strengthen College communication both internally and externally, increase access to information, and improve efficiency overall with the potential benefit of reducing operating costs over time.

STANDARD FIVE:

Student Support and Development

Student Services faces the challenges of maintaining its reputation for providing high quality services, in an equitable manner, during a period of rapid enrollment growth coupled with the decentralization of enrollment to the Centers in National City and San Ysidro and the proposed Otay Mesa/ Project Synergy site. It is proposed that online services be expanded to provide greater access to information and services for all prospective and current students. Technology concerns continue to permeate the day-to-day functional operations within Student Services as well as its long-term planning efforts. A strong comprehensive *Technology Plan* would serve to ameliorate some of these concerns.

The goal is to serve all students equitably, and this goal becomes increasingly complex as the student population becomes increasingly diverse in terms of ethnicity, levels of preparedness among both the traditional high school student and the nontraditional adult learner, and how students choose to access educational opportunities - from their homes via distance learning or physically attending classes at the main campus, the Centers, or the extension sites. As the student profile continues to change and enrollments continue to grow, it will

become increasingly important to monitor student needs and service satisfaction levels through instruments such as a campus climate survey to evaluate the effectiveness of the services.

STANDARD SIX:

Information and Learning Resources

A new 87,000 square foot Learning Resource Center will be completed by January 2003. It will house the print and non-print collections, a computer commons, additional conference/meeting rooms, and a telemedia production studio with editing rooms. Although the capital improvement funds have been a major windfall, operating and replacement funds for computers and collections continue to be a concern, as does the organizational and supervisory structure for the operation and maintenance of the various computer labs. The revised *Technology Plan* should include strategies for necessary equipment replacements and upgrades.

Additionally, there exists the challenge of providing equitable service and access to all students enrolled at the College, both those students attending the main campus as well as the increasing numbers of students attending the Centers in National City and San Ysidro.

The adequacy of library resources for course subject areas is a critical component of the curriculum review process, and procedures need to be reviewed and monitored to ensure adequate time for library faculty to provide their input into curriculum decisions.

STANDARD SEVEN: Faculty and Staff

The increased enrollments and decentralization of enrollment to the Centers in National City and San Ysidro have created the need for additional staffing since the last

accreditation. The College has continued to increase its ratio of full-time to part-time faculty to ensure that the majority of classes taught in the District are staffed by full-time, tenured or tenure-track faculty. The College has also increased its numbers of classified and managerial staff.

The increase in hiring corresponds to an increased need for hiring committee orientations, staff development opportunities, and evaluation. It has created greater awareness as to the need to review and update all policies, procedures, and materials on a regular basis. The reviews also need to include clarification as to the roles and responsibilities of all parties involved in the processes so as to ensure consistency as to their application within and among all units of the campus. Record keeping and reporting could be improved by systematically incorporating technology into day-to-day operations for managing the College's human resource information database.

STANDARD EIGHT: Physical Resources

The passage of the \$89M capital bond issue, Proposition AA, has enabled the College to repair its aging infrastructure and to pursue the construction and expansion of its Centers in National City and San Ysidro/Otay Mesa to meet its enrollment challenges. Major construction projects include the building of a new 87,000 square foot Learning Resource Center that is scheduled for completion in January 2003, the expansion of the Higher Education Center in National City that is scheduled for completion in fall 2004, and the building of the new Otay Mesa site that is scheduled for completion in fall 2005. Secondary effects of the new Learning Resource Center being built will allow the various Student Services units located throughout the campus to be relocated to one facility, which is the site of the current library, creating a "one-stop" service center for students.

The entire infrastructure at the main campus is simultaneously being repaired and retrofitted and that is affecting almost every classroom, building, and office on campus.

A new Student Center was also constructed in 2000 by joining two adjacent buildings to create a central area for students to gather and, most importantly, to promote student life at the College, which is a non-residential, commuter institution.

A land-lease with Vestar, Inc. has been approved by the Governing Board to develop the 15-acre vacant lot at the corner of the College's property into a combined educational-commercial center that will generate additional cash revenues for the College to support ongoing capital improvement needs.

Although there are now sufficient funds to meet the capital improvement and infrastructure needs to respond to the projected increases in enrollment, the availability of funding for equipment and technology, along with the requisite funding to staff and maintain such equipment, continues to be an issue on campus if the College is to preserve an optimal learning environment for its students.

STANDARD NINE: Financial Resources

Despite its advocacy for equalization, the College remains the lowest funded district in the State of California in terms of per-student-funding. The passage of Proposition AA has enabled the College to proceed with necessary repairs and capital improvements and has demonstrated the community's support and confidence in the financial management of the College.

Financial planning is currently hampered by the lack of an approved, long-term campus-

wide *technology plan*. The needs and demands for technology in the classrooms far exceed the limited district funding that is available, and faculty and staff have had to resort to competing for soft-moneys such as the College Leadership Council Block Grants to fund their equipment needs.

It is proposed that the College Leadership Council assume a more active role in the College budgetary process, or that a College Budget Committee be established to better integrate the College's budgetary process with the College-wide need for technology. Further, information on the budgetary process needs to be more widely communicated and made more easily accessible to the entire campus community.

SWC should continue to maintain its adequate cash reserve for cash flow needs and contingencies.

STANDARD TEN: Governance and Administration

The Governing Board holds monthly meetings to ensure the quality of educational programs and approve fiscal and legal matters. At these meetings, information on current activities is routinely shared through oral reports from the following individuals: the Academic Senate President; the Classified Senate President; the President of the Associated Student Organization; the Vice Presidents for Academic Affairs, Student Affairs, Fiscal Affairs, Institutional Advancement, and Human Resources and Legal Affairs; the Provosts from the Higher Education Center at National City and the Education Center at San Ysidro; and the Chief Technology Officer. Meetings are open to the public and any individual interested in addressing the Governing Board may do so during Oral Communications, a standing item on the agenda. Closed sessions are held to discuss

INTRODUCTION

issues such as personnel, real estate, labor negotiations, litigation, and confidential student information.

District Policy #3029 prescribes that the Governing Board has the sole responsibility to evaluate the Superintendent/President. If the evaluation process is to be changed, the Governing Board needs to revise District policy accordingly. A systematic review of all District policies would assist in promoting communication on campus. There exist individuals on campus who are dissatisfied with the current processes and procedures for accessing and communicating with Governing Board members.

In another effort to promote communication on campus, it is suggested that the purpose and composition of various campus entities and committees be reviewed and disseminated. Further, it is suggested that both College and Governing Board information be widely communicated in a variety of formats, including electronic dissemination, readily available and accessible printed materials, and scheduled times for interactive meetings.

ORGANIZATION FOR ACCREDITATION 2003

Planning for the Southwestern College Self Study began in January 2001 under the leadership of the Superintendent/President, the Accreditation Liaison Officer, and the Faculty Coordinator. The Vice President of Institutional Advancement was selected as the Accreditation Liaison Officer. The President-Elect of the Academic Senate was chosen as the Faculty Coordinator since she would be the President of the Academic Senate at the time of the site visit.

The first decision made by the Accreditation Liaison Officer and the Faculty Coordinator was to have co-chairs of each of the 10 standards committees. These co-chairs would be one administrator, dean, or classified manager and one faculty member or academic department chair in order to encourage a team effort among administration and faculty throughout the process. Co-chairs were identified in consultation with the President of the Academic Senate and other campus leaders. The campus community had also been previously invited to indicate their interest in participating in the Self Study, and those respondents were also considered.

Consideration was given to balancing the appointments in terms of representation from the various Schools and units throughout the College as well as with regard to gender and ethnic diversity. Additionally, special effort was made to include relatively new members of the college community as well as others who could provide a history of the College.

The Accreditation Liaison Officer and the Faculty Coordinator subsequently made recommendations to the Superintendent/President as to the membership of the Steering Committee. Again, special attention was paid to ensure that all Schools and units of the College, as well as various constituencies, were represented either as co-chairs of the 10 standards committees or as members of the Steering Committee.

The Superintendent/President asked that the Accreditation Liaison Officer and the Faculty Coordinator serve as co-chairs of the Steering Committee, and he agreed to serve as a member along with the following: the Vice President for Academic Affairs, the President of the Academic Senate, the Presiding Chair of the Council of Chairs, the President of the Classified Senate, the President of the Associated Students Organization/Student Trustee of the Board, the 20 co-chairs of the Standards Committees, four “at-large representatives” with a history/collective memory of the College, and the Accreditation Management Assistant (see attached rosters for names of these individuals).

The Superintendent/President then formally appointed the 20 co-chairs and members of the Steering Committee through written letters and invited them to attend the first meeting of the Steering Committee held on March 29, 2001.

The agenda for the first Steering Committee was to review the committee’s charge, introduce members by their designated roles in the Self-Study process, discuss the proposed master timetable for the Self-Study process, review the roles and responsibilities of the co-chairs and to answer questions about the process and/or expectations.

In order to encourage broad campus involvement across all constituencies, co-chairs were asked to identify and recruit a minimum of 12 members for their committees based on the following composition guidelines: students (1); full-time faculty (2); adjunct faculty (1); department chairs (1); deans or Executive Management Team members (1); classified managers (2); classified staff (1); and technology representatives (1). Members could represent (and be listed under) more than one category, but the total committee membership still

needed to consist of a minimum of 12 members, inclusive of the co-chairs, to ensure broad campus input into the Self Study. Additionally, co-chairs were asked to keep committee overlap to a bare minimum to encourage broad involvement. Co-chairs were asked to have their committees fully formed within the next two months, or by the end of May 2001. During the summer, co-chairs were asked to begin acquainting themselves with the Western Association of Schools and Colleges (WASC) standards, plan their meeting schedules and collect information so that their committees would be fully-operating at the beginning of the fall 2001 semester.

The administrative co-chair was responsible for providing clerical support to the committee. The co-chairs received a job description to delineate their roles and responsibilities in the accreditation process.

At the June 2001 Governing Board Retreat, trustees were formally updated as to the status and process of the Self Study.

In mid-June 2001, the Superintendent/President, the Accreditation Liaison Officer, and the Faculty Coordinator met with the former Executive Director of the Accrediting Commission for Community and Junior Colleges to seek advice and direction on the Self-Study process for SWC.

On August 24, 2001, a training session was scheduled for the Steering Committee, inclusive of the 20 co-chairs, on the Self-Study process. Darlene Pacheco, Associate Director of the Accrediting Commission for Community and Junior Colleges conducted the session. The agenda was to review the purposes and processes of the Self Study including discussions as to WASC standards versus standards set by the State Chancellor's Office, how previous Self-Study recommendations should be addressed, and how satellite centers could be incorporated into the narrative text.

The Accreditation Liaison Officer and the Faculty Coordinator provided an overview of the proposed Self-Study process at the first meeting of each of the 10 standards committees, and the Faculty Coordinator subsequently attended as many meetings of the standards committees as possible. The Accreditation Liaison Officer and the Faculty Coordinator also met with co-chairs at their request throughout the process. Co-chairs were consistently urged to talk with the co-chairs of other standards so as to operate as a team and to ensure that their committees were not operating in silos.

The Self Study was featured during the January 11, 2002, Opening Day for Faculty and Staff. Two breakout sessions for each of the 10 standards were conducted by the respective co-chairs. Attendance at each of the sessions was excellent, and many of the sessions had standing room only. A written evaluation was conducted for feedback. A total of 286 faculty and staff responded to the evaluation, 69% and 31% respectively.

Preliminary drafts of each of the 10 standards were completed in May 2002 and reviewed by the Steering Committee, inclusive of the 20 co-chairs. Comments and corrections of facts were referred to the standard committees for review prior to preparing the second drafts of their reports.

The committees' second drafts were completed by July 2002 and forwarded to the "one-voice" editor. The final draft was made available to the entire college community in August 2002, at Opening Day for Faculty and Staff.

The final draft was approved by the Steering Committee in September and submitted to the Governing Board for first reading in October and second reading/approval in November. The Self Study was mailed to the WASC visiting Team in January 2003.

SELF-STUDY TIMELINE (Revised March, 2002)

Jan-March 2001	March 2001	April-May 2001	May-August 2001	August 2001	September 2001	October 2001	March 2002
Accreditation Liaison Officer & Faculty Coordinator organize; identify Committee Co-chairs and Steering Committee; develop timelines; establish accreditation budget	Steering Committee has initial meeting	Co-chairs appoint committee members and review previous Self-Study and sample under <u>new</u> standards	Committee Co-chairs develop their meeting schedules; identify informational requests; and submit research requests to Accreditation Liaison Officer and Faculty Coordinator	Committee Co-chairs convene committees	Committee Co-chairs attend WASC sponsored training	Steering Committee meets to monitor committees' progress	Steering Committee meets to monitor committees' progress
May 1 2002	May-June 30 2002	July 1 2002	August 16 2002	September 2002	October 9 2002	November 13 2002	December 2002
Committee Co-chairs submit 1 st draft of Self-Study reports to Accreditation Liaison Officer and Faculty Coordinator	1 st drafts of the ten standards and the introduction sections are circulated among Steering Committee members for review and discussion	Committee Co-chairs submit 2 nd drafts of their committee reports and copies of all referenced documents to Accreditation Liaison Officer and Faculty Coordinator. 2 nd drafts also sent to Self-Study editor	Steering Committee reviews the 2 nd draft. This draft simultaneously circulated campus wide on Opening Day	Final draft of Self-Study completed	Governing Board 1 st Reading	Governing Board 2 nd Reading	Printing of Self-Study
January 10 2003	March 11-13 2003						
Self-Study & catalog mailed to WASC*	Site visit by WASC team						
*Due 45 days prior to scheduled visit							

STEERING COMMITTEE

Donna Arnold	Associate Dean, Student Support Services
Trish Axsom	Dean, School of Technology and Human Services
David Brown	Faculty, School of Mathematics, Science and Engineering
Cecilia Cabico	Faculty, School of Counseling and Personal Development
Larry Christiansen	Presiding Chair, Council of Chairs
Alexis Davidson	President-Elect (2000-02), President (2002-04), Academic Senate
Ken Fite	Vice President, Fiscal Affairs
Bob Gauvreau	Vice President, Academic Affairs
Viara Giraffe	Dean, School of Social Sciences and International Studies
Valerie Goodwin-Colbert	Faculty, School of Health, Physical Education and Athletics
Martha Graham	Director, Institutional Research
Andre Harris	President, Classified Senate (2001-03)
Norma Hernandez	Vice President, Student Affairs
Patricia Kelly	Faculty, School of Languages and Humanities
Bill Kinney	Provost, Higher Education Center at National City
Randy Krauss	Faculty, School of Mathematics, Science and Engineering
Mia McClellan	Dean, Student Activities and Health Services
Tony McGee	Faculty, Library, Academic Information Services
Grant Miller	President (1999-2002), Past President (2002-2004), Acad. Senate
John Newhouse	Dean, Academic Information Services
Christine Rivera	Director, Human Resources
Janell Ruiz	Administrative Asst., Vice President for Institutional Advancement
Terry Russell	Faculty, School of Arts and Communication
Greg Sandoval	Dean, School of Counseling and Personal Development
Bob Schneider	Faculty, School of Arts and Communication
Nicholas Stong	President (2001-02), Associated Student Organization
Joan Stroh	Faculty, School of Business and Information Systems
Sharon Taylor	Dean, School of Arts and Communication
Kathy Tyner	Dean, School of Mathematics, Science and Engineering
Ron Vess	Faculty, Library, Academic Information Services
Robert Williams	President (2002-03), Associated Student Organization
John Wilson	Director, Business and Operations
Mary Wylie	Dean, Economic Development and Customized Training
Serafin A. Zasueta	Superintendent/President
Rosemary Sullivan Zins	Vice President, Institutional Advancement

Standard One - Institutional Mission

Co-Chairs: Viara Giraffe, Dean of School of Social Sciences & International Studies
 Pat Kelly, Faculty, School of Languages & Humanities

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Pam Mehammed	
(6) Full-Time Faculty	Alma Aguilar	School of Social Sciences & International Studies
	Pat Kelly	School of Languages & Humanities
	Bob Lingvall	School of Business & Information Systems
	Andrew Medin	School of Mathematics, Science & Engineering
	Judi Nicolaidis	School of Arts & Communication
	T.J. Tate	School of Counseling & Personal Development
(1) Adjunct Faculty	Andrew Medin	School of Mathematics, Science & Engineering
(1) Department Chair	Robert Lingvall	School of Business & Information Services
(1) Academic Administrator	Viara Giraffe	Dean, School of Social Sciences & International Studies
(2) Classified Managers	Victor Castillo	Small Business International Trade Center/ Academic Affairs
	Debbie Trujillo	School of Social Sciences & International Studies
(1) Classified Staff	Irene Fereydouni	School of Social Sciences & International Studies
(1) Technology Representative	Tom Bugzavich	Learning Resource Center / Academic Affairs

Total Number of Committee Members = 12

Note:

Andrew Medin is filling both full-time and adjunct faculty positions. At the beginning of the Self-Study process Andrew was an adjunct faculty member. During the Self-Study process, he was hired as a full-time faculty member.

Standard Two - Institutional Integrity

Co-Chairs: David Brown, Faculty, School of Mathematics, Science, and Engineering
Mia McClellan, Dean of Student Activities & Health Services

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(2) Student Representative(s)	Ben Brock Renaë Smith	
(3) Full-Time Faculty	David Brown	School of Mathematics, Science & Engineering
	Delores Christiansen	School of Mathematics, Science & Engineering
	Ken Yanow	School of Mathematics, Science & Engineering
(1) Adjunct Faculty	Sherry Eaton	School of Mathematics, Science & Engineering
(2) Department Chair	David Brown	School of Mathematics, Science & Engineering
(1) Academic Administrator	Mia McClellan	Dean, Student Activities & Health Services / Student Affairs
(2) Classified Managers	Gary Creason	Police / Fiscal Affairs
	Linda Gilstrap	Grants & Development / Institutional Advancement
(4) Classified Staff	Susan Armenta	Student Activities / Student Affairs
	Janet Bynum	Student Activities / Student Affairs
	Kim Rader	Academic Affairs
	Niki Wilkin	Publications / Institutional Advancement
(1) Technology Representative	Delores Christiansen	School of Mathematics, Science & Engineering

Total Number of Committee Members = 13

Standard Three - Institutional Effectiveness

Co-Chairs: Martha Graham, Director of Institutional Research
Terry Russell, Faculty, School of Arts & Communication

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Tanya Carr	
(6) Full-Time Faculty	Alma Aguilar	School of Social Sciences & International Studies
	Scott Finn	School of Counseling & Personal Development
	Norma Little	School of Languages & Humanities
	Terry Russell	School of Arts & Communication
	Mark Samuels	Assessment / Student Affairs
	Angelina Stuart	School of Languages & Humanities
(2) Adjunct Faculty	Ron Gillis	School of Arts & Communication
	Carol Hill	School of Languages & Humanities
(1) Department Chair	Terry Russell	School of Arts & Communication
(1) Executive Management Team	Marcie Sinclair	Vice President, Human Resources & Legal Affairs
(2) Classified Managers	Martha Graham	Research / Institutional Advancement
	Evelyn Zarzosa	Food Services / Fiscal Affairs
(2) Classified Staff	Martha Campa	School of Counseling & Personal Development
	Bruce MacNintch	Academic Information Services / Academic Affairs
(1) Technology Representative	Bruce MacNintch	Academic Information Services / Academic Affairs

Total Number of Committee Members = 14

Standard Four - Educational Programs

Co-Chairs: Kathy Tyner, Dean of School of Mathematics, Science & Engineering
 Ron Vess, Faculty, Library, Academic Information Services

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Matthew Millus	
(11) Full-Time Faculty	Erin Browder	School of Social Sciences & International Studies
	Denis Callahan	School of Languages & Humanities
	Sandra Comstock	School of Technology & Human Services
	Sylvia Felan-Gonzalez	School of Counseling & Personal Development
	Patricia Flores-Charter	Disabled Student Services / Student Affairs
	Tina Goldberg	School of Mathematics, Science & Engineering
	Dan Moody	School of Languages & Humanities
	Frank Paiano	School of Business & Information Services
	Raschel Parsons	School of Business & Information Services
	Naomi Trapp	Academic Information Services / Academic Affairs
	Ron Vess	Academic Information Services / Academic Affairs
(1) Adjunct Faculty	Marsha Rutter	School of Languages & Humanities
(1) Academic Administrator	Kathy Tyner	Dean, School of Mathematics, Science & Engineering
(2) Classified Managers	Ken Clark	SBITC / Academic Affairs
	Fernando Poveda	Outreach / Student Affairs
(1) Classified Staff	Valerie Hom	Academic Senate / Academic Affairs
(1) Technology Representative	Naomi Trapp	Academic Information Services / Academic Affairs

Total Number of Committee Members = 17

Standard Five - Student Support and Development
--

Co-Chairs: Cecilia Cabico, Faculty, School of Counseling & Personal Development
 Norma Hernandez, Vice President for Student Affairs

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	James Rickels	
(5) Full-Time Faculty	Cecilia Cabico	School of Counseling & Personal Development
	Malia Flood	School of Counseling & Personal Development
	Alison MacArthur	School of Languages & Humanities
	Angelica Suarez	School of Counseling & Personal Development
	Romina Tehrani	School of Mathematics, Sciences & Engineering
(1) Adjunct Faculty	Veronica Burton	School of Counseling & Personal Development
(1) Department Chair	Beatrice Zamora	School of Counseling & Personal Development
(4) Academic Administrator/Dean/ Executive Management Team	Silvia Cornejo-Darcy	Director, Education Center at San Ysidro
	Virginia Hansen	Dean, EOPS / Student Affairs
	Norma Hernandez	Vice President, Student Affairs
	Angelica Suarez	Director, Higher Education Center at National City
(3) Classified Managers	Georgia Copeland	Admissions & Records / Student Affairs
	Fernando Poveda	Outreach / Student Affairs
	Linda Thrower	Evaluations / Student Affairs
(1) Classified Staff	Omar Orihuela	Financial Aid / Student Affairs
(1) Technology Representative	Scott Finn	School of Counseling & Personal Development

Total Number of Committee Members = 16

Standard Six - Information and Learning Resources
--

Co-Chairs: Tony McGee, Faculty, Library, Academic Information Services
 John Newhouse, Dean of Academic Information Services
 Greg Sandoval, Interim Dean of Academic Information Services

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Beatriz Guerrero	
(2) Full-Time Faculty	Tony McGee	Academic Information Services / Academic Affairs
	Barbara Speidel	Academic Information Services / Academic Affairs
(1) Adjunct Faculty	Marisa Abramo	Academic Information Services / Academic Affairs
(1) Department Chair	Karen Smith	Academic Information Services / Academic Affairs
(3) Academic Administrator/Dean/ Executive Management Team	Ofelia Arellano	Provost, Education Center at San Ysidro
	Greg Sandoval	Dean, School of Counseling & Personal Development
	John Newhouse	Dean, Academic Information Services / Academic Affairs
(2) Classified Managers	Judy Faas	Academic Information Services / Academic Affairs
	Elisa Merino	Learning Resource Center / Academic Affairs
(4) Classified Staff	Tom Bugzavich	Learning Resource Center / Academic Affairs
	Bobbie Lane	Learning Resource Center / Academic Affairs
	Elisa Merino	Learning Resource Center / Academic Affairs
	Hector Reyes	Learning Resource Center / Academic Affairs
(1) Technology Representative	Hector Reyes	Learning Resource Center / Academic Affairs

Total Number of Committee Members = 13

Standard Seven - Faculty and Staff

Co-Chairs: Valerie Goodwin-Colbert, Dept. Chair, School of Health, Physical Education, & Athletics
Christine Rivera, Director of Human Resources

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Viviana Govea	
(4) Full-Time Faculty	Margarita Andrade-Robledo	School of Languages & Humanities
	Valerie Goodwin-Colbert	School of Health, Physical Education & Athletics
	Terry Davis	School of Health, Physical Education & Athletics
	Rachelle Roulier	School of Technology & Human Services
(1) Adjunct Faculty	Mike Smith	School of Health, Physical Education & Athletics
(1) Department Chair	Virginia Watson	School of Technology & Human Services
(1) Academic Administrator	Renee Kilmer	Dean, School of Languages & Humanities
(3) Classified Managers	Arthur Lopez	Financial Aid / Student Affairs
	Christine Rivera	Human Resources / H R & Legal Affairs
	Janet Taylor	Payroll Services / Fiscal Affairs
(4) Classified Staff	Teri Ashabraner	Human Resources / HR & Legal Affairs
	Judith Bornholdt	Staff Development / Academic Affairs
	Elsa Gerena	Human Resources / H R & Legal Affairs
	Lorraine Rendon	Human Resources / H R & Legal Affairs
(1) Technology Representative	Steve Bossi	Computer Systems & Services (former employee)

Total Number of Committee Members = 16

Standard Eight - Physical Resources
--

Co-Chairs: Bob Schneider, Faculty, School of Arts & Communication
 John M. Wilson, Director of Business & Operations

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Isabel Alvarez	
(2) Full-Time Faculty	Bob Schneider	School of Arts & Communication
	Lauren Zinola	School of Mathematics, Science & Engineering
(1) Adjunct Faculty	Bill Lawrence	School of Arts & Communication
(1) Department Chair	Corey Breininger	School of Technology & Human Services
(1) Academic Administrator	Bruce Turner	Dean, School of Health, Physical Education & Athletics
(6) Classified Managers	Cecilia Almaraz	Office Support Services / Business & Operations / Fiscal Affairs
	Jack S. Ezroj	Business & Operations / Fiscal Affairs
	Linda Gilstrap	Grants & Development / Institutional Advancement
	James Myers	Fiscal Affairs
	Gary Paulsen	Business & Operations / Fiscal Affairs
	John M. Wilson	Business & Operations / Fiscal Affairs
(1) Classified Staff	Linda Hernandez	Business & Operations Fiscal Affairs
(1) Technology Representative	Steve Bossi	Computer Systems & Services

Total Number of Committee Members = 14

Standard Nine - Financial Resources
--

Co-Chairs: Ken Fite, Vice President for Fiscal Affairs
 Randy Krauss, Faculty, School of Mathematics, Science & Engineering

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Cynthia Baez	
(5) Full-Time Faculty	Dolores Christiansen	School of Mathematics, Science & Engineering
	Richard Dittbenner	School of Business & Information Systems
	Randy Krauss	School of Mathematics, Science & Engineering
	Mei-lan Shaw	School of Mathematics, Science & Engineering
	Andrew Shim	School of Health, Physical Education & Athletics
(1) Adjunct Faculty	Diane Martini	School of Mathematics, Science & Engineering
(1) Department Chair	Andrew Shim	School of Health, Physical Education & Athletics
(1) Executive Management Team	Ken Fite	Vice President, Fiscal Affairs
(2) Classified Managers	Tom Beasley	Fiscal Affairs
	Joe Fighera	Food Services / Fiscal Affairs
(2) Classified Staff	Lourdes Sevilla	School of Mathematics, Science & Engineering
	Betty Havey	Fiscal Affairs
(1) Technology Representative	Delores Christiansen	School of Mathematics, Science & Engineering

Total Number of Committee Members = 12

Standard Ten - Administration & Governance

Co-Chairs: William C. Kinney, Provost of Higher Education Center at National City
Joan Stroh, Faculty, School of Business and Information Services

<u>Member</u>	<u>Name</u>	<u>School/Unit</u>
(1) Student Representative	Nicholas Stong	Former President of Associated Student Organization
(3) Full-Time Faculty	Denis Callahan Patrick Staley	School of Languages & Humanities School of Mathematics, Science & Engineering
	Joan Stroh	School of Business & Information Services
(2) Adjunct Faculty	Patricia Elmore-Costa Michelle Fellona	School of Arts & Communication Higher Education Center at National City
(1) Department Chair	Patrick Staley	School of Mathematics, Science & Engineering
(1) Executive Management Team	William Kinney	Provost, Higher Education Center at National City
(2) Classified Managers	Patti Larkin Rich Sluys	Campus Store, Fiscal Affairs Computer Systems & Services
(3) Classified Staff	Carolyn Harmon	Higher Education Center at National City
	Andre Harris Evana Peinado	School of Arts & Communication Higher Education Center at National City
(1) Technology Representative	Rich Sluys	Computer Systems & Services
(1) Governing Board Representative	Nancy Mulcahy	Former President of SWC Governing Board

Total Number of Committee Members = 13

HISTORY OF SOUTHWESTERN COLLEGE

The Southwestern Community College District, located south of San Diego and extending to the U.S.-Mexico border, is one of 72 community college districts in the California Community College system. It serves as the primary source of college education for approximately 400,000 residents of the South San Diego County area including the communities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside.

The College began offering classes to 1,657 students in 1961, with temporary quarters in Chula Vista High School. Groundbreaking for the present 156-acre campus was held in 1963; by September 1964 initial construction was completed and classes were being held at the new campus on the corner of Otay Lakes Road and “H” Street in Chula Vista.

In 1988, Southwestern College established its Education Center at San Ysidro on the memorial site of the McDonald’s tragedy. The College again expanded its locations in 1998 by establishing the Higher Education Center at National City in partnership with San Diego State University. In 2001 the Board of Governors officially designated a fourth SWC site in Otay Mesa.

In addition to its Centers, SWC also provides classes at several extension sites throughout the district, and it operates an Aquatic Center in Coronado in conjunction with the California Department of Boating and Waterways. Current enrollment, at all locations, exceeds 19,000 students. More than a half million students have attended SWC since it opened its doors more than forty years ago.

The Western Association of Schools and Colleges has continuously accredited SWC. The College offers a comprehensive curriculum, preparing students for transfer to four-year colleges or universities and for jobs and career advancements. Of the more than 1,100 community colleges nationwide, SWC consistently places in the top 100 in the number of associate degrees conferred.

MAJOR DEVELOPMENTS SINCE 1996

Capital Construction Projects

- In 1999, a 15-year *Educational Master Plan* and a corresponding *Facilities Master Plan* were completed. A decentralized enrollment strategy became the cornerstone of the Master Plans based upon projected increases in enrollment, the limited capacity for expansion at the main campus, and the increasing demand for services within the District's local communities. Proposed expansion will occur north and south of the main campus, at the Higher Education Center in National City, the Education Center in San Ysidro and the proposed site in Otay Mesa.
- The Higher Education Center at National City began its first full semester of classes in 1999. Expansion efforts for this facility are the result of a partnership among Southwestern College, the City of National City, San Diego State University, and the San Diego County Office of Education.
- The Education Center at San Ysidro attained "Center" status from the State Chancellor's Office in 2001.
- The Governing Board approved the purchase of 38 acres of land for the proposed Otay Mesa site in 2001. The California Postsecondary Education Commission (CPEC) has cited the Otay Mesa/Project Synergy as its model for promoting collaborative funding for joint use facilities and building educational partnerships. Project Synergy is a collaborative partnership among Southwestern College as a two-year degree granting public institution, a public high school, a public four-year institution, and, potentially, a private four-year institution from Mexico. The model is being cited in connection with CPEC's revision of its handbook on "Guidelines for Review of Proposed University Campuses, Community Colleges and Educational Centers."
- In August 2000, the new Student Center opened. Two existing one-story buildings were joined to create a 14,500 square foot facility to provide a centralized focus for student and collegiate life. Students had assessed themselves fees over a twelve-year period to pay for the structure. A stylized etching of the Mayan calendar is featured over the main entry to the arched glass atrium, contributing to the Mayan architectural theme on campus.
- In September 2000, the Governing Board voted to enter into a 65-year ground lease with Vestar Development Company to develop a combined educational-commercial venture on the 15-acre corner lot of Otay Lakes Road and "H" Street and to generate lease-revenue income for the College. In accordance with State law, revenues must be used exclusively to maintain SWC buildings and to fund capital improvements.
- In November 2000, an \$89.354M capital bond measure, Proposition AA, was passed by more than a two-thirds majority of the voters in the Southwestern Community College District. These funds will be used for repairs and renovations of the forty-year old campus infrastructure, technology upgrades, and expansion of the off-site Centers to decentralize enrollment and prevent overcrowding at the main campus. Modernization of all classrooms is a priority of the bond, and six buildings will have been modernized and fully renovated by the end of 2002. Labs for biology and chemistry have already been remodeled.

- SWC received \$17.4M in State funding to construct and equip an 87,000 square foot Learning Resource Center — the largest project approved throughout the State since 1996. Groundbreaking occurred in May 2001 and completion is estimated for January 2003.
- Construction for the One Stop Student Services Center, designed to house key student services, such as admissions and registrar, counseling, financial aid, EOPS, transfer services, and disability support services, is planned for the year 2003. Occupancy is expected in late 2004.

Academic Offerings, Services, and College Activities

- In July 1997, a new Superintendent/President was hired. Since the hiring of the new Superintendent/President, department chairs have been established; provost positions have been created for the two off campus centers; and two new Schools were established: the School of Social Sciences and International Studies and the School of Counseling and Personal Development.
- SWC has consistently placed in the top 100, or in the top ten percent, of more than 1,110 community colleges nationwide in the number of associate degrees conferred for all students.
- SWC is the 12th highest associate degree producer in the nation for minority students.
- In an effort to alleviate the critical shortage of dental hygienists in the San Diego area, the College responded in 2000 to a request by the San Diego Dental Society by establishing the area's only dental hygiene program. The program operates out of the National City site and has partnered with the near by U.S. Navy for clinical rotations. The first group of dental hygiene students graduated in May 2001, and the program was accredited in 2002.
- Under the direction of the School of Technology and Human Services, SWC has been accredited by the National League of Nursing Accrediting Commission for its Associate Degree Nursing Program, and the College was the recipient of a Chancellor's Office grant for training additional students in ADN program to meet the current nursing shortage. Nursing courses have been developed in Physical Assessment, Extended Associate Degree Nursing Practicum and Success Skills for Nursing, and Advanced Critical Thinking.
- A Certified Nursing Assistant Program has been established along with a Mini Certificate Program for Center Service Technology, and a Summer Health Academy for High School Students. Contract training is provided to the U.S. Navy for Emergency Medical Technicians. The School is also active in transitioning foreign-trained health care workers to U.S. Health occupations.
- To expand the offerings of the School of Health, Physical Education and Athletics, the College opened the Crown Cove Aquatic Center in Coronado in partnership with the State of California and the Parks and Recreation Department in July 2000, providing SWC students, community individuals, youth groups, and aquatic organizations with credit and noncredit training in boating instruction/safety for kayaks, canoes, and sailboats; leadership training; lifeguard training; CPR; Water Safety Instructor; and Wilderness First Responder.

INTRODUCTION

- A Nautilus Center opened in spring 2000 at the main campus as part of a Health and Wellness program for the College. SWC is an official Nautilus instructor certification site for the Southwestern United States. Fitness classes have increased from an average of 250 per semester in 1999-2000 to 1,200 per semester in 2002 and the Fitness Assessment Program has been revised.
- A self-sufficient tennis center was implemented at no cost to the College; all expenses are paid via generated income. Tennis instruction at all levels is offered for ages 5-seniors, and private instruction is also available.
- SWC was selected as a site for the National Youth Sport Program, providing more than 250 local youth with a free five-week program including daily sport activities and swimming, plus classes in math, science, drug and alcohol awareness, health and nutrition, and career awareness.
- The National Automotive Technician Education Foundation renewed certification of the Automotive program. Automotive Maintenance and Safety courses are offered online.
- The School of Technology and Human Services has a specialized pre-school curriculum for music, art, and technology; Child Development courses in Reggio Emilia Approach; and a Bilingual Child Development Curriculum.
- The College was the recipient of the 2001 California Community Colleges Student Success Award for Region X for its Learning & Development Practicum class.
- The School of Languages and Humanities has integrated its Reading and Writing English as a Second Language Series, developed Teacher Education Preparation courses, and modified its Literature program.
- Two SWC student athletes earned “All American” status and ranked in the top 10 community college athletes in 5,000 and 3,000- meter runs.
- A Baja California Studies certificate program has been created to address the increasing bi-national needs and opportunities available to SWC. The District is contiguous with the U.S.- Mexico border.
- In May 1999, the College entered into a ten-year partnership with the People’s Republic of China to provide to annual delegations of Chinese governmental officials three semesters of advanced study coursework in public administration, management, government, and business, along with local business and government internships. The program hosted by the School of Social Sciences and International Studies, has been expanded to include delegates from Zhuhai and Zhongzhan and a new, short, four-month version has been added.
- The School of Social Sciences and International Studies has conducted study abroad programs in Italy, Spain, Peru, Mexico, and China.
- The Southwestern College Community Choir, hosted by the School of Arts and Communication, performed at Carnegie Hall in 2000 and will perform at Notre Dame in 2003. The choir’s trip to Notre Dame in 2001 - 2002 was cancelled because of the terrorism of September 11th.

- SWC journalism students continue to attain regional and national recognition. The student newspaper, *Southwestern College Sun*, received the General Excellence Award from the Journalism Association of Community Colleges for the third consecutive year. The editorial cartoonist for the *Southwestern College Sun* won the national award from the Society of Professional Journalists. SWC journalists were the only community college students to win Mark of Excellence Awards in the Society of Professional Journalists regional competitions for collegiate journalists.
- Southwestern College has the only Mariachi program of study in the country.
- The School of Arts and Communication has modified its African Drumming curriculum and its Art Major core program, designed multicultural music courses, and established a 3D studio lab course in Visual Arts.
- In 2001, the National Science Foundation awarded funds to the College to establish a chemical technology program through its School of Math, Science and Engineering. Faculty within this School also obtained the first patent for their work on gingivitis in 2001 and developed a Biotechnology Certificate and Associate Degree program.
- The School of Business and Information Systems has redesigned the Internet Web Specialist course, developed eCommerce and bCommerce programs, created a Microsoft Office User Specialist (MOUS) certificate, and designed Culinary Arts courses.
- SWC serves as one of the six regional CISCO Academy Training Centers in the country and provides training and certification for networking professionals.
- Online courses are offered for general education, tutor training, and automotive maintenance and safety. The School of Social Sciences and International Studies has initiated asynchronous online classes for several transfer and articulated courses.
- The College's noncredit course offerings have significantly expanded since 1996. Currently, more than 100 noncredit course offerings have been developed in response to the needs of the community and approved by the College's curriculum committee. The noncredit offerings support the overall mission of SWC to be a comprehensive community college and evidence its commitment to lifelong learning.
- The college received the Americorps federal grant to establish collaboration between Bay Union High School District and Chula Vista Elementary School District. Students provide approximately 900 hours of tutoring to school children and receive extensive training. Participating Southwestern College students are eligible for an educational award toward college expenses.
- The student loan default rate has decreased significantly since 1998 from 15% to 8.8% in year 2000.
- In October 2001, a \$2.2M grant was received from the U.S. Department of Education - Hispanic Serving Institutions - Title V to systematically integrate technology throughout the College's curriculum and to develop multicultural competency throughout the institution over the next five years.

INTRODUCTION

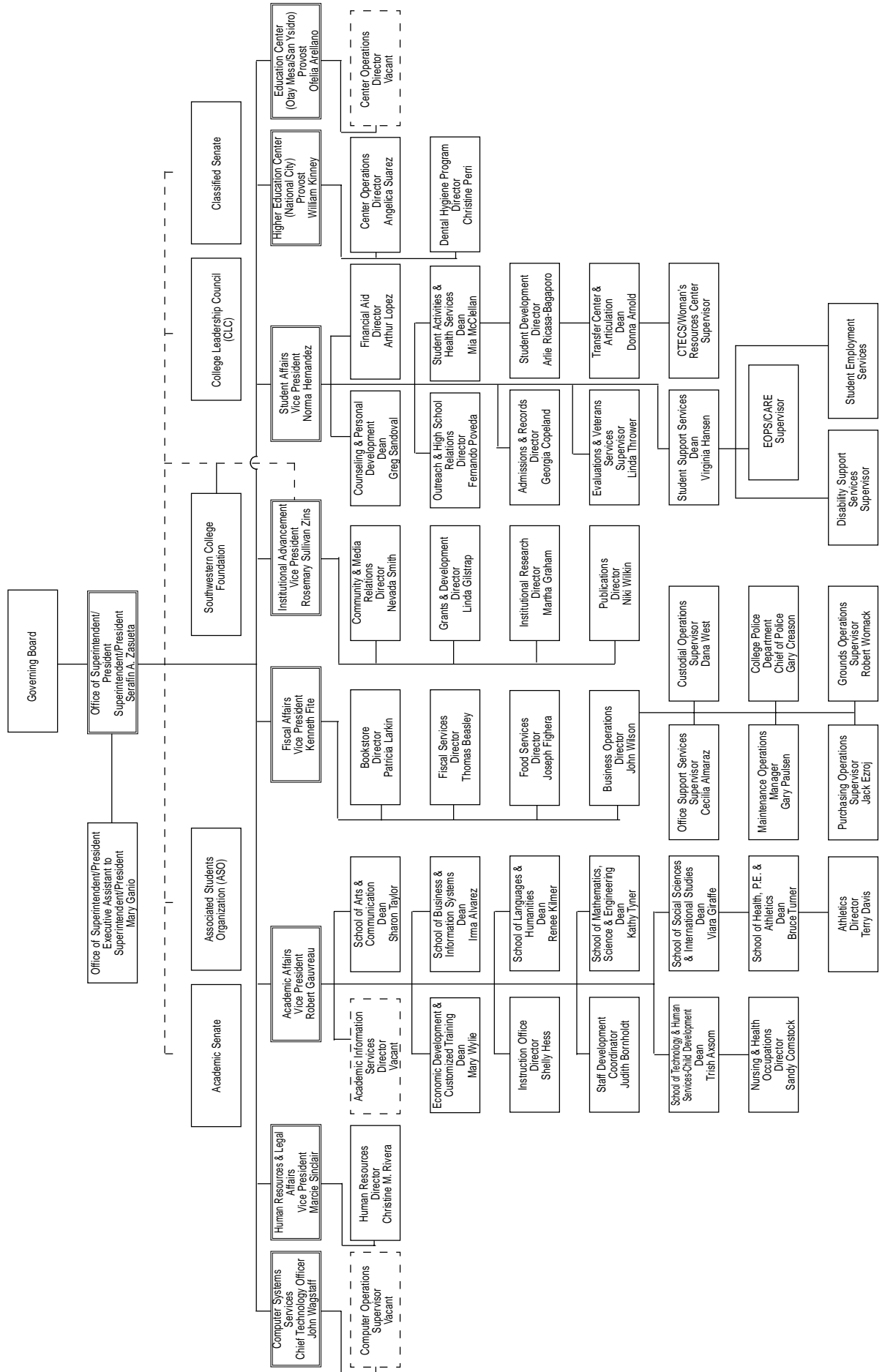
- In July 1997, the Governing Board approved the establishment of an unarmed police force, replacing the existing campus security unit. In 2001, the Governing Board approved the arming of the campus police.
- In 2002, the Governing Board adopted a measure to allow the Student Trustee's vote to be recorded.
- In response to the increased public sensitivity to the issue of using people as mascots and in recognition of the College's 40th Anniversary, the Governing Board officially adopted the Jaguar as the college mascot in 2001, replacing the "Apache", which had served as the mascot since 1961. The change was the result of several years of campus discussion with the athletic coaching staff and Associated Student Organization. The Jaguar is an especially appropriate mascot for SWC because campus architecture is characterized as "Mayan" in design, and the auditorium/theatre was named "Mayan Hall" nearly 40 years ago. The Mayan cultural theme employed in the façade of the new Student Center provides yet another thematic link to the Maya. SWC student, Aaron Ulloa Chavez, designed the official Jaguar image.
- The College celebrated its 40th Anniversary with a fundraising Gala and established a Hall of Fame to honor individuals, both living and deceased, who made a substantial, unique, and lasting contribution to the on-going success of SWC. In 2000, the College began producing and disseminating a semi-annual *Alumni Newsletter* to approximately 35,000 alumni.

ORGANIZATIONAL STRUCTURE

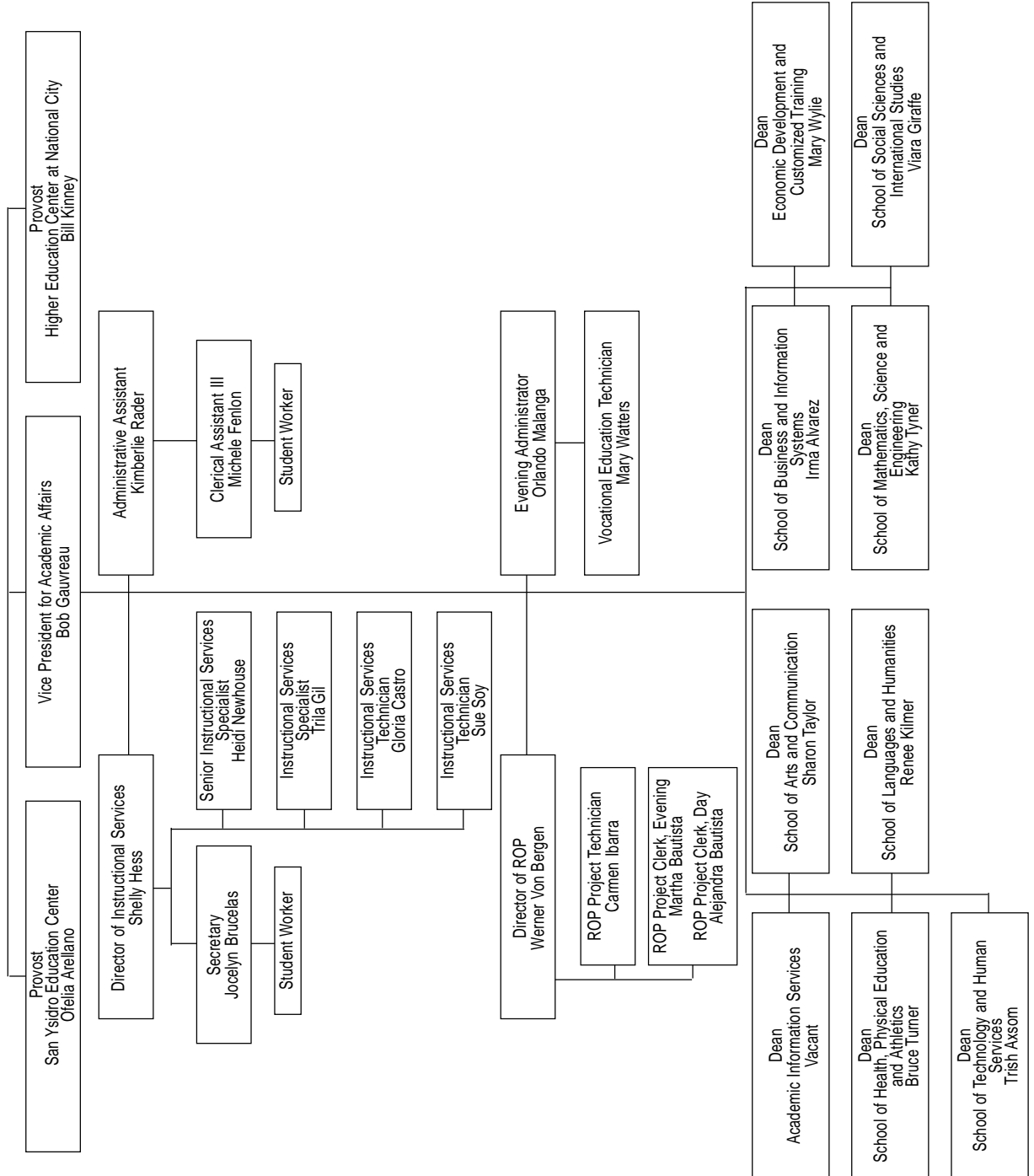
The College's organizational structure is depicted on the following pages:

- Southwestern College Organizational Chart
- Academic Affairs and Office of Instruction Organizational Chart
- Student Affairs Organizational Chart

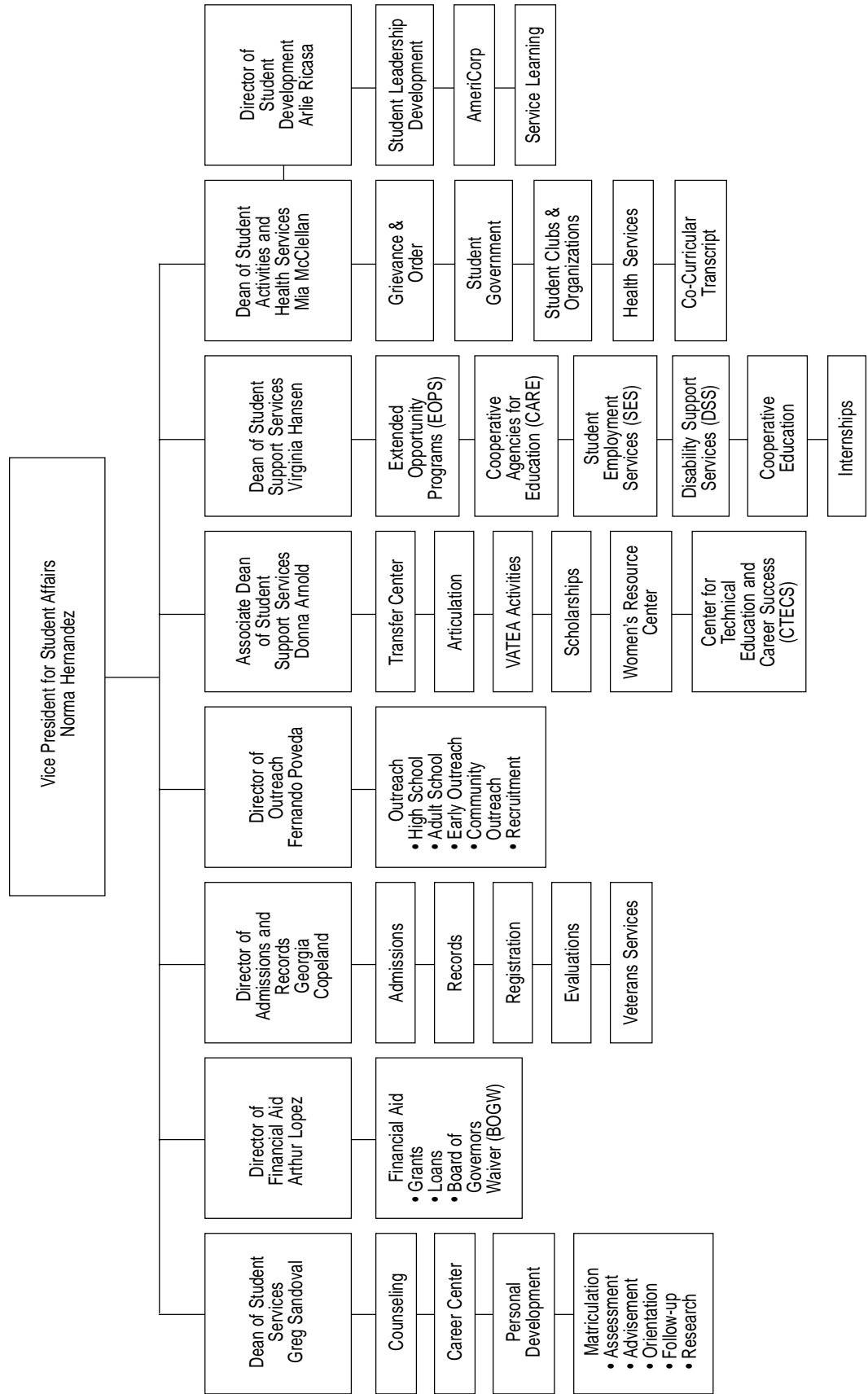
Southwestern College Organizational Chart



Academic Affairs and Office of Instruction Organizational Chart



Student Affairs Organizational Chart



SIGNIFICANT TRENDS AFFECTING SOUTHWESTERN COLLEGE

The significant trends affecting Southwestern College are as follows:

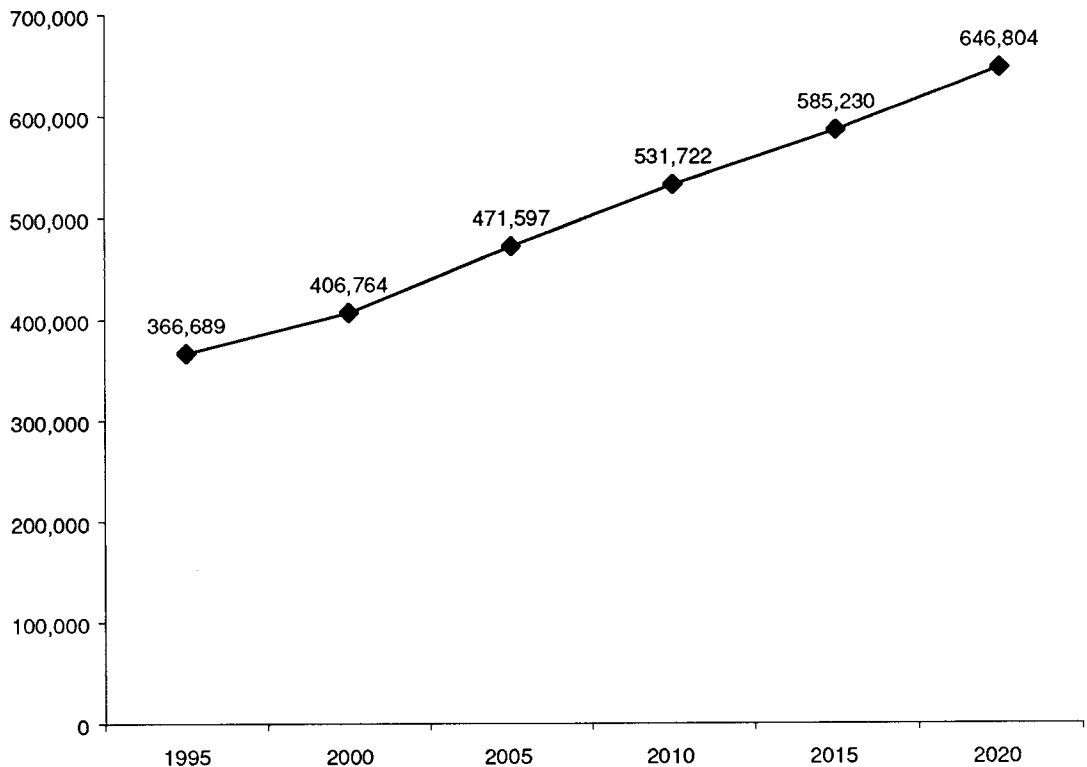
- District Population, Perceptions, and Enrollment Growth
- Increased Diversity in Enrollments (Ethnicity, Age, Gender, Socioeconomic Status, and Levels of Preparedness)
- Workforce Development and Bi-National Opportunities
- Transfer Patterns
- Technology
- Funding

District Population, Perceptions, and Enrollment Growth

Southern San Diego County, served by the Southwestern Community College District (SCCD), is expected to grow to more than 646,000 residents by 2020, an increase of over 76%. (Figure 1)

Figure 1
Actual and Projected Population in SCCD Service Area, 1995-2020

Source: <http://www.sandag.org/sdw/ef.asp>

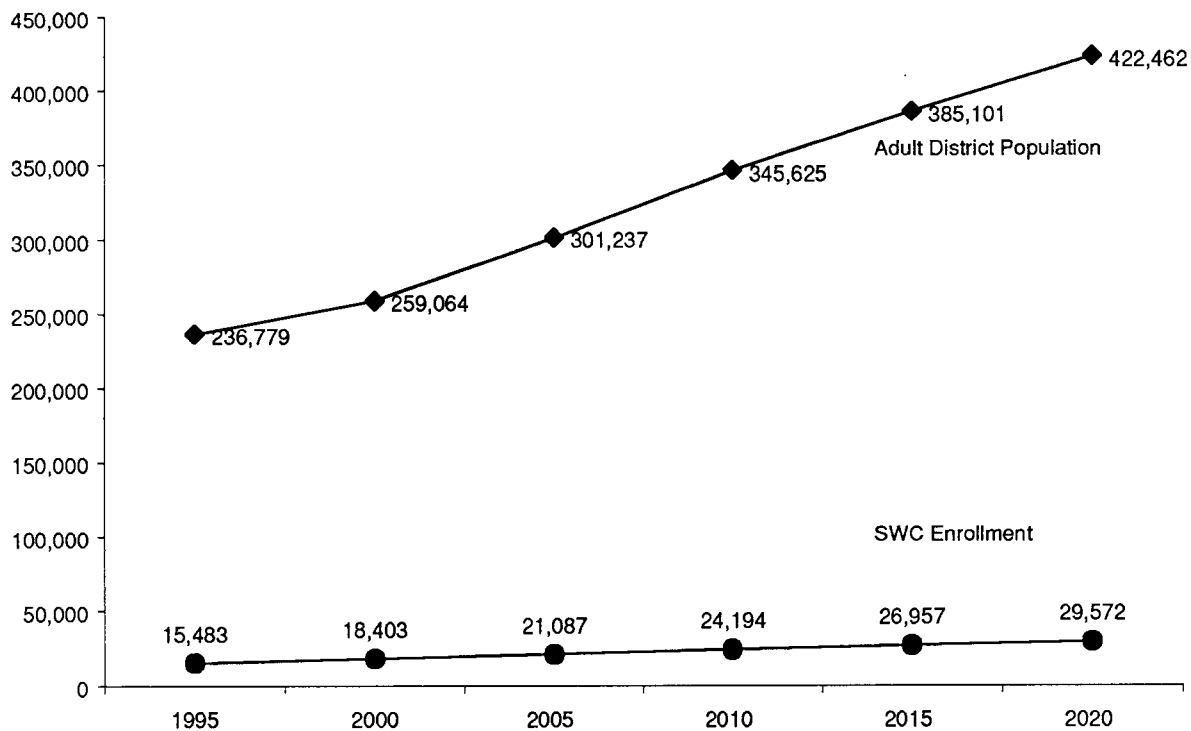


SWC has consistently attracted approximately 6% of the District’s adult population. The State’s Chancellor’s Office defines adults as being between 18-69 years old. (The *Effectiveness of California Community Colleges on Selected Performance Measures*, January 1999. Chancellor’s Office)

With that segment expected to grow by more than 81% by 2020, the College could see enrollments of both traditional and nontraditional students climb to almost 30,000 students. (Figure 2) The College’s main campus has a capacity of only 20,000 students (headcount). To accommodate the increased enrollment, the College will continue to decentralize its enrollment, in accordance with its *Educational Master Plan*, using its Centers in National City and San Ysidro along with the proposed new site in Otay Mesa/Project Synergy. Additionally, the College plans to expand its television and electronic course offerings through distance education.

Figure 2
Actual and Projected Adult Population (Age 18-69) in SCCD Service Area, 1995-2020

Source: <http://www.sandag.org/sdw/ef.asp>



The southernmost portions of the District (Southeast Chula Vista and San Ysidro/Otay Mesa) are expected to grow at a much greater rate than most of the other SCCD communities, with their populations expanding significantly by 2020. The College's main campus in Chula Vista (Zip Code 91910) is situated immediately to the northwest of the projected population growth. The proposed Otay Mesa site would be southeast of the main campus. (Figures 3 and 4)

Figure 3
Southwestern Community College District Map and Associated Zip Codes

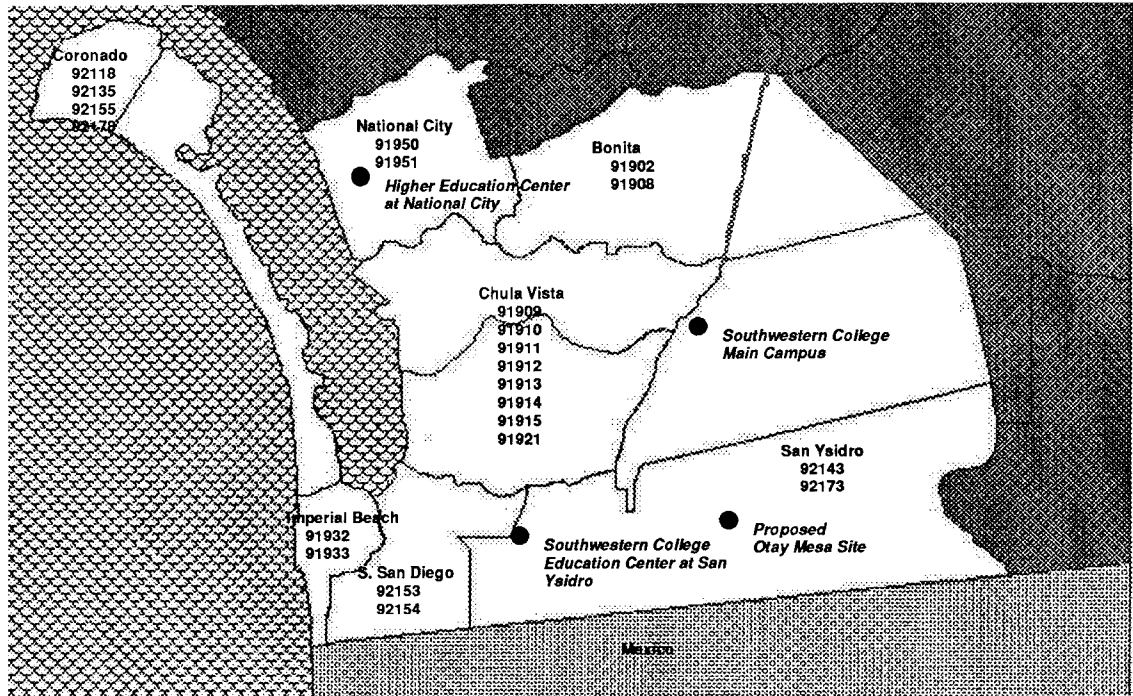


Figure 4
Actual and Projected Population Increase in SCCD Service Area by Community by 2020

Source: <http://www.sandag.org/sdw/ef.asp>

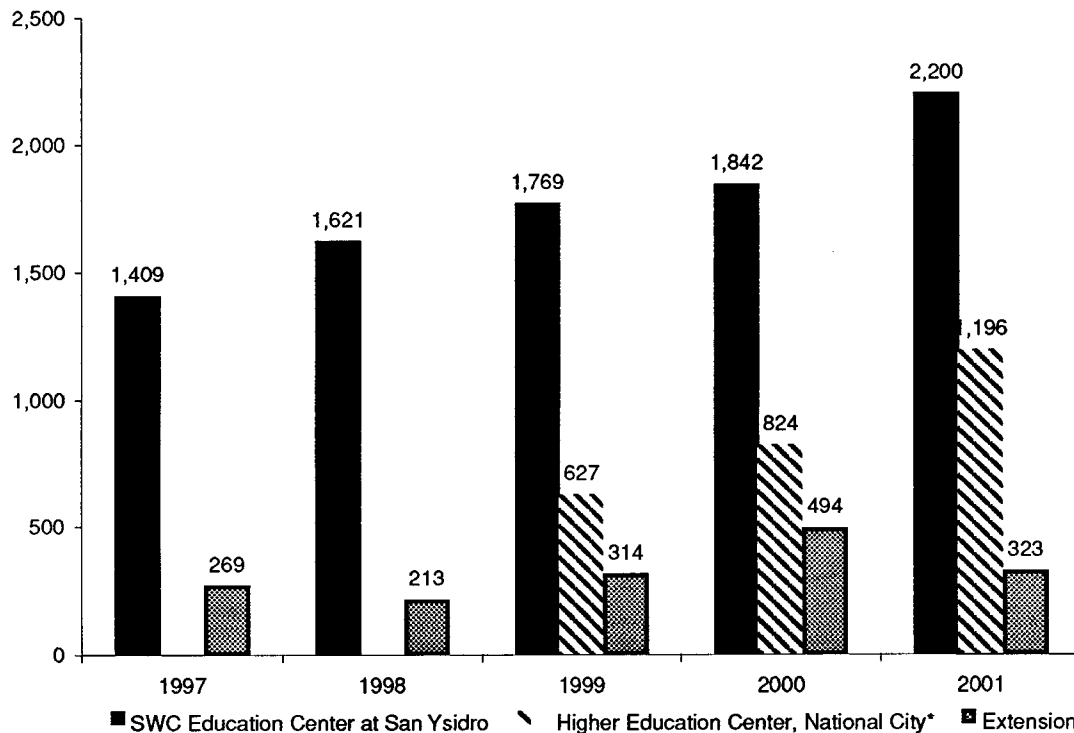
ZIP Code/ Community	Population		
	2000	2020	% Increase
91902 / Bonita	18,867	19,756	5%
91910 / Chula Vista	71,628	83,188	16%
91911 / Chula Vista	77,537	84,819	9%
91913 / Chula Vista	13,806	56,896	312%
91914 / Chula Vista	1,440	25,538	1673%
91915 / Chula Vista	7,934	35,427	347%
91932 / Imperial Beach	28,617	33,341	17%
91950 / National City	55,130	57,910	5%
92118 / Coronado	19,101	19,843	4%
92135 / Coronado	8,283	8,280	0%
92154 / South San Diego	63,009	69,303	10%
92155 / Coronado	1,576	1,596	1%
92173 / San Ysidro	39,386	150,907	279%

Since 1997, enrollments have increased by 86%, from 1,409 students to 2,200 students, at the SWC Education Center at San Ysidro. Enrollments at the Higher Education Center at National City have risen from 627 students to 1,196 students since that site opened in 1999. Enrollments at the extension sites have increased by 12% since 1997.

Although National City’s population is expected to grow the least of any city within the District, the shared partnership between SWC and SDSU at the Higher Education Center at National City will offer students an opportunity to complete a baccalaureate degree and will continue to be an important attraction to residents of that community.

Figure 5
Enrollment at SWC Off-Site Education Centers and Extension Sites
Fall Semesters

Source: SWC Enrollment Reports. CSS Department.



*Note: Higher Education Center, National City began operations in October 1998.

The enrollment growth, which will be decentralized at the Higher Education Center in National City, the Education Center at San Ysidro, and the proposed Otay Mesa/Project Synergy site will present additional marketing, research, and fundraising challenges to ensure that these sites are treated equitably with the main campus. The rapid growth of the Centers will present increased demands for customized marketing and promotional materials which will have to be balanced with promoting a cohesive, unified identity of the College as a whole.

Current residents of the SCCD are well aware of the College’s presence. Furthermore, district residents regard Southwestern College as having a reputation for high quality. (*1999 Price Public Opinion Survey Results*) (Passage of the \$89.354M bond, Proposition AA, by more than a two-thirds voter majority) Some 94% felt that it is important to have a community college in the area, and 76% identified SWC as the community college serving the South County area. (Figures 6 and 7) Residents also recognized that the top two reasons for students to attend Southwestern College are to prepare for transfer to four-year institutions and to prepare for jobs or career advancements.

Figure 6
Proportion of SCCD Residents Responding Positively to SWC

Source: *Southwestern Community College District 1999 Survey. Price Research.*

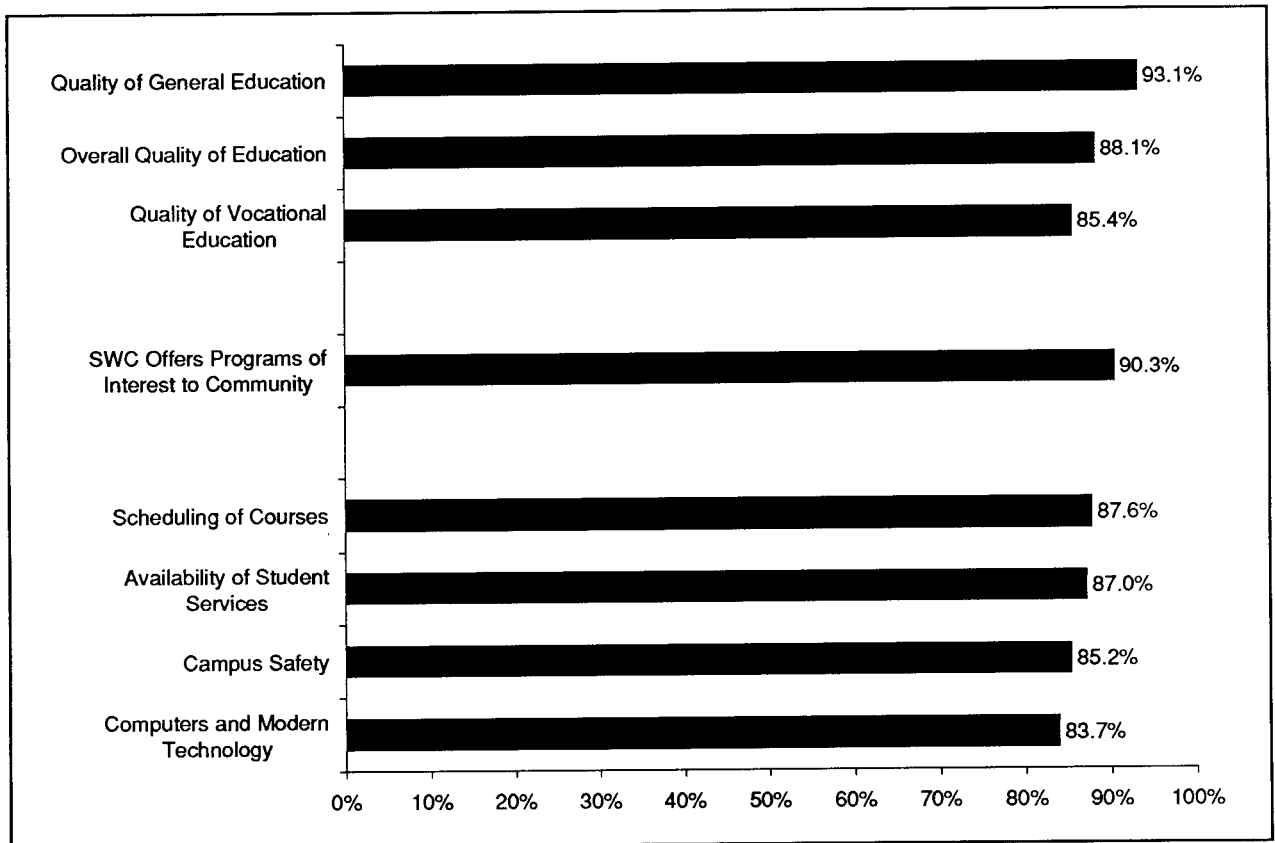
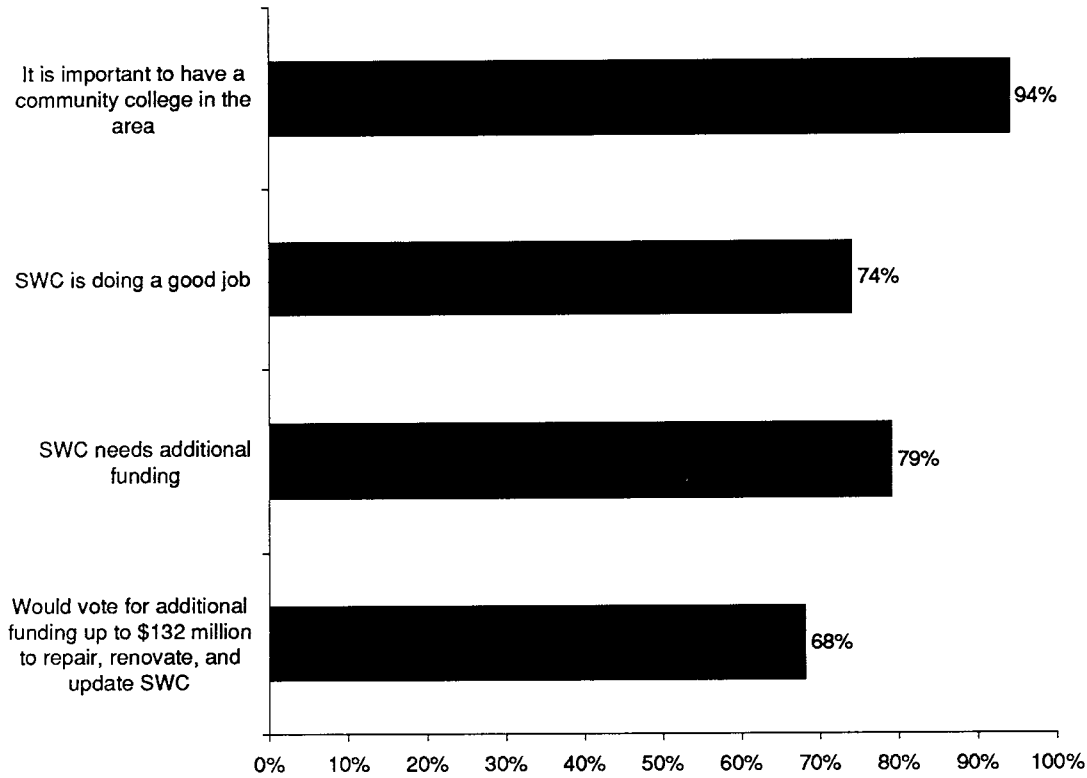


Figure 7
Proportion of SCCD Residents Supportive of SWC

Source: Southwestern College School Bond Survey, March 16-21, 2000. Fairbank, Maslin, Maullin, and Associates.



Increased Diversity in Enrollments (Ethnicity, Age, Gender, Socioeconomic Status, and Levels of Preparedness)

The College's enrollment is becoming increasingly diverse in terms of race/ethnicity. Since 1985, Hispanic enrollments have increased from 30% to nearly 60%; Asian, Filipino, and "Other" enrollments have increased from 20% to 23%; Black or African-American enrollments have remained constant at approximately 5%; and White enrollments decreased from 44% to 15%. Figure 8 below shows the ethnicity of students enrolled in Fall 2001. The ethnic and racial mix of the thousands of new residents as shown in Figure 9 will greatly impact future trends.

Note: The titles of the categories for ethnicity and race are defined by the U.S. Census Bureau.

Figure 8
Ethnicity of SWC Students
Fall 2001

Source: SWC Enrollment Reports. CSS Department.

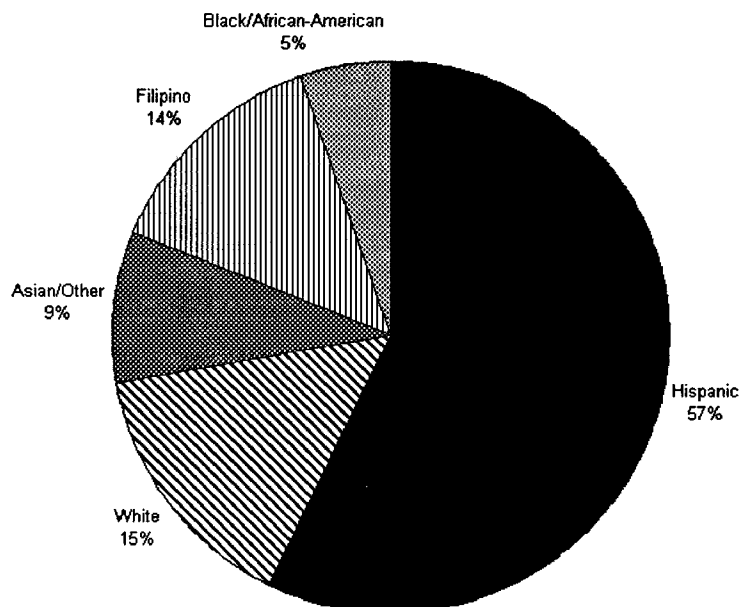
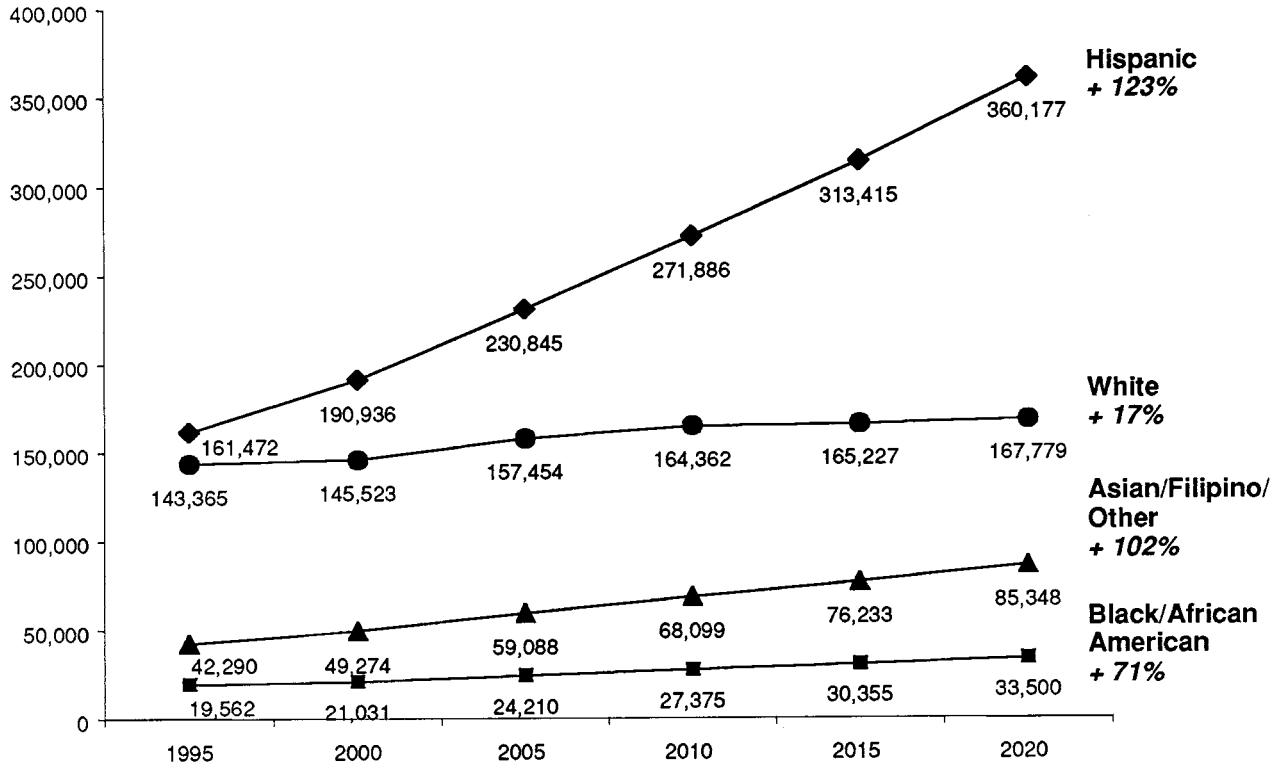


Figure 9
Actual and Projected Ethnicity of Population in SCCD Service Area, 1995-2020

Source: <http://www.sandag.org/sdw/ef.asp>

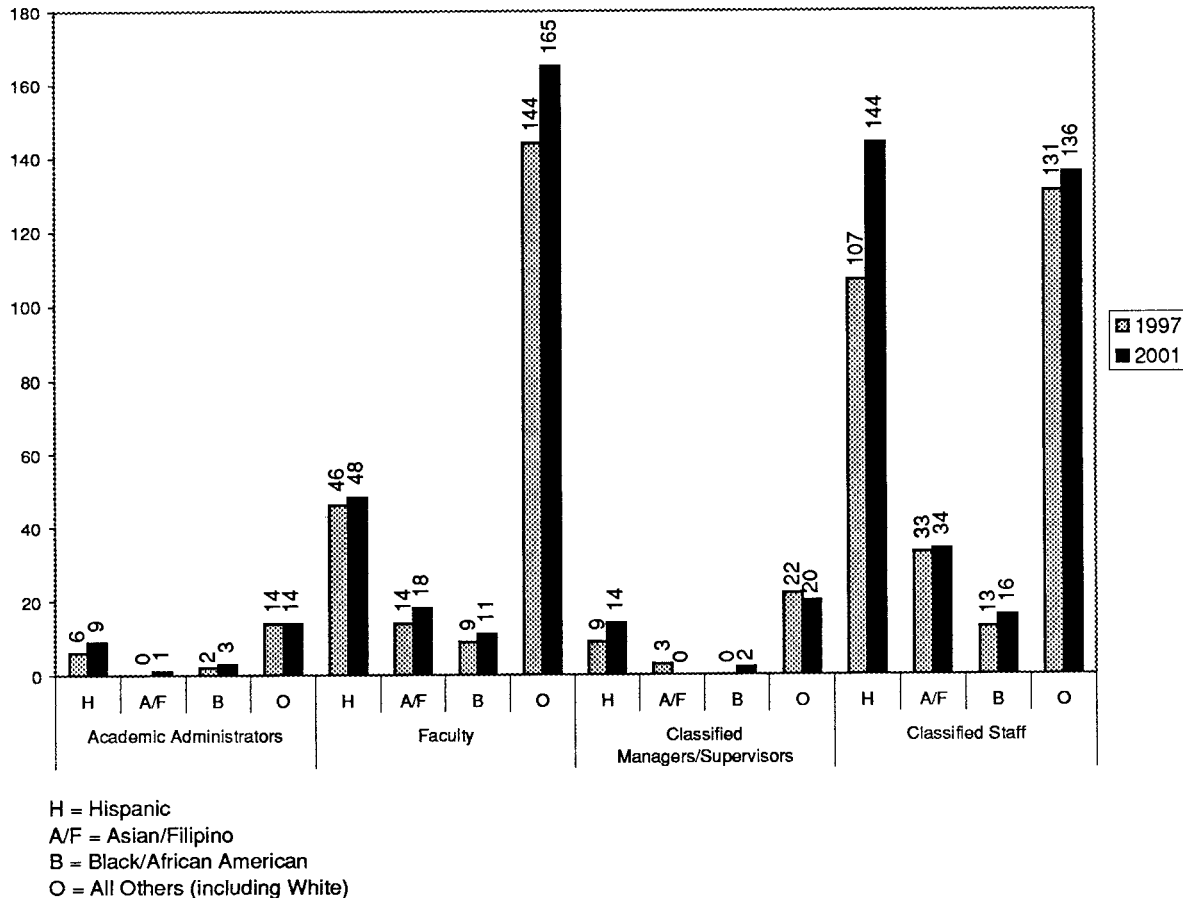


SWC District Policy No. 5109 details the staff diversity plan and hiring policies of the College. Section VIII, Hiring Philosophy of Southwestern College, states, “It is the hiring philosophy of Southwestern College to employ highly qualified persons for all faculty, classified and administrative positions who are sensitive to and representative of the ethnic and cultural diversity of the community served by the College. In serving the educational needs of a diverse student population, the College seeks to fill all faculty positions with persons who are experts in their respective subject areas and/or specialized fields. It is important for candidates to exhibit a sensitivity to, and understanding of, the diverse academic, social, economic, cultural, disability, and ethnic backgrounds of community college students.”

The College is committed to hiring the most qualified personnel for every position while being sensitive to the changing gender and ethnic mix of both the SCCD population and the SWC student population. In the past four years, both the ethnic and the gender mix of the College’s faculty, administration, and staff have changed considerably. For example, the number of Hispanic employees has increased in each category between 4% and 56% while “All Others” (including White) has increased by only 3-15% or has decreased. (Figure 10)

Figure 10
Change in Ethnic Composition of SWC Faculty, Administration, and Staff
Fall 1997 to Fall 2001

Source: Staff Diversity Reports, Fall 1997, 2001. SWC Human Resources Office.



Additionally, the District’s changing age, gender, and socioeconomic composition will also increase the need for the College to address the unique needs of these populations. Figure 11 shows the projected increase in each of the segments between 1995 and 2020. For example, the average age of the community will increase as the number of residents between 50 and 59 years of age increases by over 200%, and those age 60 and older will increase by well over 100%. Currently, the average age of SWC students is 27, which is consistent with national trends at community colleges. (Figure 12)

The number of females in the district will increase by 82%: the number of males by 71%. (Figure 11) At SWC, females account for 56.8% of total enrollment and males for 43.2%, which is also consistent with national trends at community colleges. (Figure 12)

The number of persons in the District earning less than \$25,000 per year will increase by only 20% while those earning over \$50,000 will more than double. (Figure 11) Currently, fifty-one percent of Southwestern College students receive some type of financial assistance. Since 1994, students at SWC have received an increase of 14 percent in student financial aid from federal and state sources. (Figure 13)

Figure 11
Projected Percent Increase in Population of SCCD Service Area
By Age, Gender, and Household Income
Between 1995 and 2020

Source: <http://www.sandag.org/sdw/ef.asp>

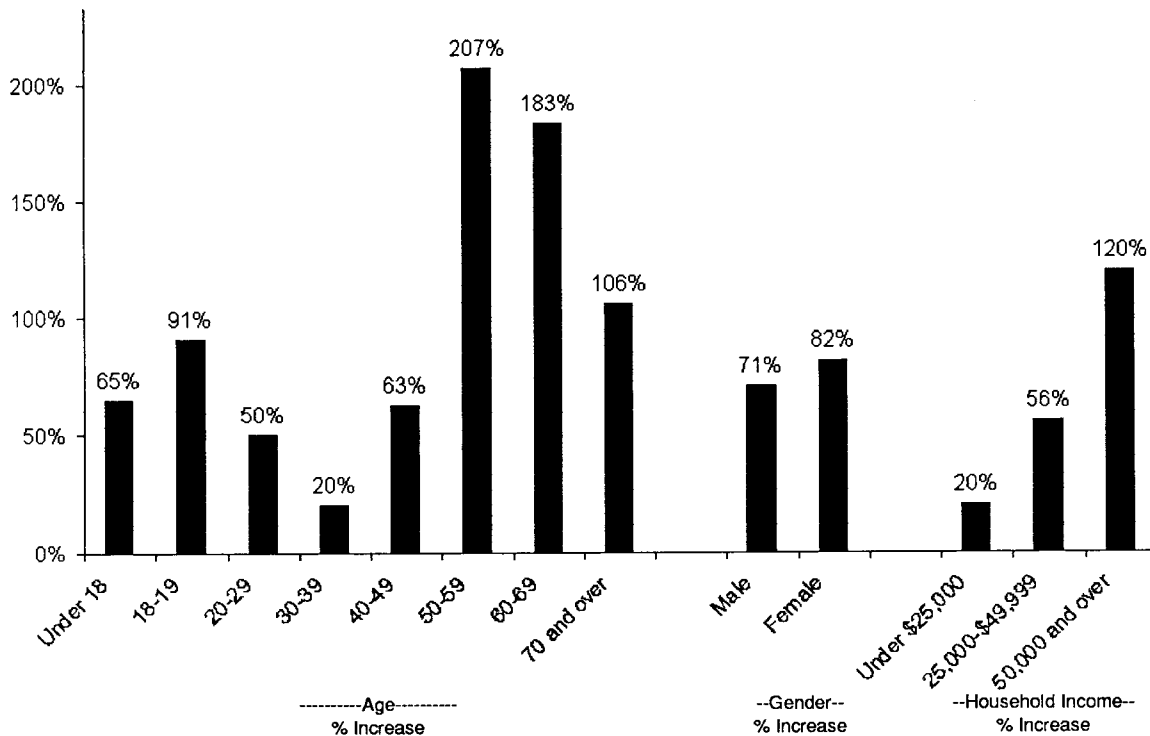


Figure 12
Southwestern College Student Characteristics
Age and Gender (by Percent)
Fall 2001

Source: SWC Enrollment Reports. CSS Department.

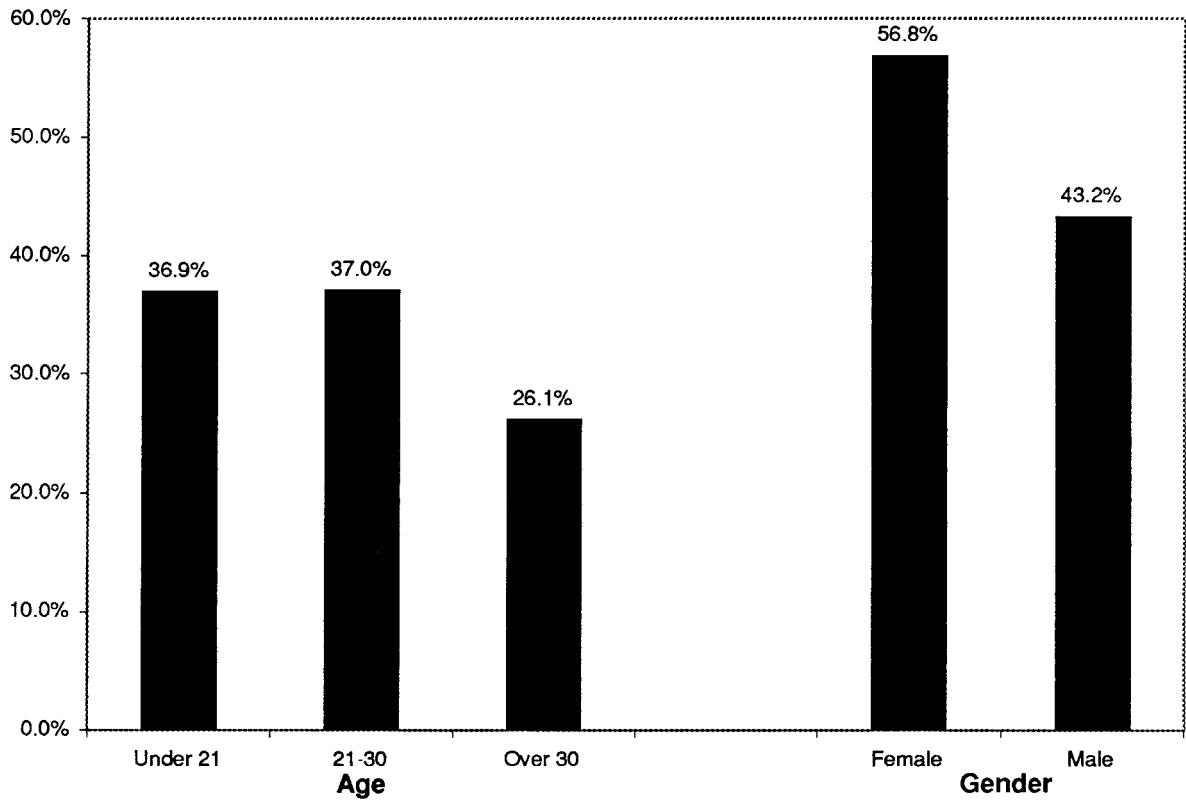


Figure 13
Student Financial Aid

Source: SWC Annual Report, 2001.

Federal Funds	Pell	FSEOG ¹	Perkins	Stafford Sub Loans ²	Stafford Unsub Loans ³	FWS ⁴	Federal Total
2000-01	\$6,992,233	318,522	0	698,317	0	405,197	\$8,414,269
1999-00	\$6,878,342	333,308	0	1,071,251	315,141	506,313	\$9,104,355
1998-99	\$6,884,718	330,967	0	1,109,980	432,808	499,044	\$9,257,517
1997-98	\$5,819,535	311,775	0	1,107,240	540,690	506,688	\$8,285,928
1996-97	\$6,008,775	303,163	0	1,130,950	634,528	445,017	\$8,522,433
1995-96	\$5,261,742	218,541	0	900,406	424,862	446,043	\$7,251,594
1994-95	\$5,389,671	214,669	7,500	843,150	240,231	532,090	\$7,227,311

State Funds	BOGW ⁵ -A (CalWORKs, TANF)	BOGW ⁵ -B (Low Income)	BOGW ⁵ -C (Based on Federal Financial Aid Need)	BOGW Total	CAL GRANT ⁶ B	CAL GRANT ⁶ C	CAL Grant Total	Overall State Total
2000-01	\$296,989	1,088,631	197,946	\$1,583,566	\$727,129	34,128	\$761,257	\$2,344,823
1999-00	\$346,071	881,004	354,067	\$1,581,142	\$536,520	11,893	\$548,413	\$2,129,555
1998-99	\$380,958	1,014,283	345,598	\$1,740,839	\$447,168	7,620	\$454,788	\$2,195,627
1997-98	\$395,332	1,129,709	280,541	\$1,805,582	\$434,048	6,029	\$440,077	\$2,245,659
1996-97	\$440,757	1,144,351	250,075	\$1,835,183	\$432,024	6,029	\$438,053	\$2,273,236
1995-96	\$331,775	1,238,686	227,895	\$1,798,356	\$349,391	4,703	\$354,094	\$2,152,450
1994-95	\$310,549	1,205,997	263,007	\$1,779,553	\$400,303	8,545	\$408,848	\$2,188,401

1. Federal Supplemental Educational Grant

2. Federal Stafford Loan Subsidized

3. Federal Stafford Loan Unsubsidized

4. Federal Work Study

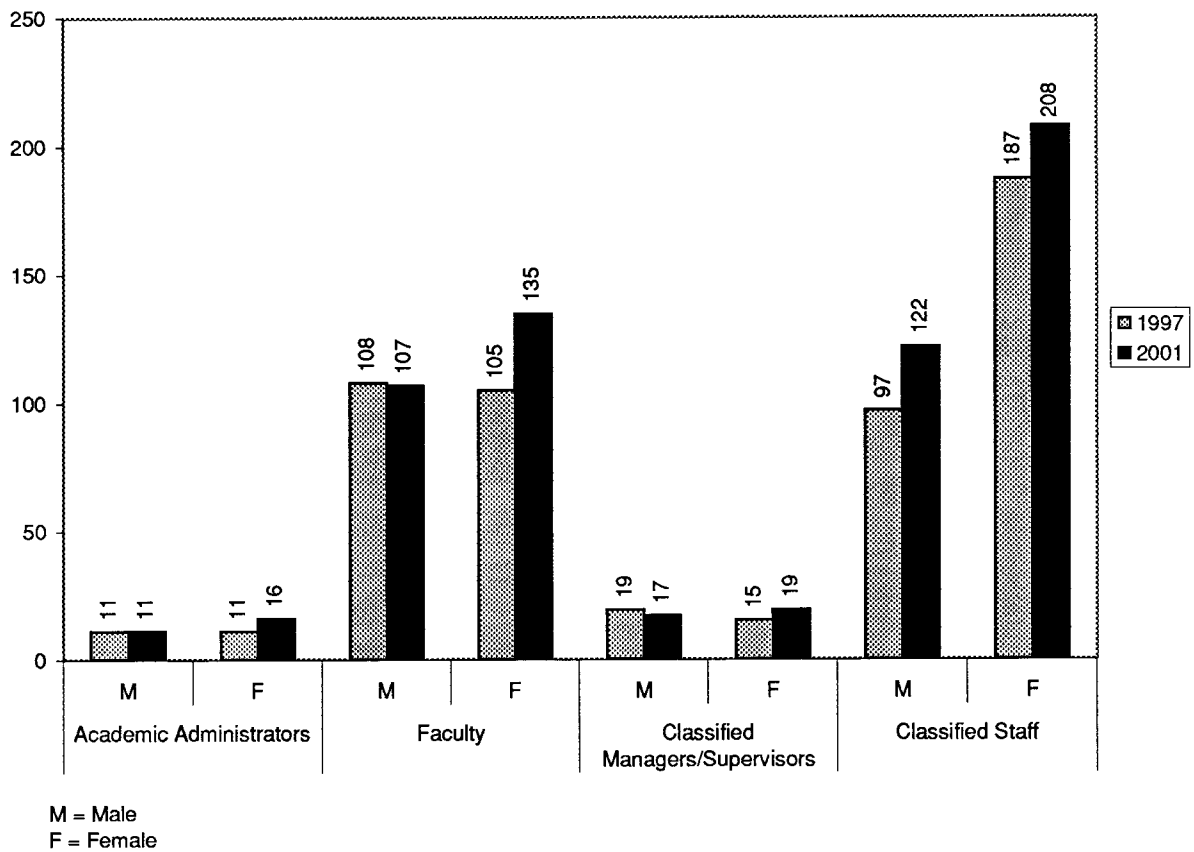
5. Board of Governors' Fee Waiver

6. California Grant B, C

In terms of the staffing patterns at the College, the number of males has remained the same for academic administrators and decreased for faculty and classified managers/supervisors. (Figure 14)

Figure 14
Change in Gender Composition of SWC Faculty, Administration, and Staff
Fall 1997 to Fall 2001

Source: Staff Diversity Reports, Fall 1997, 2001. SWC Human Resources Office.



Partnerships with the K-12 system will be equally important to ensure the college-readiness of the students entering SWC from its feeder schools. One measure of readiness is the Academic Performance Index (API) that is calculated for every school based on students' Stanford 9 test results. The API distills student performance down to one index number for each school into a figure between 200 and 1000. The statewide median API, based on Spring 2000 testing, was 710. Of the ten high schools in the District, only one of them - Coronado - achieved a score higher than 710. API scores for the remaining nine district high schools ranged from 498 (Sweetwater High) to 706 (Bonita Vista High). In addition, from 23% (Bonita Vista High) to 60% (Southwest High) of the high school students are non-native English speakers with varying levels of English proficiency. (*San Diego K-16 Achievement Report, 2001*. San Diego County Office of Education)

Consistently, almost half of the high school graduates from the District's feeder schools enroll at SWC the following academic year. A historical review of these students shows that the latest cohort are more likely to be non-White, to be attending college part-time, and taking fewer units than the high school graduates of five years ago. (Figures 15 and 16)

Figure 15
Sweetwater Union High School District (SUHSD) Graduates Who Enroll at SWC

Source: *High School Enrollment Report, Fall 2001*. SWC Outreach Office.

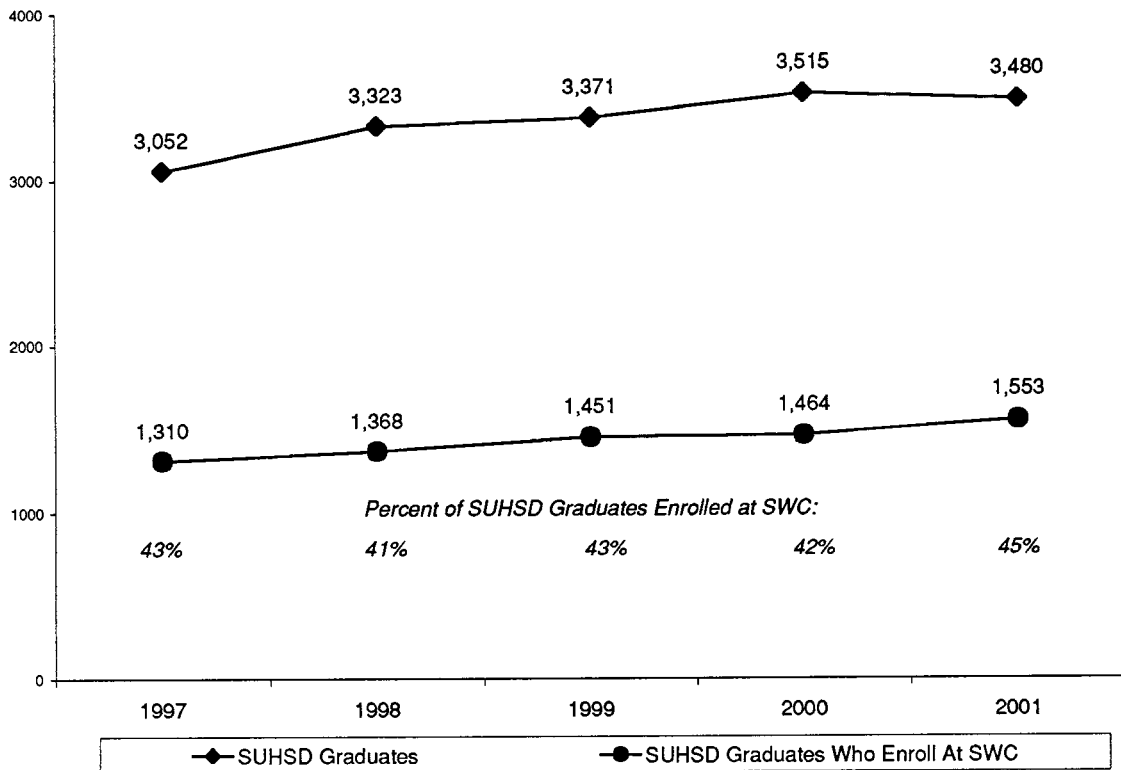
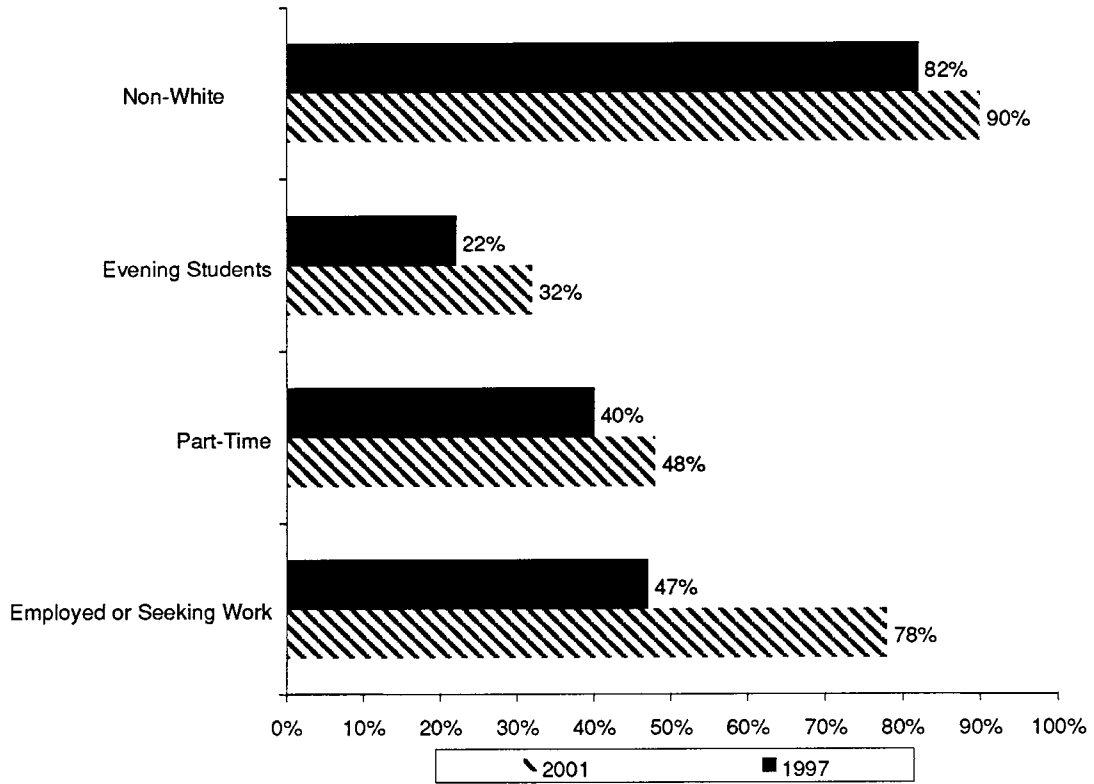


Figure 16
Characteristics of SUHSD Graduates Who Enroll at SWC, 1997 and 2001

Source: High School Enrollment Report, Fall 2001. SWC Outreach Office.

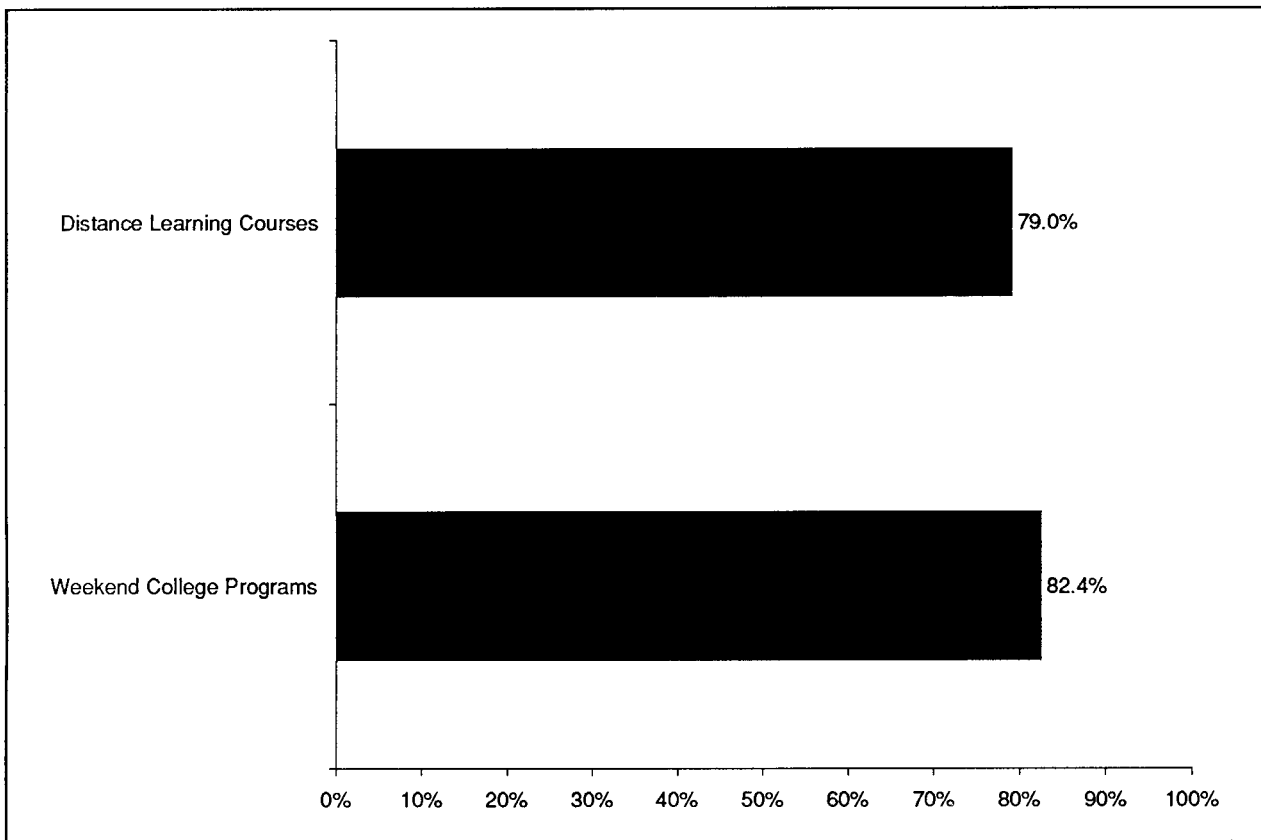


Workforce Development and Bi-National Opportunities

In addition to the traditional high school student, Southwestern College will also need to continue to meet the needs of the older, non-traditional, adult learner. SWC's competition will continue to increase from both public and private providers of education and training, and prospective students will become increasingly demanding of courses and programs that can be scheduled and customized to meet their individual needs, schedules, and lifestyles. For example, the Price Survey revealed that a high percentage of district residents are interested in non-traditional scheduling as indicated in Figure 17.

Figure 17
SCCD Residents' Interest in Non-Traditional Scheduling

Source: Southwestern Community College District 1999 Survey. Price Research.



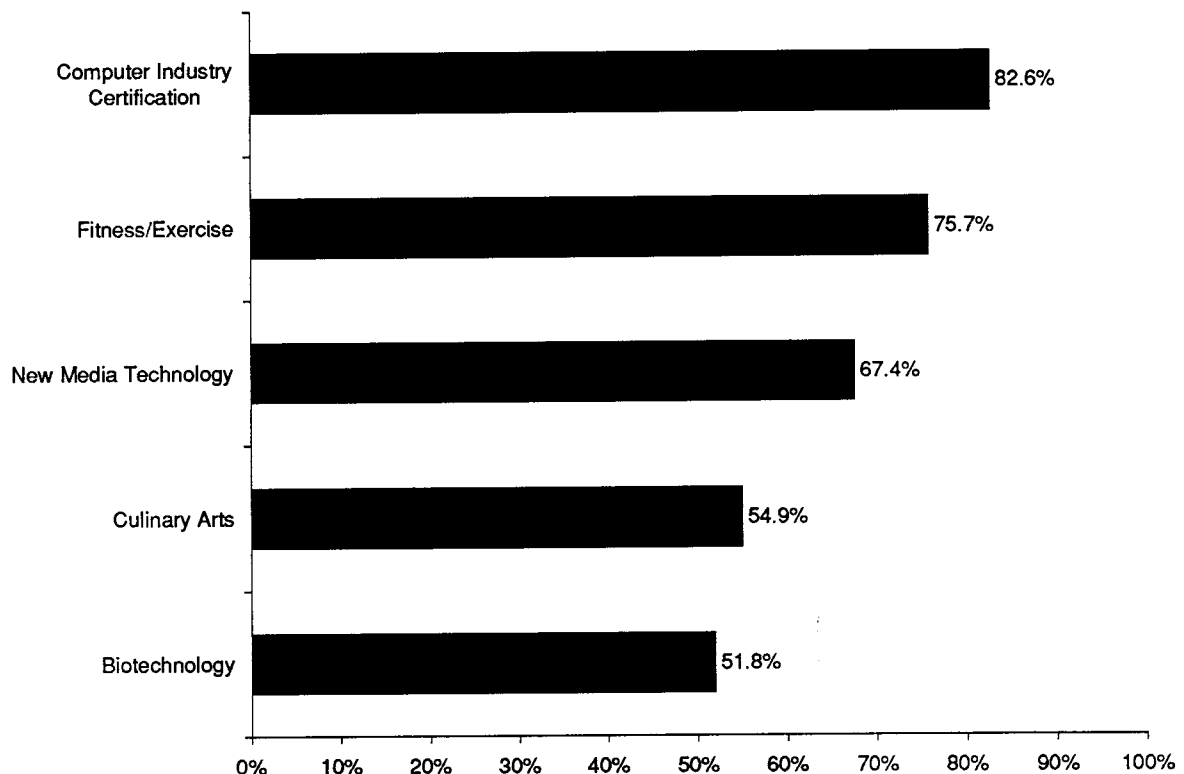
Community colleges are the State's largest workforce provider. To that end, SWC must continue to be responsive to the work-related needs of its students:

- More than half of the students at SWC work while attending college. (*SWC Annual Report, 2001*)
- Slightly more than a quarter of SWC's students indicate a vocational goal. (*SWC Enrollment Report, 2001*)
- More than half of the SWC students who participated in a nationwide survey say they are taking courses that are related to their current or future job. (*Faces of the Future, 1999-2000*)
- Students rate having a steady, secure job and being self-reliant as very important. (*Faces of the Future, 1999-2000*)
- In 2001, for the first time, more students chose Computer Science as their major than any of the other academic majors. The majors that have consistently made the top three are Criminal Justice/Fire Science, Child Development, and Liberal Studies/Elementary Education. (*SWC Enrollment Report, 2001*)

The College's mix of credit, noncredit, transfer, basic skills, and vocational course offerings will continue to be determined by such factors as customer demand, objective data analysis, and trends analysis (Figure 18). Increased demands for customized and contract training with business and industry will continue, as will the demands for expansion of continuing education services, international programs, and cross-border initiatives.

Figure 18
Interests of SCCD Residents in Emerging Academic Programs

Source: Southwestern Community College District 1999 Random Survey. Price Research.

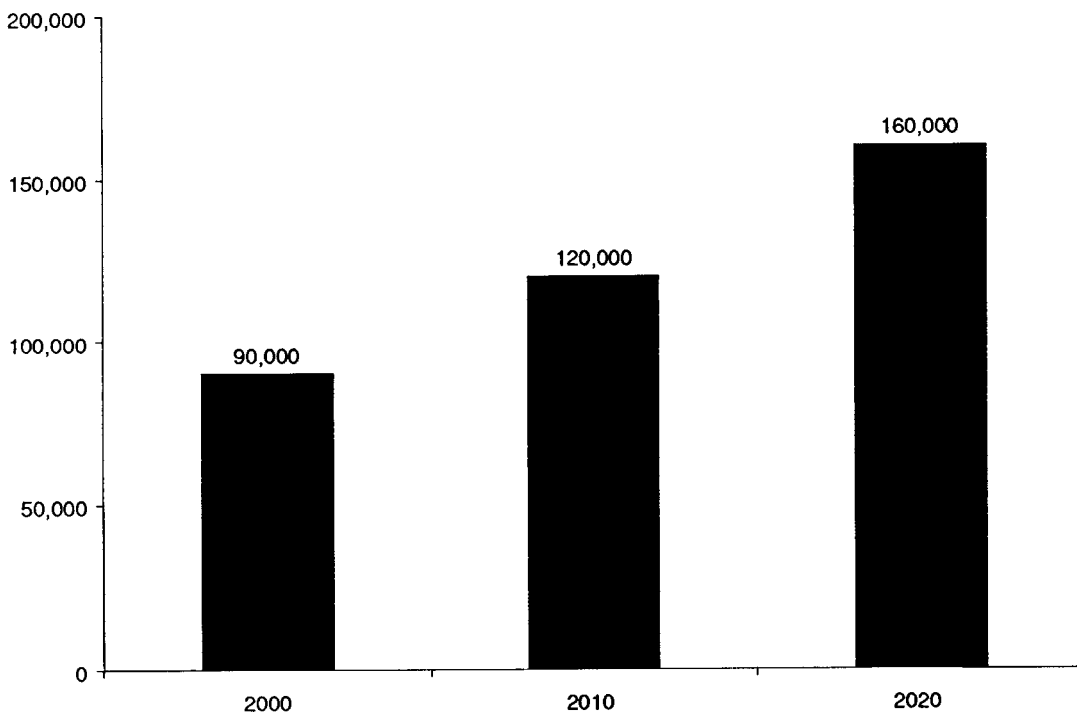


The Southwestern Community College District extends to the U.S.-Mexico border. The San Diego-Tijuana region forms the largest “twin cities” on the U.S.-Mexico border, with a combined population of over four million people. The relatively inexpensive value of the land near the border has led to an increase in the number of manufacturers that have relocated their manufacturing plants to that area, which will be adjacent to the proposed Otay Mesa/Project Synergy site.

There are currently two ports of entry between the two countries - the San Ysidro and the Otay Mesa crossings - both of which lie within the District. A third port, also within the District, is scheduled to be opened in 2007. At the San Ysidro crossing alone, already the busiest land border crossing in the world, passenger vehicle traffic is expected to increase by more than 77% by 2020. (Figure 19)

Figure 19
Actual and Projected Passenger Vehicles Crossing Daily at San Ysidro-Puerta Mexico, 2000-2020

Source: http://www.sandag.org/uploads/publicationid/publicationid_363_1055.pdf



The increasing strength of the San Diego-Tijuana economic metropolitan area has contributed to the College’s Economic Development and Customized Training unit emerging as a premiere center for serving, and spurring, small business development and growth. One of the targeted industries is biotechnology and, in fact, over half of the respondents to the *Price Surveys* said they would be interested in enrolling in a biotechnology program at SWC. (Figure 18) The relatively inexpensive value of the land near the border and the corresponding increase in the number of manufacturing plants that have been relocated to the border area promise future opportunities and growth in the bi-national border region.

Transfer Patterns

As indicated by the *Price Survey*, the top two reasons for students to attend SWC are to prepare for transfer to a four-year college or university and to prepare for careers or job advancements. Currently, California's community colleges serve 70% of all students pursuing public higher education in California. At SWC, 65% of the students indicate plans to transfer when they enroll. (*SWC Annual Report, 2001*)

One of the important benefits of receiving a college degree is increased earnings. On average, personal income increases in proportion to education attainment. The median personal income increases from \$18,900 for a high school graduate to \$28,000 for a person who completes some college or earns an AA or AS degree. It increases even more for those who earn a BA or BS degree to \$38,200. (*California Current Population Survey Report, March 2001 Data. California Demographic Research Unit*)

The number of degrees, certificates, and transfer-prepared awards has increased significantly at SWC in the past four years. Students earned about a third more AA/AS degrees and certificates. About 15% more were declared transfer-prepared, having completed 56 transferable units with a minimum GPA of 2.00 within a 6-year period. (Figure 20)

Figure 20
Degrees, Certificates, and Transfer-Prepared Awards, 1997-98 through 2000-01

Sources: (1) *System Performance on Partnership for Excellence Goals, April 2001 and April 2002. California Community Colleges Chancellor's Office.* (2) *SWC Graduation Statistics. SWC Evaluations Office.*

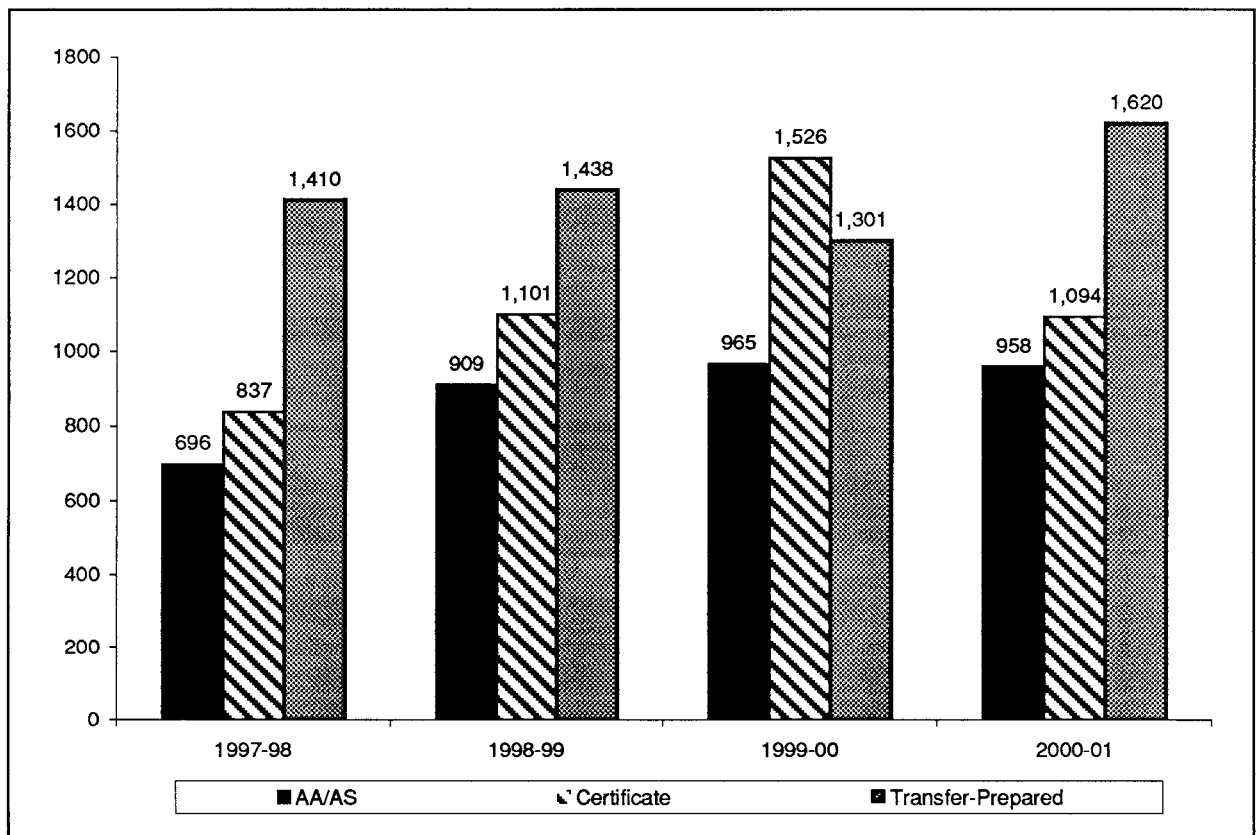
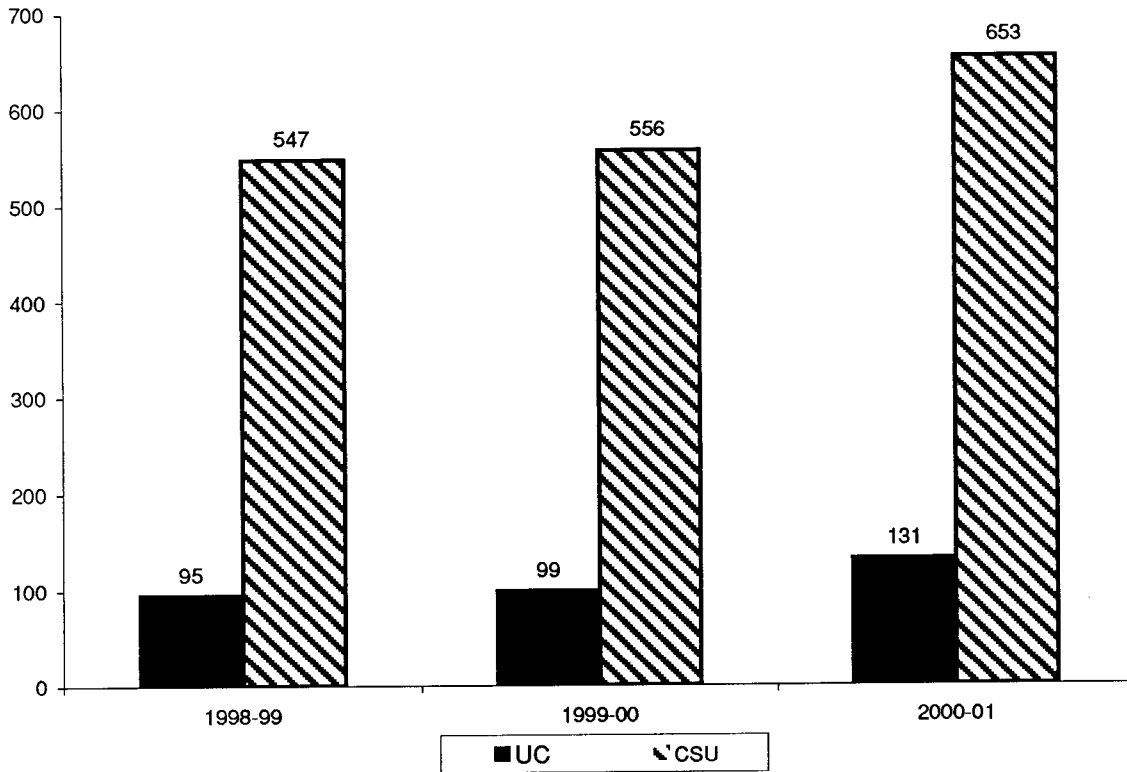


Figure 21
Transfers from SWC to UC and CSU, 1998-99 through 2000-01

Source: System Performance on Partnership for Excellence Goals, April 2001 and April 2002. California Community Colleges Chancellor's Office.



Due to the impact of many popular programs of study at the local public four-year colleges and universities, SWC students are increasingly opting to transfer to private institutions to continue their chosen programs of study. In 1999-00, some 470 SWC students transferred to National University alone - almost 85% as many as those transferring from SWC to a California State University. (Figure 21)

Currently, SWC is the only public institution of higher education in the southern part of San Diego County, and there are no plans by the State Chancellor's Office for expanding its four-year system to this geographic region. SWC is in the preliminary stages of beginning to explore the option of providing one baccalaureate degree program in accordance with the policies and procedures established by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Nationally, community colleges throughout the country are also exploring this option and have formed the Community College Baccalaureate Association.

Partnerships will become increasingly important for secondary and postsecondary articulation efforts with the public and private four-year colleges and universities. Partnerships with the K-12 system will be equally important to ensure the college-readiness of the students entering SWC from its feeder schools.

Technology

Technology has increased access to information at all levels within the college community as well as within the public at large. As access has increased, so have the expectations and demands to obtain and/or receive information on an almost instantaneous basis. And, as information overload increases, the demand correspondingly increases for the analysis and interpretation of relevant information in succinct summary formats.

SWC students are becoming more technologically proficient, as evidenced by the results of the *SWC Technology and Information Survey*, conducted in Fall 2001. The 696 student respondents provided valuable information to the College.

- About 85% of the SWC students who responded have a computer or associated peripheral at home.
- Only 1.4% have never used a computer to access the Internet or e-mail.
- More than 75% use a computer at least weekly for school assignments.
- About 67% use the Internet at least weekly for school assignments.
- About 30% say there is an insufficient number of computers in SWC classrooms and labs to meet their needs, and about 20% say the level of technical support is not sufficient.

As the students' access to technology increases even further, they will likely demand that the College provide and support more online instruction and student services. There is increased demand for the customization of all products, services, and information. SWC will strive for a student-centered learning environment that incorporates high technology, high "touch" (high interaction with students), and high quality. The College will need to support new and innovative instructional technologies, such as distance learning, along with traditional methods of classroom instruction, by ensuring that instructional support services and student services are available to nontraditional registrants.

The College will be prepared to accommodate the vast majority of students who will want electronic and interactive access for registration, enrollment, program changes, receipt of grades and transcripts, payment of fees, and other related services through a "one-stop shopping" approach.

Technology will continue to be a major influence in conducting day-to-day operations throughout all aspects of the College - in the classrooms, in student services, and in the administrative units. As such, technology will also be a major influence in the planning processes for all units of the College. The increased demand for instantaneous responses/services by both the College's internal and external constituencies will necessitate an even greater emphasis upon institutional planning and development so that the College maintains its competitive edge as a proactive leader with clearly defined goals and objectives.

Funding

The most recent comparative report shows that California supports its community colleges at the fourth lowest level of the 44 states that base their funding on Full-Time Equivalent Students (FTES). The national average was \$6,300 per FTES; California's was \$4,017 per FTES. Within California, that \$4017 represents the lowest funding among all of the State's educational systems: funding per UC student is \$25,554; funding per CSU student is \$10,822; and funding per K-12 student is \$7,080. (*Proposition 98 & California Community College: A History of Broken Promises*. Chuck Spence, Spring 2002) (Figure 22)

Among California's 72 community college districts, Southwestern Community College District is the lowest funded per FTES, receiving only \$3,230 per FTES (Source: *Analysis of \$/FTES from State Chancellor's Office for the Legislative Analyst Office*. November 14, 2000). This is due to inequities resulting from an outdated funding formula and an inadvertent byproduct of Proposition 13. In 2000 and 2001, when the State budget was healthy and a budget surplus existed, lobbying efforts for equalization of funding among the California community colleges were extremely effective with the State's legislature, but its proposed budget increases were ultimately vetoed by the Governor.

Additionally, in 1988, State Proposition 98 was enacted, which sought to guarantee the level of State funding from property taxes to community colleges and the K-12 system, allocating 11% to California Community Colleges and 89% to K-12. This level of funding for the community colleges has rarely been achieved, and the problem has been compounded in years of poor economic growth, when collected property taxes have fallen short of expected revenues. Proposition 98, the measure that was supposed to bring sorely-needed financial relief to California community colleges, has under-funded them by \$2.7 billion over the last 10 years. Funding shortages have ranged from \$201 to \$440 million in any one year.

Despite its low funding status and the challenges that it shares with other community colleges in the State, SWC has maintained its high faculty salary levels: the Southwestern Community College District is rated as 25th in the State in terms of faculty salaries among 70 of the 72 community college districts reporting. (Chancellor's Office Report on Faculty Salaries, 2000) In Fall 2001, SWC faculty were paid an average annual salary of \$63,360 while the statewide district average was \$62,912. (<http://misweb.cccco.edu/mis/onlinestat/staff.cfm>. June 25, 2002)

Faced with the paucity of State revenues despite soaring enrollments, the passage of the \$89M Proposition AA for capital and infrastructure improvements was a major turning point in the College's history. It is especially significant to note that voters approved the bond measure by over a two-thirds majority.

The College will not be able to depend solely on State funding to meet all of its needs and, therefore must continue to seek supplemental grant funding, establish private sector fundraising initiatives, generate income-producing asset, and promote partnerships. The VESTAR project, a proposed commercial-educational retail project planned for the vacant lot on the corner of Otay Lakes Road and "H" Street, is an example of a partnership that was developed to generate income producing assets and to make the College less dependent on state revenues. In 2000, the College's Governing Board entered into a 65-year ground lease with VESTAR to develop the

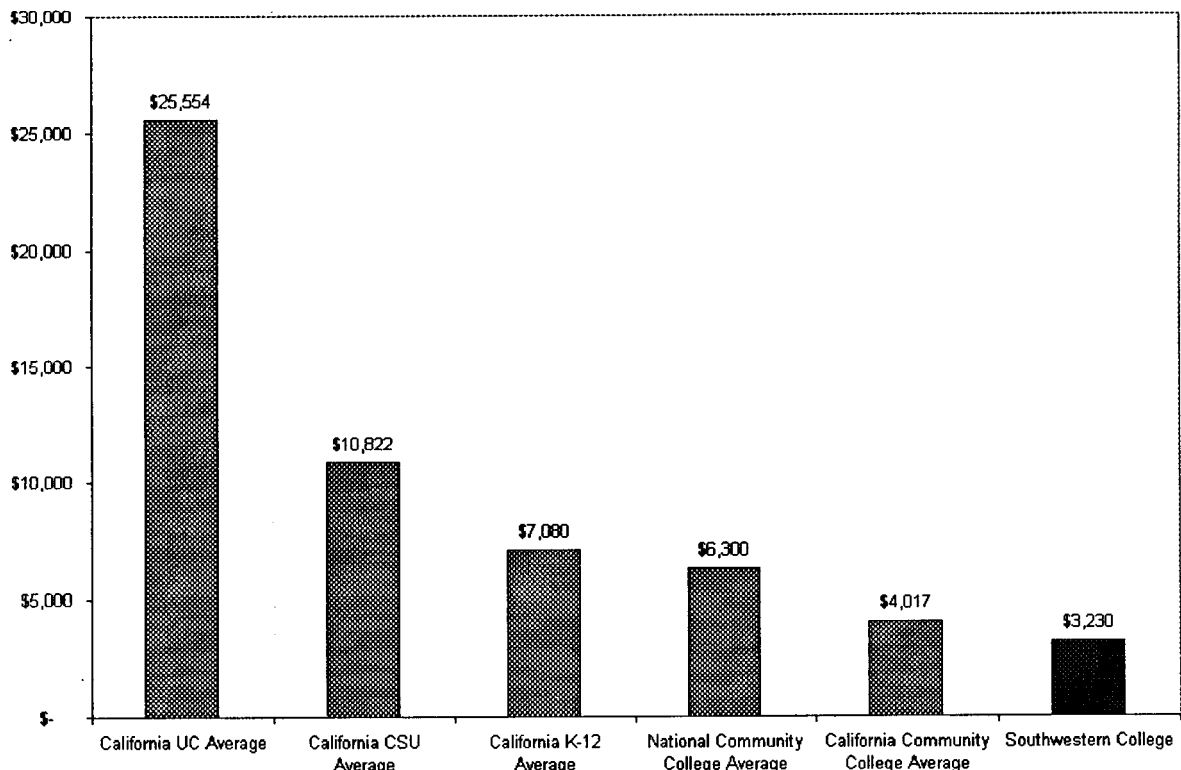
15-acre vacant lot to showcase business-educational partnerships for training and employment opportunities. The project will feature upscale retail and dining, a new college bookstore, plus a cultural arts center and an outdoor performing arts plaza. California state law mandates that revenues generated from this project be used exclusively to maintain SWC buildings and grounds and to fund capital improvements.

As another part of this effort, using a centralized grants management approach, the Office of Institutional Advancement assists faculty and staff of the College in obtaining funding as well as in maintaining the College’s reputation with its external funding sources. In Fiscal Year 2001-2002, some \$10.5 million in grants, categorical allowances/allocations, and contracts has been awarded to support fifty-eight (58) projects currently operating at SWC. (*2002 Annual Report on Grants, Categorical Allowances, and Contracts*. SWC Office of Grants and Development)

In addition, the Southwestern College Foundation is growing and flourishing. Established as a separate private non-profit charitable corporation for the express purpose of encouraging, seeking, and obtaining support from private sources for the College, the Foundation uses funds to support campus and community activities that cannot be funded through district or State appropriations. The SWC Foundation, along with the Associated Student Organization and the Friends of Southwestern College, led the fundraising initiative to promote the successful \$89 million bond campaign for the College. (*SWC 2001 Annual Report*)

Figure 22
Comparison of Funding of California and US Education Entities

Sources: (1) *Proposition 98 & California Community Colleges: A History of Broken Promises*. Chuck Spence, Spring 2002; (2) *Analysis of \$/FTES From State Chancellor's office for the Legislative Analyst Office*. November 14, 2000.



Figures 23 and 24 depict both the sources of all funds received by the College and how those funds are expended.

Figure 23
Sources of Funds
2001-2002

Source: Southwestern Community College District 2001-2002 Adopted Budget.

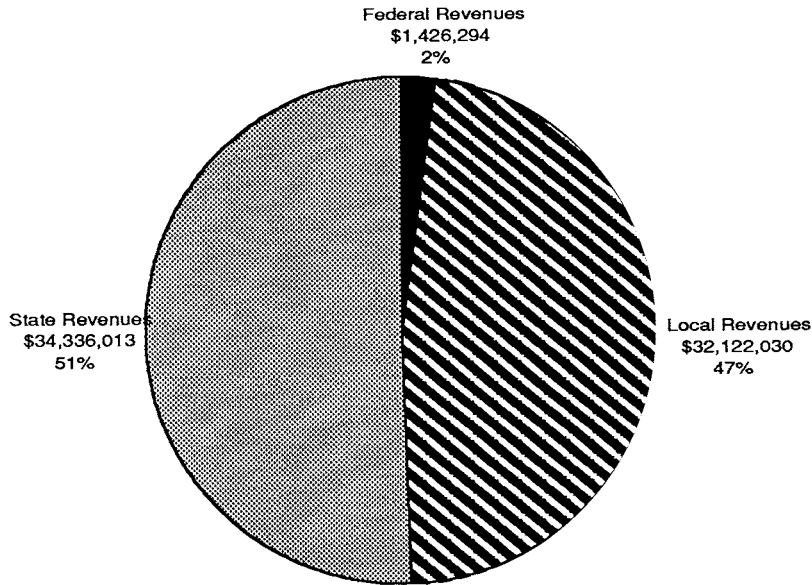
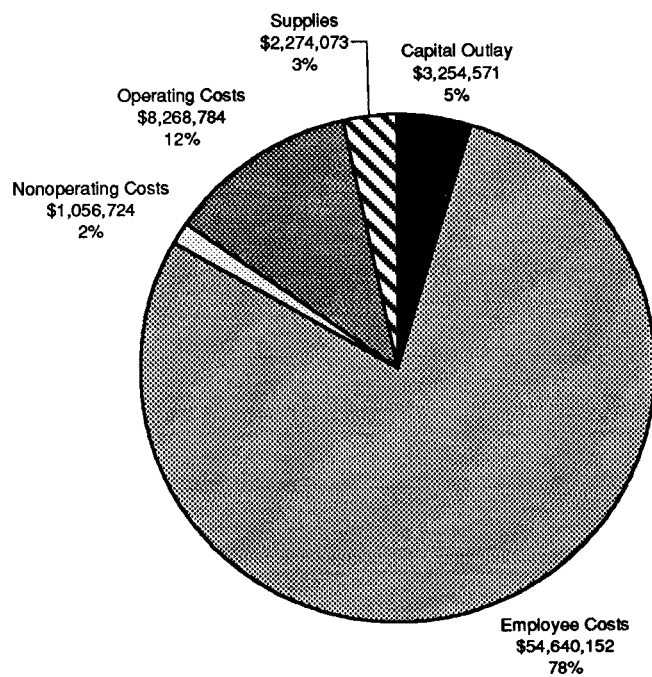


Figure 24
Uses of Funds
2001-2002

Source: Southwestern Community College District 2001-2002 Adopted Budget.



RESPONSES TO 1996 WASC RECOMMENDATIONS

1. The Governing Board should develop and put into action a process of self-evaluation. (Standard 8A.7)

Response: **Completed**

The Executive Director of the California Community College League was hired as a consultant to assist Southwestern College's Board to develop and implement a self-evaluation process. As a result, the Board now participates in annual retreats for the express purpose of reviewing and discussing annual goals. As part of the self-evaluation process, the Governing Board reviews commitments to the annual goals and modifies them as needed. The Board also routinely addresses ethics as an agenda item at the retreats. Special sessions on budget and accreditation issues have also been held. The self-evaluation process is now considered to be a standard operating procedure by the Board. (References: *Minutes of Governing Board Retreats*.)

2. The Governing Board should review the goals which have been adopted for the college and seek confirmation of the status of these goals in a systematic and timely manner as set forth in the college's Five-Year Plan. (Standards 8A.3, 8A.6, & 8A.7)

Response: **Completed**

Annual reports are given to the Governing Board and are included as Board agenda items. The Governing Board holds an annual retreat to review its commitments to the established goals and/or to modify them as necessary.

The College has now changed from five-year plans to three-year plans to more closely monitor progress. (Reference: *1998-2001 Three-Year Plan*). The Governing Board decided to delay the updating of the 1998-2001 *Three-Year Plan* so that the results of

this Self-Study could be fully integrated into the College's new *Three-Year Plan*.

One of the recurring issues identified in the Self-Study is to highlight the College's mission statement by annually reassessing the operational priorities for the institution.

3. The faculty should make an increased effort to enlarge the participation by its members in shared governance and the district should adopt a written agreement with faculty on shared governance. (Standards 8D.3 & 8D.5)

Response: **Completed**

The Governing Board approved the Shared Governance Agreement drafted by the Academic Senate on January 8, 1997, and the Academic Senate approved it on February 11, 1997. [Reference: *Shared Governance Guidelines*].

The District has added the positions of Department Chairs to its management structure, effective spring 2000. The positions, which are funded by granting release time to faculty who accept these responsibilities, promote increased faculty involvement in shared governance.

The Academic Senate also routinely surveys its members to assess faculty participation. The most recent survey results indicate that 70% of SWC faculty participate on various committees of the College. In addition, an outside consultant, Dr. William Piland, was hired to determine faculty interest in "internal service" at SWC. The study was completed in spring 2002 and shared with the Academic Senate for its review of the proposed recommendations and implementation (Reference: *Internal Service: A Study of Faculty Opinions*.)

The Superintendent/President of the College has also expanded the composition of the College's Management Team (CMT), which previously had only included certificated administrators and classified directors, to include all supervisors and managers as well as the President-Elect of the Classified Senate and President of the Academic Senate. Current Board policy requires only that the Governing Board evaluate the Superintendent/President. (References: *College Management Team Minutes* and Board Policy #3029 on Presidential Evaluation Process.) However, the Superintendent/President has elected to expand his evaluation process to include representatives from all constituencies on campus as well as external representatives from the local community.

4. The college should clearly define the role and function of the Special Assistant for Human Resources and Legal Affairs. (Standard 8E.2)

Response: Completed

The role has been clearly defined. The Board now hires its own outside legal representation on a contract basis (based upon the type of legal counsel needed).

The College's Special Assistant job description and title have been changed to Vice President for Human Resources and Legal Affairs. The Vice President is assigned to handle only internal matters. For example, if an employee files an internal complaint, the Vice President handles it, but if an employee files a lawsuit, the matter is immediately turned over to outside legal counsel. Furthermore, on any internal complaints, all investigations are now routinely assigned to, and conducted by, the Director of Human Resources instead of the Vice President as a standard operating office procedure. (Reference: *Job Description for Vice President for Human Resources and Legal Affairs*.)

5. The college should institute an educational campaign to inform all members of the campus community of the college's budgeting and decision-making processes. (Standards 8B.1 & 8C.1)

Response: Completed

The Vice President for Fiscal Affairs now routinely disseminates budget information throughout the College, offers staff development workshops/presentations to the college community and to the Governing Board, and makes himself available, as needed, to any unit of the College to explain the budget process. Additionally, the budget is openly shared, and access to the budget is readily available.

In FY2001-2002, the Vice President for Fiscal Affairs began placing the district's budgetary issues on the agenda of the College Leadership Council (CLC). The CLC is charged with addressing budgetary issues but had not consistently been addressing the budget except for the CLC Block Grant Funding for Instructional Equipment. (Reference: *Minutes of College Leadership Council*.)

Under the direction of the Superintendent/President, units of the College can request funding through a "bottoms-up" process that is subsequently reviewed by the College's Executive Management Team. The College's Executive Management Team (EMT) consists of the Superintendent/President; the Vice Presidents for Academic Affairs, Fiscal Affairs, Student Affairs, Institutional Advancement, and Human Resources and Legal Affairs; the President of the Academic Senate; the President of the Classified Senate; and the Chief Technology Officer.

The budget requests come from the units and are subsequently prioritized by the respective members of EMT based upon funds available. Each member has the opportunity to submit

the requests from his/her unit(s), which include a narrative explanation of the need as well as the associated costs for staffing and operating expenses, and to make an oral presentation on the requests. The decisions are then made collectively based upon the priorities and funds available. (Reference: *Description of College Budgeting Process.*)

6. The college should develop a comprehensive technology plan to encompass the short- and long-range needs of academic, student services, and administrative areas. (Standard 7B.3; see also 2A.2, 3A.8, & 5E)

Response: **Completed**

The *Technology Master Plan* was completed in June 1998 and included a detailed listing of technology projects to be undertaken by the College. An Annual Implementation Plan was subsequently developed to chart the progress in meeting the identified priorities in accordance with an agreed-upon schedule. The technology initiatives were interwoven into the institution's *Three-Year Plan, 1998-2001*.

On-going implementation is monitored by the Student Services Council's subcommittee for Technology and the Curriculum and Instruction Subcommittee E (Technology). The Academic Senate has established a Technology Learning Roundtable in accordance with an Annual Implementation Plan. [References: *Technology Master Plan and Technology Implementation Plan for FY1999-2000*]

In FY 2001-2002, the Director of Computer Systems and Services was placed on administrative leave and the Governing Board hired a consulting firm to address this vacancy. Campus Works (CWI) prepared a Technology Plan that is currently undergoing review by the college community. (Reference: *CWI's Technology Plan.*)

7. The college should establish objective criteria for determining which instructional programs are no longer viable. (Standard 2B.2)

Response: **In Process**

Since the last accreditation visit, a new Vice President for Academic Affairs has been hired. Initial discussions about criteria for determination of program viability have begun in Curriculum and Instruction, Subcommittee A. No objective criteria have yet been established. The discussion has been forwarded to Subcommittee C for continued discussion and inclusion in the College's Program Review process that is being thoroughly examined and revised.

The College's Program Review process was initiated under the College's US Department of Education Title III (Strengthening Institutions) grant. Program Reviews are scheduled for all instructional and administrative units of the College. A multi-year schedule has been developed to systematically review all units of the College, beginning in July 2000.

Efforts have been made to tie the Program Review process to the College Leadership Council's Block Grant monies for Instructional Equipment as a step toward eventually tying Program Review to the district's budgetary process.

8. The college should undertake a review of work-study funded student employment to meet the overall needs of the campus. (Standard 5A.2)

Response: **Completed**

Since 1997, the Student Employment Services Department has expanded opportunities for work-study funded student employment. Several new programs have been implemented including CalWORKS work-study and Extended Opportunity Program and Services (EOPS) internships

that are providing additional funds to place students both on and off campus. In 1998-99, the Library gained one student worker position through the CalWORKS program.

In October 1999, the College applied for, and was awarded, additional work-study funds under the State's work-study teaching intern program in which SWC students are placed in local K-12 schools and the local schools provide the matching dollar requirements. The College has continued to receive these funds.

9. The college should establish a schedule and funding plan for the systematic replacement and upgrade of capital equipment. (Standard 7B.3; see also 2A.2, 3A.8, & 5A.2)

Response: In Process

The College is in the process of reviewing a Windows-based inventory system for fixed assets to establish a schedule and funding plan for the systematic replacement and upgrade of capital equipment. Its expected cost is approximately \$15K. The exploration will consist of importing the data from the College's existing DOS-based system into the new Windows-based software, troubleshooting the problems connected to importing the data, testing the system, and, finally, sorting the data by asset class. Once the system is operational, it will provide the CMT with information that it can use to establish priorities for replacing and upgrading capital equipment. [*Hardcat for Windows - Total Asset Management and Help Desk Solution*]

The College had originally hoped to use the "depreciation model" in its existing DOS-based software system to respond to this identified need, but found the software's capabilities to be lacking.

10. The college should continue to engage faculty, staff, and students in meaningful activities that allow for learning and appreciation of diversity on the campus. (Standard 3B.2; see also 2C.4)

Response: Completed

A Staff Development program has now been institutionalized at SWC, and the unit receives supplemental funding from the State Chancellor's office specifically to offer diversity training.

Additional resources were allocated to the Student Activities budget beginning in FY 1998-1999 to develop a leadership-training program for students. The program emphasizes leadership skills for a diverse society. Students participate in a variety of activities including a two-day Leadership Retreat conducted by facilitators trained in diversity issues. The student participants represent the diversity on the campus.

A student committee developed a plan to reflect the diversity of the student body in the new Student Center facility completed in May 2000. Their plan included diverse representations through murals, sculptures, icons, and other artwork.

An annual Cultural Heritage festival is hosted by various student organizations.

In FY2001-2002, the College obtained \$2.2M in federal grant funding to integrate technology into its curriculum and to promote cultural competency. The grant funding was timely as Staff Development funds from the State were drastically reduced for FY2002-2003. Staff Development was previously housed under Human Resources and Legal Affairs but is now housed within the Office of Academic Affairs.

11. The college should establish goals for the balance between instructional activity taught by full-time and part-time faculty. (Standard 4A.1, 4E.2)

Response: **Completed**

Southwestern College has met and exceeded the annual goals established by the State Chancellor's Office in compliance with the AB1725 State mandates.

In 1999-2000, the Southwestern College hired 23 tenure track positions in lieu of hiring part-time faculty to address this issue.

STANDARD ONE: Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

Co-Chairs:

Viara Giraffe Dean of School of Social Sciences & International Studies

Pat Kelly Faculty, School of Languages & Humanities

Committee:

Alma Aguilar Faculty, School of Social Sciences & International Studies

Tom Bugzavich Classified Staff, Graphic Lab Specialist, Learning Resource Center

Victor Castillo Classified Manager, Operations Manager, Small Business
Development and International Trade Center

Irene Plummer Classified Staff, Administrative Secretary II, School of Social
Sciences & International Studies

Robert Lingvall Faculty, School of Business & Information Services

Andrew Medin Faculty, School of Mathematics, Science & Engineering

Pam Mehammed Student

Judith Nicolaidis Faculty, School of Arts & Communication

T.J. Tate Faculty, School of Counseling & Personal Development

Debbie Trujillo Classified Manager, Director of Continuing Education & Economic
Development

STANDARD ONE: Mission Statement

1.1 The institution has a statement of Mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Description:

Southwestern College (SWC) has the following statement of Mission, which has been in use since 1993:

“Southwestern College is committed to meeting the educational goals of its students in an environment that promotes intellectual growth and develops human potential.”

The Mission Statement appears in the Catalog, the College web site, and on the back of SWC business cards.

The institution established “Guiding Principles” to address the following areas of the Mission:

- program excellence
- student needs
- finance
- college environment
- personnel
- planning
- community needs
- facilities
- leadership and partnership, and
- information systems.

Analysis:

SWC has a statement of Mission, adopted by the Governing Board, which identifies its broad-based educational purposes.

Action Plan:

No action recommended.

1.2. The Mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Description:

To support the Mission, the College established Guidelines that provide parameters for the development and delivery of instructional programs.

Guidelines include:

- Creating new programs to meet the needs of the local areas within the District.
- Being responsive to the unique needs of business and industries of the District .
- Being flexible and responsive to changes in technology and methods for delivery of instructional programs.
- Not duplicating costly programs.
- Ensuring that the staff at all instructional sites within the District share the overall philosophy and general objectives of the College.
- Managing the anticipated growth in enrollment so as not to deviate from the stated philosophy and objectives of the College.
- Cooperating with the local school districts, cities, and other agencies to offer cultural, recreational, and community activities throughout the District.
- Articulating its instructional programs with local high schools, California State University, and University of California, and providing support services such as library, tutorial, counseling, health services, financial aid, job placement, services for disabled students, student activities, and similar services to enhance the overall student learning environment.

The six priorities of the Southwestern Community College District are:

- Delivering a broad range of support systems - from counseling and guidance to tutoring and child care - essential to ensuring successful educational outcomes for a diverse student body that includes increasing numbers of under-prepared students, students with limited English skills, single parents, and the economically disadvantaged.
- Fostering a balance between transfer and workforce preparation programs, strengthening linkages with business and industry to ensure understanding among faculty and students of the changing nature of the business world, and positioning the College as a key community resource in its international border/Pacific rim location.
- Developing and implementing a comprehensive Technology Plan for the College and District that upgrades the technological support and related skills of all staff and provides a leading-edge preparation of students for transfer and employment.
- Building strong collaborative connections with K-12 schools, colleges, and universities to strengthen learner-centered articulation programs and the transfer of students among and between institutions of higher education.
- Positioning the College as a key contributor to the economic development of the District and to the employability of its graduates and enrollees.
- Increasing the public's accessibility to the College with innovative instructional programs.

Analysis:

The Mission Statement and Guidelines appropriately reflect the ultimate goal of the institution and the value the organization holds toward the development of the individual. The Mission Statement defines the

College's institutional objective to provide a wide variety of programs and support services to meet the needs of its diverse community population.

Action Plan:

- Revisit the Mission Statement and Guidelines in order to ensure currency and add a statement regarding cultural enrichment.

1.3. Institutional planning and decision-making are guided by the Mission statement.

Description:

The SWC Mission Statement is implicit in planning and decision-making processes throughout the College. It is highlighted in the Three-Year Institutional Plan, the Educational Master Plan, and the College Catalog. In the Three-Year Institutional Plan, the Mission Statement is supported and augmented by the Vision Statement, Guiding Principles, and Institutional Goals.

Analysis:

Although the Mission Statement is highlighted in certain documents, it is not often specifically referenced in shared governance committees. The Mission Statement may need greater visibility in committees to ensure its inclusion in guiding institutional planning and decision-making.

Action Plan:

Consider drawing up guidelines specifying that:

- policy-making and decision-making groups and committees are advised each year that their actions are to be guided by the Mission Statement and documentation should reflect its inclusion.

- new employee orientations incorporate a review of the Mission Statement.
- staff development activities are developed to highlight the Mission Statement and to discuss its role in guiding institutional planning and decision-making.

1.4. The institution evaluates and revises its Mission Statement on a regular basis.

Description:

The College Leadership Council is a shared governance committee that has a key role in coordinating the planning process by reviewing the College Mission and Goals annually. It is the link between planning and

budget development. In spring 1997, the College Leadership Council re-assessed the vision, Mission Statement planning processes, and timelines for the new Institutional Plan.

Analysis:

A review of the College Leadership Council minutes did not reveal that the Mission is reviewed on a regular basis.

Action Plan:

- Review the Mission Statement using the input solicited by the Accreditation Standard One Committee during the Self-Study.

STANDARD ONE: Reference List

- 1-1 *Southwestern College 1993-1995 College Catalog*
- 1-2 *Southwestern College Catalog 2002*
- 1-3 www.swc.cc.ca.us
- 1-4 *Southwestern College Educational Master Plan*
- 1-5 *Southwestern College Three-Year Institutional Plan, 1998-2001*

STANDARD TWO: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

Co-Chairs:

David Brown Faculty, School of Mathematics, Science & Engineering

Mia McClellan Dean of Student Activities & Health Services

Committee:

Susan Armenta Classified Staff, Hourly Employee, Student Activities & Health Services

Ben Brock Student

Janet Bynum Classified Staff, Administrative Secretary II, Student Activities & Health Services

Delores Christiansen Faculty, School of Mathematics, Science & Engineering

Gary Creason Classified Manager, Chief of Police

Sherry Eaton Faculty, School of Mathematics, Science & Engineering

Linda Gilstrap Classified Manager, Director of Grants & Development

Kim Rader Classified Staff, Administrative Assistant, Academic Affairs

Renaë Smith Student

Dominique Wilkin Classified Manager, Director of Publications

Ken Yanow Faculty, School of Mathematics, Science & Engineering

STANDARD TWO: Institutional Integrity

2.1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its Catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the Catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Description:

Southwestern College (SWC) presents itself to the community through a variety of media, most notably through the *Catalog*, *Schedule of Classes*, and the College web site.

The *Catalog* is the primary informational publication of the College. It is reviewed, updated, and reprinted annually by the Office of Academic Affairs. The *Catalog* publishes information regarding degrees and admission, curricular offerings, student fees, financial aid, the academic calendar, and names of administrators, faculty and Governing Board members. The *Catalog* is available for purchase at the College bookstore or can be viewed on the College web site.

In addition to the *Catalog*, SWC prints a *Schedule of Classes* for the fall, spring, summer, and short session terms. The Schedule of Classes also includes information and advertisements regarding individual classes and College programs. Individual

faculty and/or departments typically submit course and program advertisements to the Office of Instruction. Dates of final exams and College policies are also listed in the Schedule of Classes. The *Schedule of Classes* is freely available throughout the College, including the College web site. The *Schedule of Classes* is also mailed to all households of the District.

Electronically, SWC has a web site that provides information regarding admissions, academic programs, class listings, student service resources, administrative services, faculty, news, and events for the College, individual departments, divisions and College policies and procedures.

Analysis:

The SWC Web Team oversees the infrastructure of the web site, including any changes/additions to it. Various web authors make regular updates to the site from their respective departments. Others send requests for updates to the Web Team. Technical upgrades, such as the addition of a new search engine and upgrading of the site to meet web standards for disabled students, are also conducted by the Web Team with guidance and consultation from the SWC Disability Support Services Office (DSS) and the Office of Computer Support Services (CSS). CSS maintains the hardware and software that support the College Internet server.

Upon evaluation of the *Catalog*, it was found that the educational purposes of the College and of each academic program were clearly stated. The *Catalog* is well organized, contains adequate descriptions of each course offered, and lists the degrees and curricular offerings for each program. Information about educational resources such

as the Library, the Learning Resource Center (LRC), and the Health Center is also stated in the *Catalog*. Requirements for admission and degrees are clearly stated, along with the academic calendar and program length. However, school and program resources for some programs at the College are not yet listed.

Course material fees are listed under the Admission and Registration section of the *Catalog*. The Office of Instruction oversees these fees, verifying them each year with the proper departments. Any additional fees that need to be added to the list are updated at this time. Enrollment fees for residents and nonresidents, along with the definition of nonresident status and refund eligibility, are also included in the Admission and Registration section of the *Catalog*.

Information regarding general expenses and financial aid is also found in this section. Additional information regarding financial aid is found within the Student Affairs and Services section of the *Catalog*, along with information regarding emergency loans, student employment services, Educational Opportunity Program Services (EOPS), and scholarship availability. Although all of the information regarding student fees, financial aid, and refund policies are included in the *Catalog*, the sectional placement is a bit confusing and could be more user-friendly. The errors and inconsistencies in the catalog need to be cross checked for accuracy.

The names of administrators, faculty, and Governing Board members are found at the end of the *Catalog* as well as within the departmental pages. In an effort to provide accurate information, the data is sent out for annual review. The Governing Board information is reviewed and updated on an annual basis by the Office of Institutional Advancement; the listing of administrators and faculty is reviewed and updated on an annual basis by the Human Resources Department. The President of the Academic Senate

conducts an annual review of the Faculty Emeriti. Even with all of the reviews, a number of inaccuracies within faculty biographies were noted.

A student focus group was asked to determine how students viewed the *Catalog*. This non-scientific survey asked a variety of questions to more than 100 students concerning the organization, clarity, and usefulness of the *Catalog*. Two results became quite clear: 1) Students find the *Catalog* easy to use and well organized, but 2) Many students are unaware of the differences between the *Catalog* and the *Schedule of Classes*. It appears that many students are not utilizing the resources of the *Catalog*. Clearly, there is a need to make a better effort to educate students on the resources made available to them.

Action Plan:

- Create an annual educational resource update form for each department to complete in order to include all of the College's resources in the *Catalog*. Changes to the *Catalog* need to be forwarded to the Web Team for timely updates to the web site.
- Conduct more student focus groups in an effort to determine how the *Catalog* and *Schedule of Classes* could be altered to make them more user-friendly.
- Continue the process of annual review/ update of degree information. Expand the information to include possible sequence of classes for each major.
- Clearly define the resources available to students at student orientation meetings. Clearly differentiate the *Catalog* from the *Schedule of Classes*.

2.2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of

knowledge and fosters the integrity of the teaching-learning process.

Description:

The policy on Academic Freedom is currently in draft form. It is scheduled to go to the Governing Board for adoption. Upon adoption, it will be stated in the *Policy Manual of the Southwestern Community College District*. The *District Policy Manual* is readily available in the School offices as well as the Human Resources Office.

Analysis:

The Academic Freedom Policy is an excellent foundation for faculty and students. This policy should be distributed to both faculty and students. All segments of the institution should be familiar with this policy in order to ensure comprehensive commitment.

Action Plan:

- Complete adoption of the Academic Freedom Policy by the Governing Board.
- Inform all segments of the College community about the Academic Freedom Policy, its applications, implications, and the District's commitment to upholding it.
- Include the Academic Freedom Policy in appropriate District publications, such as the *College Catalog*, *Faculty Handbook*, *Student Policy Manual*, and on the College web site.
- Submit the Academic Freedom Policy to the *SWC Sun*, the College's student newspaper for publication.
- Include a discussion of the Academic Freedom Policy during orientations for new faculty and administrators.
- Retain a copy of the *District Policy Manual* in the archive section of the College library.

2.3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present

relevant data fairly and objectively to students and others.

Description:

The faculty evaluation, the course outline, and *Curriculum Guides* are used to assess compliance with this section. All tenured faculty are evaluated every three years. All other full time, non-tenured, contract faculty are evaluated annually. The evaluation is conducted by peers, administrative staff, an administrator, and student evaluations. Currently, the Student Evaluation Forms do not ask questions specific to this section.

Analysis:

The faculty and/or administrators on the evaluation team observe the instructor in the classroom. Such written comments can address issues of fairness and objectivity in the presentation of course material. Based on their findings and the student evaluation input, the instructor is rated on the criteria concerning appropriate and acceptable course content and adherence to the course outline or *Curriculum Guide*.

Not all Schools are applying the evaluation process uniformly to part-time faculty.

Assurance that faculty present course content and information in a fair and objective manner is further strengthened by having them follow the course outline for each course that has been formally reviewed and adopted by the Curriculum and Instruction (C&I) Committee. Under provisions of the collective bargaining contract, faculty agree to teach in accordance with the approved course outline.

Action Plan:

- Review the Student Evaluation Form of Faculty to determine whether it adequately addresses the issue of faculty objectivity and impartiality.

- Ensure equal application of the evaluation process for all faculty.
- Continue the practice of submitting course outlines to the Curriculum and Instruction Committee.

2.4. Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

Description:

SWC does not strive to instill specific beliefs or worldviews to its students, faculty, or administrative staff. The philosophy of the College is clearly outlined in the *Catalog* and the *Student Handbook*, including a section on student rights, responsibilities, and activities. Students at the College have both academic and social opportunities to investigate, develop, and expand their worldviews and cultural interests. SWC has a Freedom of Speech Policy. Members of the community and the College are also able to express their academic and social views during open forum discussions at the monthly Governing Board meetings.

Codes of conduct for students are listed in the *Catalog* and the *Student Policy Manual*. Codes of conduct for faculty are clearly outlined in the *Faculty Handbook*, and codes of conduct for administrative and support staff are clearly outlined in the *Administrative Handbook*, the *Confidential Staff Handbook*, and the *Classified Staff Handbook*.

Analysis:

Codes of conduct for students, faculty, administrators, and support staff are clearly outlined in the aforementioned College publications. A *Student Policy Manual* and a *SWC Catalog* are made available to all students. Student resources are also readily

available at the Office of Student Activities, the College bookstore, and the SWC web site. The Office of Student Activities oversees any changes to the *Student Policy Manual* or to the *SWC Catalog* with respect to student rights and responsibilities.

New faculty participate in a series of orientation meetings that include discussions on codes of conduct, academic freedom, and the tenure review process. During these orientations new faculty are given the *Southwestern College Education Association Contract*, the *Tenure Review Packet*, and the *SWC Faculty Handbook*. New administrative and support staff participate in similar orientation meetings and receive the *Administrative Handbook*, the *SWC Confidential Staff Handbook*, and the *SWC Classified Staff Handbook*.

Action Plan:

No action recommended.

2.5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Description:

The *Student Policy Manual* includes a general statement regarding honesty and plagiarism. The document contains sections on the types of discipline or sanctions that result from violations of the rules. Many instructors specify their expectations of academic honesty in their course syllabi.

Analysis:

Uniform standards of academic honesty, including issues raised by new technological developments, are not available. The *Student Policy Manual* refers very generally to dishonesty; however, it does not specifically indicate academic honesty or appropriate

student behavior. There is no definition of cheating or plagiarism although they may be described in the individual instructor's course syllabus. There is an established procedure for disciplinary actions and sanctions in the *2002 Southwestern College Catalog* and *Student Policy Manual*.

Action Plan:

- Revise the *Student Policy Manual* to include definitions of cheating and plagiarism including a clear statement of academic honesty and appropriate student behavior.
- Revise the *Catalog* to reflect the appropriate changes to the *Student Policy Manual*.
- Implement an institutional plagiarism policy.

2.6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description:

Equity and diversity are strong institutional values at SWC. As evident in its published policies and practices, SWC also devotes resources within academic and student services units to further the institution's commitment to equity and diversity.

Policies regarding equity and diversity can be found in the following publications:

- *Southwestern Community College District Policy Manual*
- *SWC Staff Diversity Plan/Policies*
- *SWC Catalog*
- *SWC Schedule of Classes*
- *SWC Student Policy Manual*
- *SWC Administrative Handbook*
- *SWC Classified Staff Handbook*
- *SWC Confidential Staff Handbook*
- *SWC Faculty Handbook*

Faculty and staff have access to the publications via the administrative centers in their respective areas and/or possess

individual copies of the publications for personal reference. Students have access to the publications via the Student Affairs administrative office. Copies of the *Schedule of Classes* and *Catalog* are available throughout the College. *Student Policy Manuals* are available in Student Affairs, the Student Center, and Academic Affairs.

SWC's Staff Development Office provides programs, seminars, and special events that address cultural diversity issues. The strong commitment to cultural diversity was demonstrated in a two-year theme that was devoted to cultural awareness programming in 1997 to 1999. Programs and workshops focusing upon equity and cultural diversity were offered during professional development days as well as throughout the academic year.

During opening day, fall 2002, Dr. Terry Russell was invited to speak to the campus community and create discussion regarding cultural and diversity issues. This year, a variety of speakers will be addressing these important topics.

The Director of Human Resources, under the supervision of the Vice President for Human Resources and Legal Affairs, coordinates and monitors the hiring practices of all candidates to ensure fair and equal treatment. Comprehensive orientations for all members of hiring committees are conducted in which policies on non-discrimination are emphasized.

To contribute to the success of SWC's physically-challenged students, the institution has consistently constructed and renovated facilities in compliance with the requirements of the American Disabilities Act (ADA) to make such facilities accessible, safe, and accommodating.

Analysis:

SWC has a rich history of recruiting faculty and staff from under-represented ethnic groups. Regularly published statistical reports from the Office of Human Resources show the College's strong staff diversity representation. This is especially important because the community served by SWC is one of the most ethnically diverse regions in San Diego County. The student population at SWC also mirrors the diversity of the community with over 81% of its students from ethnic populations.

Currently, SWC is in the process of re-establishing the Staff Diversity Committee. The passage of Prop 209 in 1998 (the reversal of affirmative action) and the three-year legal battle that ensued has put SWC's efforts on hold regarding updating its staff diversity and equity policies. A final ruling was handed down by the California State Supreme Court in December 2001 upholding the intent of Prop 209 and essentially not allowing affirmative action provisions in hiring and recruitment policies for the California College System. SWC is currently awaiting direction from the State Chancellor's Office regarding a system-wide initiative that addresses staff diversity issues.

Many academic departments are involved with developing diverse curricula. The School of Social Sciences and International Studies housed a successful Study Abroad program that includes multicultural curricula and international studies at sites located in Peru, Italy, Spain, and China. Faculty participants in the program have come from the Schools of Mathematics, Science and Engineering; Language and Humanities; Social Sciences and International Studies; and Arts and Communication. The School of Language and Humanities, besides having a successful foreign language department, has instituted a

successful Baja Studies certificate program that enables SWC students to study in Baja California and experience cultural immersion. Faculty participants in the program have come from the Schools of Mathematics, Science and Engineering; Social Sciences and International Studies; and Arts and Communication.

Student clubs and organizations reflect the diverse population of SWC. More than 35 clubs and organizations are established within the Associated Student Organization (ASO). Diversity and equity issues are addressed during the orientation of club/organization leadership, workshops, as well as at biannual student leadership retreats.

Action Plan:

- Acknowledge formally the College's commitment to diversity in its Mission Statement.
- Reactivate and re-define the Staff Diversity Committee to serve a meaningful advisory function for the College's policies and procedures on equity and diversity.
- Include diversity and equity policies of the College on the web site.
- Develop staff development activities that embrace cultural competence in workshop and seminar offerings.

2.7. The institution demonstrates honesty and integrity in its athletic programs.**Description:**

SWC's Athletics Department is a member of the Pacific Coast Conference (PCC), Foothill Athletic Conference, and the California Community College Commission on Athletics (COA).

The College's intercollegiate athletic programs follow the rules and ethics defined by these three oversight organizations. The COA regulations provide the basis for overall

policies and procedures that govern the College's athletic programs. Specifically, SWC's Athletics Department has established its policies and procedures regarding honesty and integrity from the Pacific Coast Conference regulations. The Dean of the School of Health, Physical Education and Athletics, in collaboration with the Athletic Director and coaches, ensures the appropriateness of all recruiting and competition activities as well as fair and equal treatment of each student athlete.

SWC's athletic program requires that each athlete enroll in a minimum of twelve units each semester, of which, a minimum of nine units shall be courses which apply toward the associate degree, remediation, transfer, and/or certification. The Athletic Department works with athletes to enable them to transfer to four year institutions after they have completed the necessary educational requirements at SWC.

Analysis:

SWC has an outstanding athletic program that is recognized within the State of California as both competitive and highly principled. The Athletic Department is committed to the academic success of its students and every effort is made to assist the students to attain their educational goals. The Athletic Director is responsible for ensuring that all coaches are well informed about the PCC rules governing recruitment of athletes, as well as other fairness and integrity issues involved in intercollegiate athletics. The Athletic Director is also SWC's interface with the PCC conference commissioners and represents the College at statewide conferences and seminars. The Athletic Director, coaches, and academic counselors are responsible for interacting with the athletes on an individual basis regarding their academic progress and any personal issues that may arise. Faculty, upon the request of the Athletic Director, coach, or counselor, will provide an athlete's

academic progress report to the requestor. Currently SWC athletes have limited access to the designated athletic program counselor services since the program does not have a full-time designated counselor.

Action Plan:

- Strengthen the formal academic advising program for student athletes by increasing the counseling hours to encourage and monitor academic performance and student success.
- Include a permanent section in the Catalog and web site that provides an overview of SWC's athletic program eligibility requirements for participation in intercollegiate competition.

2.8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and Self-Study requirements

Description:

SWC values its partnership with the WASC Commission and is thorough in its efforts to comply with its standards, policies, guidelines, public disclosure, and Self-Study requirements. The Accreditation Officer is an executive administrator who has had lengthy experience in working effectively with the Commission. A tenured faculty member has been given 100 % release time to co-chair the oversight of the accreditation process. Accreditation Committees have been established for the ten standards. Membership within the committees reflects the diverse representation of the College community including full- and part-time faculty, administrators, classified staff, classified managers, and students. Embracing the philosophy that a fair, candid, and comprehensive Self-Study is a vital vehicle for improvement of the current

educational delivery system, broad based membership and participation within the committees were essential. Each committee met regularly, researched their respective areas via publications and interviews, and carefully prepared a balanced document that reflects an honest assessment of the College's performance.

Analysis:

SWC has partnered with the WASC Commission to orient fully the Accreditation Steering Committee (consisting of standard chairpersons, executive administrators, and faculty leaders). A WASC representative-led workshop was held for members of the Steering Committee, site visits to other community college campuses that were undergoing accreditation were conducted, and Commission staff were available to answer any questions regarding the structure and implementation of the Self-Study.

The Opening Day program for spring semester 2002 was devoted to SWC's Self-Study. All ten Standards Committees presented workshops regarding their specific body of work to staff and faculty. The workshops were so well attended that many recorded a standing-room only audience. Input was solicited from workshop participants showing that a higher level of awareness about the Self-Study effort was achieved.

Action Plan:

- Continue the positive working relationship with the Western Association of Schools and Colleges.
- Continue to provide a College-wide, multi-directional information system that focuses upon Self-Study progress and outcomes.

2.9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all

representations about its mission, programs, and services.

Description:

The *Southwestern Community College District Policy Manual* is updated to reflect changing federal and State law and other external and internal changes. The Office of Human Resources and Legal Affairs, in conjunction with the Office of the Superintendent/President ultimately prepares new and revised policies for Governing Board review throughout the year. The *Policy Manual* is updated as needed by the Office of Human Resources and Legal Affairs. New and/or revised policies are reproduced and distributed to various offices in central locations throughout the College.

The *Catalog* is updated annually and reflects any changes, revisions, and new policies concerning programs and student activities. The *Schedule of Classes* is also revised each semester to list current policies and to provide information regarding the upcoming semester's course offerings.

Analysis:

In November 2001, the position of Director of Publications was established under the supervision of the Vice President for Institutional Advancement. The Director has the responsibility for reviewing documents that are distributed to the College's external community, such as the *Schedule of Classes*, the *Catalog*, the *SWC Annual Report*, and the Alumni Newsletter. The establishment of this position was a positive step toward timely review of College documents.

While Governing Board policies, the *Schedule of Classes*, and the *Catalog* are updated with sufficient regularity, the timeliness with which other institutional documents undergo review and revision is questionable. For example the current edition of the *Classified Staff*

Handbook was last revised in 1985, and the most recent version of the Faculty Handbook dates back to 1989. A regularly scheduled review cycle for such documents is deemed an important process that is currently lacking at SWC.

Action Plan:

- Develop and adhere to a regular timeline and frequent review of important institutional documents.
- Include District policies and College operational procedures on the College web site and devise a system to ensure updated information on a consistent basis.
- Include the *Catalog* and *Schedule of Classes* on the web site.
- Institute a strategic planning process that involves all SWC stakeholders to establish institutional priorities, goals, and objectives in alignment with the College's Mission Statement.

STANDARD TWO: Reference List

- 2-1 *Southwestern College Catalog*
- 2-2 *Management, Supervisory and Confidential Staff Supplement to the Classified Staff Handbook*
- 2-3 *Southwestern College Classified Staff Handbook*
- 2-4 *Southwestern College Administrative Handbook*
- 2-5 *Southwestern College Faculty Handbook*
- 2-6 *Southwestern College Equity Plan (1996-97 revision)*
- 2-7 *Southwestern College Schedule of Classes*
- 2-8 *Policy Manual of the Southwestern Community College District*
- 2-9 *Commission on Athletics - Constitution and Bylaws*
- 2-10 *Pacific Coast Conference Constitution*
- 2-11 *Southwestern College Student Policy Manual*
- 2-12 *Southwestern College Staff Diversity Plan*
- 2-13 *Southwestern College Classified Staff Diversity Report - March 2000*
- 2-14 *Southwestern College District Policy - Sexual Harassment No. 5111*
- 2-15 *Southwestern College District Policy - Student Conduct Standards and Discipline No. 6047*
- 2-16 *Southwestern College District Policy - Student Grievance Policy - No. 6049*
- 2-17 *Memo from CCC Chancellor's Office - September 12, 2001 - Thirteenth Advisory on Proposition 209*
- 2-18 Southwestern College web site, www.swc.cc.ca.us
- 2-19 *Southwestern College proposed Academic Freedom Policy*

STANDARD THREE: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional outcomes which can be validated by objective evidence.

Co-Chairs:

Martha Graham Director of Institutional Research

Terry Russell Faculty, School of Arts & Communication

Committee:

Alma Aguilar Faculty, School of Social Sciences & International Studies

Martha Campa Classified Staff, Administrative Secretary II, School of Counseling & Personal Development

Tanya Carr Student

Scott Finn Faculty, School of Counseling & Personal Development

Ron Gillis Faculty, School of Arts & Communication

Carol Hill Faculty, School of Languages & Humanities

Norma Little Faculty, School of Languages & Humanities

Bruce MacNintch Classified Staff, Library Technician, Academic Information Services

Mark Samuels Faculty, Assessment, School of Counseling & Personal Development

Marcie Sinclair Vice President for Human Resources & Legal Affairs

Angelina Stuart Faculty, School of Languages & Humanities

Evelyn Zarzosa Classified Supervisor, Food Services Operation Supervisor, Food Services

STANDARD THREE: Institutional Effectiveness

3.A INSTITUTIONAL RESEARCH AND EVALUATION

3.A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Description:

The Office of Institutional Research (IR) has been reorganized with the creation of a Director of Institutional Research position and the increase of a part-time analyst position to full-time, giving the office two full-time Research Analysts. The Vice President of the Institutional Advancement unit, of which IR is a part, reports directly to the Superintendent/President, and the office is represented on all College leadership teams. IR plays a major role in establishing and meeting College goals, setting College priorities, and assisting in the College's decision-making processes.

Analysis:

The Office of Institutional Research is responsible for establishing and implementing research priorities as identified under the College's Educational Master Plan. This includes all mandated programs such as Matriculation, Student-Right-to-Know, and Partnership for Excellence, as well as such College initiatives as Program Review.

IR is responsible for conducting the research in support of the State's Matriculation Program. This includes validating all assessment instruments to ensure that the assessment process evaluates and places all students fairly and equitably, and the monitoring of prerequisites/co-requisites.

The College is currently in the third year of a six-year College-wide Program Review called Achieving Institutional Mission (AIM). The AIM Committee that developed the Program

Review process included all vice presidents and representatives from each of the areas involved-academic affairs, student affairs, and administrative units-as well as representative from the Classified Senate, the Academic Senate, and IR. IR compiles a five-year history of student and course characteristics for every academic program undergoing review. IR also develops survey instruments for use in every student services and administrative unit undergoing Program Review, conducts the survey, and analyzes the results. The results of Program Review are used in planning, decision-making, personnel development, program improvement, and the budget process for better utilization of College resources.

Information for analysis undertaken by IR is gathered from Colleague (the College database), surveys, and both shared and online datasets. The College has entered into agreements with the San Diego and Imperial County Community College Association (SDICCCA) to share student performance data among the community colleges and with San Diego State University (SDSU), University of California, San Diego (UCSD), and other four-year institutions to track student progress after they leave SWC.

Sharing of this information has been hampered by the dramatic growth in computing usage at the College and a significant revision in the student database. For example, the increased usage has resulted in a lessening of effectiveness of the College's computer network. A network designed for 500 users now has more than 1,500 users, resulting in a slowing of network access and frequent down-time. In addition, the conversion to Colleague R17 changed or slowed many data collection and dissemination processes.

Action Plan:

- Improve the College's ability to disseminate relevant data.
- Continue to upgrade network and computing resources.

3.A.2 The institution provides the necessary resources for effective research and evaluation.

Description:

IR is under the auspices of the Office of Institutional Advancement. IR engages in the design of research studies, the collection and analysis of data, and the dissemination and reporting of both internal and external data to assist the College in its planning and evaluation processes. In addition to the IR staff, staffing in the Office of Institutional Advancement includes classified directors of community and media relations, grants and development, and publications; a foundation coordinator; and a number of support staff.

Analysis:

IR has earned a very favorable reputation on campus through its effective grasp of College programs and services. Its statistical analyses are used regularly in Program Review and enrollment management. The recent purchase of a CD writer and survey design software and hardware enable a more immediate system for data collection and dissemination to faculty and division offices. Consistent workshop attendance and conference participation, along with upgraded computer hardware and software, strengthen all aspects of thorough delivery of services to the College at large. As the demand for more information to support the College's planning and decision-making processes continues to grow, the issue of level of support, in terms of both personnel and tools, will become more critical.

For example, offering online, web-based surveys for faculty and students will enable the Office of Institutional Advancement - and in particular, IR - to streamline the collection and analysis of data. This information will consistently be used in Program Review, leading to anticipated funding for program improvements based, in part, on the valuable data collected through IR.

Action Plan:

- Augment Institutional Research staff and tools as needs arise.

3.A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Description:

With the development of the AIM Committee, the process of Program Review was established to review, analyze, and assess the content, currency, direction, and quality of all programs and services in order to invest in that unit's future.

The intent of the Program Review process is to promote student-centered educational and service excellence by engaging all College units in self-examination and self-improvement. The review process is designed to be broad-based, accessible, and incorporated into other College-wide processes, such as accreditation, budget, and planning. The College at large is to be informed of the progress made by the various units undergoing review.

The information gathered and analyzed in Program Review aids in planning, decision-making, personnel development, program improvement, and better utilization of the College's resources.

Analysis:

Data to support Program Review that is collected through the Office of Institutional Advancement/Institutional Research consists of historical student and course data and student/staff surveys. The enhanced availability of this information will help promote steady improvement in the quality and currency of all College programs and services. It will provide evidence of institutional effectiveness at all levels for accreditation and promote a broader understanding of the College's many programs and services. Areas in need of improvement will be noted, allowing the College time to seek proactive solutions.

Action Plan:

- Complete the current six-year Program Review cycle to establish a baseline of institutional effectiveness indicators against which to measure subsequent changes and program improvements.
- Develop and implement a College-wide dissemination plan to effectively and consistently communicate results of Program Review self-studies.

3.A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Description:

SWC has a long history of reviewing and strengthening its program areas, the goal of each review being to improve program services and to ensure that program areas support the College Mission. That goal remains at the core of the systematic review in which the College is currently involved. In the past few years, the College's Program Review process was revamped and expanded to include all of its academic, student, and administrative programs and services. The College integrated this review process, now in

its third year, with accreditation, planning, budget development, and other College processes. A primary aim is to link financial support to the needs of a program area so that each area can meet its goals.

Many of SWC's programs are also accredited and/or evaluated by external agencies. Disability Support Services, Extended Opportunities Programs and Services, and Matriculation all undergo periodic on-site reviews. Many academic programs, including Automotive Technology, Child Development, Nursing, Paramedic, and Surgical Technology, are accredited and licensed by external agencies. Recommendations of these reviews result in the College making appropriate program and curriculum improvements.

Analysis:

The College has been responsive to its program evaluations, whether they are driven by internal Program Review or by external agency review. Numerous substantive improvements have been made in response to these evaluations. Communication of the program evaluations and improvements, however, are not widely disseminated and therefore frequently do not result in coordinated efforts.

Measures are needed to provide ongoing feedback on College effectiveness. For example, Partnership for Excellence could be used by the College to provide such feedback. Another attempt to measure the College's *Three-Year Institutional Plan*, known as the "Measures of Institutional Effectiveness", was limited in its scope to enrollment trends. An analysis of student persistence, retention, and success rates is essential to determine their causes and their effects on College processes. To facilitate these efforts, IR has developed an online data library of student and course characteristics. College efforts and improvements will be enhanced with greater College-wide planning.

While the current systematic Program Review process appears to work well and program improvement recommendations are incorporated into the budget planning process, actual financial support, provided through a competitive process to assist units in making program and service improvements, has been inconsistent. The effect has been a limit to the programs/majors the College can offer as well as delays or limitations placed on some program improvements. A U.S. Department of Education - Title V grant awarded to SWC in October 2001 to strengthen persistence and retention for Hispanic students will help to bridge matriculation with instruction and technology.

Progress has been made in incorporating institutional research into College-wide planning, evaluation, and decision-making processes. Further efforts are needed to ensure plans are implemented and coordinated College-wide. The College's *Three-Year Institutional Plan* expired in 2002, and a new plan is critical to these coordinated efforts. An overarching plan is needed to establish College goals and objectives. Other College plans - e.g., the *Educational Master Plan*, *Facilities Master Plan*, and *Technology Plan* - should flow from an *Institutional Plan* and are reliant on the development of an effective *Institutional Plan*.

Also, many questions about program effectiveness remain. As planned, widespread dissemination of Program Review results and increased communication regarding other College research efforts will promote broader understanding of the College's programs and services. Documentation of program improvements in response to evaluations is critical to measuring College effectiveness.

Action Plan:

- Use the results of the current accreditation

Self-Study in the development of a new *Institutional Plan*.

- Use current measures, such as those included in Partnership for Excellence, to disseminate feedback on the College's effectiveness.
- Coordinate Program Review and data analysis, as well as College-wide planning efforts, to promote a broader understanding of College programs and services.
- Expand online data library of student and course characteristics and enhance its availability.

3.B. Institutional Planning

3.B.1 The institution defines and publishes its planning processes and involves appropriate segments of the College community in the development of institutional plans.

Description:

The process of defining and publishing planning at Southwestern College is ongoing, as the College is in a state of growth. As an institution of higher learning, SWC has done an excellent job of creating powerful documents that steer the direction of academic as well as regulatory programs. One of the most effective methods of broadcasting its planning is through the SWC web page, where much information is to be found about the College's Mission, purpose, programs, and projects.

The web page is currently being reviewed and augmented to ensure that the target audiences, prospective students and prospective employees, are able to gain appropriate college information.

Analysis:

The institution's planning process includes a review of four major documents: the *SWC Mission Statement*, the *SWC Facilities Master*

Plan 2000-2015, and the *SWC Educational Master Plan 2000-2015*, as well as the goals set out in the *Three Year Institutional Plan 1998-2001*. The College Leadership Council (CLC) as well as the Executive Management Team (EMT) periodically review these important documents and recommend changes within the institution that are deemed necessary to bring about desired changes. In addition to these documents, the College has also created and regularly reviewed a *Staff Diversity Plan 1998-2001* (which is now outdated) as well as a *Technology Plan*, the latter of which is being reviewed and revised by an educational technology firm contracted to produce a *Technology Implementation Plan*.

The publication and presentation of these documents are well done. The documents are thorough and comprehensive in nature; they contain information that the public and the institution find helpful; and they are made public in Governing Board meetings. Special institutional projects, such as Project Synergy, the Aquatic Center, the “H” Street/Otay Lakes Corner Project, and the planning of the new Learning Resource Center, have been presented at Governing Board meetings as well as to the Academic and Classified Senates. To promote its projects even further, the institution also prints information in the student newspaper (The SWC Sun), the weekly *Staff and Student Bulletin*, Outreach documents for potential future students, and news releases. However, the institution needs to make the decision-making process, as well as the importance of each of its documents, well known to the College community.

While the College’s Mission Statement can be found on the back of every SWC business card, the institutional publications that are used for direction and planning require a more thorough dissemination to ensure that faculty and staff alike are aware of their existence. It

is also important that the *15-year Plans* be supplemented with shorter 3-5 year Operational Plans.

The current Superintendent/President has taken strides in including most facets of the College into the College Leadership Council by changing the membership from only four administrators, four faculty members, a Vice President and the Superintendent/President to a collectively larger membership. Today, the College Leadership Council includes a faculty representative from every School including Counseling and the Library, both the Academic and Classified Senate Presidents, three Vice Presidents and one of the two Provosts who rotate service on the College Leadership Council on a two-year basis. This revision has increased awareness of the *Educational Master Plan* and the *Facilities Master Plan* and is the effort by the administration to make sure that information is making its way to all interested segments of the College.

In addition, the Superintendent/ President has made great efforts to make the College Management Team, comprised of all classified and academic administrators, the conduit of information for the rank and file of the Institution.

Action Plan:

- Define the procedure for stakeholders to provide input into important planning documents.
- Explain the impact of these planning documents, including the decisions derived from them.
- Supplement the 15-year *Educational Master Plan* and the *Facilities Master Plan* with 3-5 year operational plans.
- Revise the Staff Diversity Plan to incorporate legislative changes.

3.B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Description:

SWC worked diligently throughout the 1998-1999 school year to transform its Discipline Assessment into Program Review in order to make it more streamlined, provide more integration of resources, promote a greater sense of self-governance within the disciplines, and provide a focus for future projects and funding. Program Review itself was even renamed Achieving Institution Mission (AIM), an acronym that depicts the true purpose of the Program Review process. Additionally, the Program Review process has been expanded to include all student services and administrative functions.

Analysis:

Before the implementation of the revised Program Review, faculty felt that the inordinate amount of hard work in reevaluating courses, revising curriculum, designing programs, and setting goals within their discipline was useless because the final report would simply gather dust on a designated shelf and not be utilized in any other capacity. Today, however, the Program Review process, while still tedious and time-consuming, is worth the effort, as it now helps to revitalize academic departments with future goals and hopes of future funding for new projects through the College Leadership Council Block Grant selection process.

The yearlong revision of Program Review produced a procedural guide which incorporates many aspects of institutional Planning. This guide includes the SWC Mission Statement, reflects concerns regarding integrated budgeting and planning, incorporates items for WASC review, and takes into account the *Institutional Plan* for the College. Guidance is provided for each unit of

Program Review for a comprehensive self-evaluation of the department's role in achieving the institutional mission. Needs that surface for academic and student support units through their Program Review studies are currently tied to State monies, administered by the College Leadership Council (CLC) through a competitive process. Academic programs and student services functions that are eligible for these funds and that have successfully completed Program Review to document their effectiveness are awarded bonus points for their CLC grant proposals. This step allows programs to fulfill some of their goals and partially fund projects, thus rounding out the Program Review cycle. This last crucial step involving funding was the one that was missing prior to the revision of Program Review. A hoped-for expansion of funding for needs that surface for all units, including administrative units, through the Program Review process, however, would be to fund such needs with District hard-monies rather than relying on soft-monies.

Planning for Program Review is provided through workshops, on Public Folders in Outlook and through dissemination of the *Procedural Guide for Program Review*.

Overall, the integration of evaluation and planning for prioritization of improvements and/or projects has been accomplished very successfully through the revision of Program Review. The Standard Three Committee recommends that the College stay with this model since it promotes both self-direction and shared-governance within the organization.

Action Plan:

- Continue with the current Program Review process.

3.B.3 The institution engages in systematic and integrated educational, financial,

physical, and human resources planning and implements changes to improve programs and services.

Description:

A variety of systematic planning entities have been recently implemented across the board at SWC for improvement of programs and services. The planning groups include the College Leadership Council, Executive Management Team, College Management Team, Jaguar Team, and Joint Administrators Meeting.

Analysis:

The College Leadership Council is the institutional shared-governance body that makes many of the fiscal decisions for the College as well as policy on special projects such as Project Synergy. The College Leadership Council, the membership of which is described in Section 3.B.1, is co-chaired by the Superintendent/President and the President of the Academic Senate, a membership that allows shared-governance in true form. The Executive Management Team, (EMT) is made up of senior administrators while the College Management Team (CMT) includes all academic and classified administrators, managers and supervisors.

A collaborative group of administrators from the academic schools and the student services programs has been formed, called JAM (Joint Administrators Meeting). This group is composed of the vice presidents of academic and student affairs, all instructional deans, student services deans and directors, and the two education centers directors. Its goal is to promote interaction and integrated planning, including the needs of the Higher Education Center at National City and the Education Center at San Ysidro.

The Jaguar Team was charged with developing an integrated strategic plan for

technology based on, and in alignment with, other College plans. Subsequently, a technology contractor was hired to produce the College's tactical and strategic technology plan.

Despite these planning activities, systematic, integrated planning does not appear to be one of SWC's fortés. One such example is witnessed with the growth of the Southwestern College Education Center at San Ysidro and the Higher Education Center at National City; it is important that, as a part of the planning process, academic and operational protocols be established to maintain a cohesive working relationship between the main campus and other sites. The College, however, has made efforts within the last year toward establishing processes that will lead to true integrated planning and budgeting with the inclusion of all facets of the College community (including both Senates) in the decision-making process. This change in atmosphere is a step in the right direction toward more true shared-governance within the institution where all parties are considered stakeholders in the strength and growth of the College.

Action Plan:

- Establish academic and operational protocols between the Centers and the main campus with input from all stakeholders including the Academic and Classified Senates.
- Include all segments of the institution in planning in order to achieve more equitable results and to be more fiscally responsive to the needs of each area of the College.

3.C. Institutional Outcomes Assessment

3.C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Description:

Intended institutional outcomes are included in the *Educational Master Plan*, which contains seven planning themes. Twenty-one major goals and 66 objectives are spread among the seven planning themes. The *Facilities Master Plan* “implements the ideals and goals of the *Educational Master Plan*.”

Both plans cover the years 2000 to 2015. Goals have also been developed through the State’s Partnership for Excellence program. Members of the administration report that the *Accreditation Self-Study* will lead to the revision of some goals and the establishment of additional goals as a part of the revised *Institutional Three-Year*.

SWC has clear documentation on a variety of institutional outcomes. IR documents enrollment, demographics, completions, and student retention and transfer rates. It has reported on institutional effectiveness using objective indicators of efficacy such as student wage reports, degrees and certificates, student persistence data, student profile data, SWC District adult population, and College participation rates.

IR also reports student outcome data to individual departments during their Program Reviews. This information is then analyzed by the departments as a part of their self-evaluation. (See sample of the Reading Department’s: *Five Year History for Reading Skills and the Program Review, 2000-2001*.)

In the Partnership for Excellence program, progress in the areas of transfer rates, degrees and certificates granted, course completion, basic skills, and workforce development are reported annually.

In addition, the Office of Instruction keeps and distributes statistics. Each semester, for example, instructors receive notice of their individual grade distribution and their School’s

grade distribution. The Office of Instruction also maintains statistics on Full Time Equivalent Students (FTES).

Analysis:

IR and the Office of Instruction are very effective in providing statistical data. They are responsive to institutional and department needs. IR, however, is probably not used as often as it should be in evaluating various teaching methodologies. If IR were used for this purpose, additional staff would probably be necessary.

More information is needed about students who have transferred to four-year institutions. To meet this need, SWC works with the San Diego/Imperial County Community College Association (SDICCCA). One of SDICCCA’s goals is to provide statistical information regarding the success of students who have transferred to four-year colleges and universities.

Follow-up on vocational students is also necessary so that the effectiveness of the vocational programs can be affirmed.

Although goals for SWC have been established and some outcomes are well documented, the institution is not systematically reviewing all outcomes. For SWC’s last *Three-Year Institutional Plan*, for example, no follow up evaluation was formally completed.

On the other hand, the Program Review process has been successful in requiring departments to take a close look at what they have accomplished since their last review (5 years prior) and to formally document outcomes. In the year of its Program Review, each eligible academic and student services program is given bonus points for its application for CLC Block Grant funds. Currently, it is this grant money that is used to fund Program Review needs, but the

institution will eventually have to fund needs delineated in Program Review with hard money. (See sample *Program Review for the Reading Department* and the subsequent *College Leadership Council Block Grant* that financed some of the needs described in that Program Review.)

After discussions with faculty and administrators, it is clear that not everyone supports every goal and that sometimes the goals conflict, but the institution seems to be capable of making adjustments. For example, in order to increase enrollment and to make maximum use of the facilities, SWC increased the number of summer sessions, making it more difficult for some employees to do their jobs. The School of Mathematics, Science and Engineering had to restock lab supplies, and the shortened turn-around time made this almost impossible. In response to this situation, the Calendar Committee adjusted the summer schedule to provide additional preparation time and will revise as necessary.

Action Plan:

- Develop a comprehensive planning structure involving all groups of the College.
- Systematically review the outcomes of all plans.
- Seek ways to finance program needs that surface through the Program Review process with hard-money.
- Continue efforts to gather statistical data on all SWC graduates, including those from the vocational programs and the students who transfer to four-year institutions.
- Encourage faculty to use Institutional Research to help determine the most effective teaching methods.

3.C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Description:

SWC has many methods of communicating matters of quality assurance to the public. The Office of Institutional Advancement distributes 100 to 150 press releases a year, cooperates with media requests for information about the College, oversees the publication of the *Annual Report*, *The Messenger*, *SWC Alumni Newsletter*, the *Schedule of Classes* (which are published three times a year and include a section called "SWC News"), the *Catalog*, and special publications that are needed at specific times. The College has adopted a five-year plan for external publications. This plan allows the College to plan effectively for high-cost publications and to represent all of the College entities equitably - academic programs, student services, education Centers, alumni - in publicizing their programs and activities.

In addition, the SWC Superintendent/ President shares the successes of the institution with many civic groups.

The Outreach Program communicates with high schools in the area to let them know how their students are progressing at SWC. Each year two reports are sent to the high schools in the area. One is *The High School Enrollment Report*, and the other is the *First Academic Year Characteristics and Performance of Sweetwater High School Students*.

The Office of Institutional Research has, at various times, provided information to most of these publications or offices; however, The Annual Report contains the greatest amount of statistical information. This publication is distributed to an internal audience as well as all college presidents in the State, elected officials, interested community members, counselors at the local high schools, and is also used in fundraising efforts.

Analysis:

Within the Institutional Advancement unit, the office of Community and Media Relations seems to function very well. In 1999, an external study conducted by Price Research looked at community perceptions of SWC and found them to be significantly better than that of other California community colleges. Ninety percent of the respondents agreed that SWC “offers a wide range of programs that are of interest to the community.” Eighty-five percent agreed that SWC “offers quality programs that assist students in job retraining or career changes.” Eighty-five percent were satisfied with the quality of education provided by SWC and more than one-half rated the quality as excellent or above average. (*Annual Report, 2000 and Price Study*).

Proposition AA, an \$89M capital bond measure to repair deteriorating facilities at the College, passed with 70% approval in fall 2000. This affirms the *Price Study* that indicated that the community is very supportive of SWC.

Selected publications are printed in Spanish but they generally describe specific programs. Given the College’s designation as a Hispanic Serving Institution (HSI) and its large Hispanic population, more of the publications should be printed in Spanish.

Some faculty members believe that internal accountability measures now in place, such as curriculum, program, and tenure reviews, which should provide quality assurance to the general public, are not always publicized as much as they might be. Members of the community may not be aware of the efforts that go into assuring quality in the classroom through these reviews.

In the mid-1990’s when the SWC web site was introduced, it was a good first effort.

Additional work is being done at this point, and all departments are in the process of revising and developing their web pages to meet the needs of the community. It is an important point of contact for the public.

Action Plan:

- Continue work on the web site.
- Communicate to the public the efforts that go into quality assurance in the classroom through the tenure review program, adjunct evaluations, classified employee evaluations, and the Program Review process.
- Print more publications in Spanish.

3.C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Description:

SWC’s IR develops an annual schedule of Institutional Research activities. Both routine/ annual and new research projects are described and submitted to the Office of Institutional Advancement and to the Executive Management Team.

The *Program Review Procedures*, now tied to a budgetary plan, have a built-in period for considering changes in the procedures themselves. Each year for five years, 1/5 of the programs or services of the College participate in Program Review. In the sixth year, the process is reviewed and necessary changes and adjustments are made.

Since the quality of the institution depends on the quality of the individuals serving the institution, it is important to keep current the evaluation policies for individuals. The *Instructional and Non-Instructional Faculty*

Evaluation and Tenure Review Policy and Procedures and the *Classified Evaluation Policy* were revised in 1993. In the *Classified Evaluation Policy*, further clarification has been made for “Needs Improvement” procedures, and adjustments have been made in the timing for reevaluation of long-term employees. Some minor adjustments have also been made in the *Tenure Review Policy*. The *Administrative Evaluation Policy* was revised in summer 2001 and excluded input from the faculty. At the insistence of the Faculty Senate it was revised to include faculty feedback.

Some problems have arisen on campus involving Tenure Review committees. Currently there is no Tenure Review Coordinator.

Institutional plans and planning processes are reviewed and modified, but not systematically. As mentioned in Section 3.C.1. the *Educational Master Plan* has been developed for the years 2000 to 2015. A greater effort is being made to integrate the *Educational Master Plan*, the *Facilities Master Plan* and *Technology Plan* as annual updates are made.

Analysis:

Discussion with faculty and administrators revealed that the process for making plans is not always as effective as it could be. Faculty felt that the plans are sometimes difficult to implement or are not used at all: That the plans are more statements of need than real plans; and that the institution ends up being reactive instead of pro-active. It is the goal of the Program Review process that all planning be bottom up, starting at the unit level. Some planning processes lack the grassroots effort that is necessary. Administrators believe that the plans don't always have a fiscal component and that there must be fiduciary responsibility.

Currently, the *Self-Study for Accreditation* is a bottom-up study. Each of the ten committees has twelve or more members, including full- and part-time faculty administrators, classified employees, students, and technicians. There is good representation from each group.

Action Plan:

- Reassess the tenure review process, including student and peer evaluations, as well as evaluations for adjunct faculty.
- Continue training members of tenure review committees.
- Consider appointing a Tenure Review Coordinator.
- Provide opportunities for faculty to have expanded input into administrative evaluations.

STANDARD THREE: Reference List

- 3-1 *Academic Program Review for the Reading Department*
- 3-2 *Academic Senate Minutes*
- 3-3 *Achieving Institutional Mission: Program Review Procedures Guide* (May 2001 revision)
- 3-4 *Annual Reports of the Partnership for Excellence*
- 3-5 *Classified Senate Minutes*
- 3-6 *College Leadership Council Block Grant Procedures (Request for Proposals)*
- 3-7 *College Management Team Minutes and Agenda* (September 11, 2001)
- 3-8 *Educational Master Plan, 2000-2015*
- 3-9 *Facilities Master Plan, 2000-2015*
- 3-10 *Five Year History of Reading Skills*
- 3-11 *Governing Board Minutes, September 12, 2001*
- 3-12 *"H" Street and Otay Lakes Corner Project*
- 3-13 *Higher Education Center at National City, Plan*
- 3-14 *Instructional and Non-Instructional Faculty Evaluation and Tenure Review Policy and Procedures*
- 3-15 *Joint Administrators Meeting Minutes*
- 3-16 *Partnership for Excellence Annual Reports*
- 3-17 *Report of the Institutional Self-Study for Reaffirmation of Accreditation, March 1997*
- 3-18 *Southwestern College Catalog*
- 3-19 *Staff Diversity Plan, August 11, 1999*
- 3-20 *SWC Alumni Newsletter*
- 3-21 *SWC Catalog*
- 3-22 *SWC Education Center at San Ysidro/Project Synergy Renovation Plan*
- 3-23 *SWC Schedule of Classes, Fall 2001*
- 3-24 *SWC Measures of Institutional Effectiveness*
- 3-25 *SWC Mission Statement*
- 3-26 *SWC Technology Plan*
- 3-27 *The Jaguar Team Minutes*
- 3-28 *The Messenger*
- 3-29 *Three-Year Institutional Plan, 1998-2001*

STANDARD FOUR: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

Co-Chairs:

Kathy Tyner Dean of School of Mathematics, Science & Engineering

Ron Vess Faculty, Academic Information Services

Committee:

Erin Browder Faculty, School of Social Sciences & International Studies

Denis Callahan Faculty, School of Languages & Humanities

Ken Clark Classified Staff, Small Business Services Coordinator, Small Business Development and International Trade Center

Sandra Comstock Director of Nursing & Health Occupations, School of Technology & Human Services

Sylvia Felan-Gonzalez Faculty, School of Counseling & Personal Development

Patricia Flores-Charter Faculty, Disabled Student Services

Tina Goldberg Faculty, School of Mathematics, Science & Engineering

Valerie Hom Classified Staff, Administrative Secretary II, Academic Senate

Matthew Millus Student

Dan Moody Faculty, School of Languages & Humanities

Frank Paiano Faculty, School of Business & Information Services

Raschel Parsons Faculty, School of Business & Information Services

Fernando Poveda Classified Manager, Director of Outreach

Marsha Rutter Faculty, School of Languages & Humanities

Naomi Trapp Davis Faculty, Academic Information Services

STANDARD FOUR: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

Southwestern College (SWC) is an open-access, comprehensive community college dedicated to providing high quality academic programs that address the varied needs of its community and contribute to the economic development of the region. Within the context of these multiple purposes, the Governing Board adopted the SWC Mission Statement in 1993:

“Southwestern College is committed to meeting the educational goals of its students in an environment that promotes intellectual growth and develops human potential.” In addition, the College abides by ten Guiding Principles and nine Guidelines, which were established to provide parameters for the development and delivery of instructional programs. (*Educational Master Plan*, p. 5-1.)

In order to implement its primary mission, the following three documents have been collaboratively developed by faculty, staff and administrators:

- *Educational Master Plan 2000-2015;*
- *Facilities Master Plan 2000-2015; and*
- *1998 Technology Plan.*

These documents provide direction and guidance to the College and also serve as a tangible benchmark for assessing and evaluating institutional progress.

4.A. GENERAL PROVISIONS

4.A.1 The institution seeks to meet the

varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Description:

In keeping with its Mission, SWC offers a variety of educational choices including the following:

- lower division educational programs that prepare students for transfer to senior institutions;
- career and technical (vocational) programs leading to direct entry into the workforce or career advancement;
- a full range of developmental / basic skills courses that prepare students for College level educational pursuits; and
- continuing education.

Continuing education is an umbrella term that includes noncredit, contract, and fee-based courses. (Fall 2001 Continuing Education Opportunities.)

Explanation of Terminology

Noncredit courses are courses that meet community needs in nine instructional areas: parenting, basic skills, English as a Second Language (ESL), citizenship for immigrants, courses for the handicapped, vocational courses, courses for older adults, home economics, and health and safety. (California Education Code, Section 84757.) Noncredit courses are open to the public, are tuition-free, and are not offered for College credit. The College receives apportionment for noncredit courses at approximately half the rate for credit courses. Contract courses (which may be credit, noncredit or not-for-credit) are paid by an employer/organization. Fee-based courses are community services courses for which a fee is charged to individual students. Business-related contract and fee-based courses are referred to as customized training courses. Community service courses are not-for-credit courses that are open to the public and “designed for the physical, mental, moral, economic, or civic development of persons....” (California Code of Regulations Title 5, 55002 d.) No apportionment is collected for students in contract or fee-based courses. Credit and noncredit courses are approved by the Curriculum and Instruction (C&I) Committee (see Section 4.D.1 for a more detailed explanation); not-for-credit courses are approved through a different mechanism (see Section 4.D.6 for a more detailed explanation). (California Code of Regulations Title 5, 55002 a, b, c, d)

STANDARD FOUR

Students may choose from a variety of academic pathways leading to the associate in arts and associate in science degrees, transfer certification, and certificates of achievement.

In order to meet the diverse needs of its students, courses are offered at a variety of times (day, evening and weekend) and duration (full semester and fast-track short sessions), and utilize a range of delivery systems (traditional, television, online and web-enhanced, self-paced). (Fall 2001 Schedule of Classes, and Fall 2001 Fast Track Short Session Schedule of Classes.)

Students may attend classes at the main campus as well as the two Centers (Education Center at San Ysidro and Higher Education Center at National City) and numerous extension sites. A third major site, located in Otay Mesa, is currently under development in order to accommodate future growth.

Analysis:

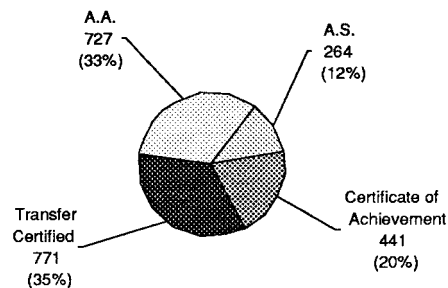
Educational Programs

A variety of educational programs and courses are available to meet the academic needs of students. There are a total of 82 transfer majors and 208 career/technical certificates and degree programs available. Students may select from 1,475 credit and 159 noncredit courses, illustrating the breadth of the curricula. (*SWC Catalog 2001-2002.*) In fall 2001, approximately 2,479 sections of 947 credit courses in 69 disciplines were offered. (*Fall 2001 Schedule of Classes.*) New programs and courses are developed, existing programs and courses are modified, and obsolete programs and courses are inactivated in response to the advancements in knowledge and the changing needs of the community. For example, between 1997 and 2001, 13 new programs were established and 407 new courses were developed and approved. During this same time, 13 programs and 179 courses were inactivated.

(*Curriculum Reports, 1997-2001.*)

The range of degrees and certificates earned by SWC students in 1998-1999 illustrates the demand for the existing scope of academic pathways available. A total of 2,204 degrees and awards were earned, including 727 associate of arts degrees, 264 associate of science degrees, 441 certificates of achievement, and 771 transfer certifications. (Annual Report 2000, p. 19.)

Figure 1
Degrees and Certificates Awarded
1998-1999



The community served by SWC is satisfied with the breadth and quality of the academic programs at SWC. In November 1999, a random telephone survey of 600 local residents indicated that the community has a positive relationship with SWC. Ninety percent of the respondents agreed that SWC offers a wide range of programs that are of interest to the community. Seventy-eight percent of respondents indicated that the quality of academic offerings was either "excellent" or "above-average". Beyond academic programs, 80% agreed that SWC does an excellent job of providing the community with quality cultural programs and events. (*Educational Master Plan*, p. 9-1 and 9-2.)

Continuing Education

Noncredit course offerings have been expanded over the last three years in response to student interest. Between fall 1999 and fall 2001 the total full-time

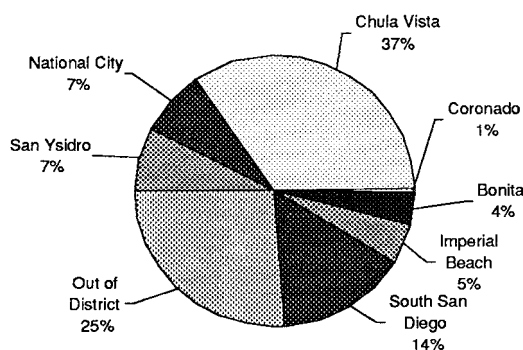
equivalent students (FTES) generated through noncredit courses increased by nearly 1000%, from 11.1 to 114.36 FTES.

Student Population

Student enrollment reflects the rich demographic diversity of the surrounding community and continues to increase at a rate of 2-3% per year.

For the past 15 years, 75% of Southwestern College students have come from communities within the District.

Figure 2
Residency of SWC Students



These communities include Chula Vista, Bonita, Coronado, Imperial Beach, National City, San Ysidro, and South San Diego. (*Annual Report 2001*, p. 16.)

Approximately 8% of SWC's fall 2001 enrollment were students who graduated in spring 2001 from Sweetwater Union High School District (SUHSD) in Chula Vista. This is equal to nearly half of the SUHSD graduating class that year, 44% or 1,553 students. (*High School Enrollment Report Fall, 2001*.)

The College actively recruits high school students through a variety of outreach programs. The SWC Outreach Office gives presentations at local high schools and other area events to encourage students to consider early admission to SWC. As a result

of these efforts, 3,053 students from area high schools applied for early admission in 2001. In addition, SWC has partnered with local high schools to create the College Bound program. College courses, taught by SWC faculty members, are offered each semester at various high school locations. Students who complete these courses receive dual credit and do not pay any enrollment fees or book costs. Credit earned in a College Bound course is transferable to SWC as well as to the California State University (CSU) and University of California (UC) systems.

Ethnicity

The ethnic diversity of the SWC student population parallels that of the District. This is also true of SWC employees. (*Annual Report 2001* and; http://www.sandag.cog.ca.us/data_services/estimates/profiles/sra_profiles.html.)

Figure 3
Demographics of SWC Students and Employees

	Sex (%)		Ethnicity (%)	
	Male	Female	Hispanic	Minority (Total)
SWC Students	45	55	56	83
SWC Employees	41	59	34	49
SWC District Communities	N/A	N/A	46	63

In the past 15 years, the ethnic representation at SWC underwent substantial changes. Hispanic enrollments have increased from 30% to nearly 56%; Caucasian enrollments have decreased from 44% to 17%. (*Annual Report 2000*, and *Annual Report 2001*.) English is not the first language of 19% of

SWC students. (Fall 2001 Opening Day Report, p. 4.)

SWC attracts and retains students from all backgrounds. The percentage of students from each ethnic background remains relatively constant from initial enrollment to completion

Figure 4
Comparison of Enrollment Versus Completion by Ethnicity

	Enrollment	Completion
	Percentage of Total	Percentage of Total
African American	5.7%	4.8%
American Indian or Alaskan Native	0.6%	0.5%
Asian/Pacific Islander	3.6%	4.0%
Caucasian	14.7%	16.6%
Filipino	13.5%	14.4%
Hispanic	57.6%	55.4%
Other/Declined to State	4.3%	4.4%

SWC is seeking new ways to ensure that the educational needs of its diverse population are met. Ethnic studies programs examine the cultures and history of Native-American (Anth 110), Mexican-American (Hist 141, Hist 142, Soc 150, Anth 112), Asian-American (Hist 112, Hist 113, Hist 114, Soc 115), African-American (Hist 110, Hist 111, Hum 150) and Pilipino-American (Soc 112) populations. The College recently received a five-year \$2.2M Title V grant through the U.S. Department of Education. One objective of the grant is "to develop appropriate components for curriculum re-design regarding interactive technology, cultural diversity, learning styles and academic support services." (*SWC Title V Grant*

Proposal, p. 60.) In order to carry out this objective, all SWC courses will be evaluated in a discipline-wide curriculum review.

Academic Preparation

SWC students come from family backgrounds that are familiar with higher education. In fall 2001, 81% of SWC students reported that they were not the first in their family to attend College. (Fall Opening Day Enrollment Report, p.4.)

For a variety of reasons, many individuals come to SWC under-prepared in reading, writing, and math skills. In a study of students from Sweetwater Union High School District. (SUHSD) (Assessment of SUHSD Students, 1996-1997.):

- Only 47% of entering SUHSD students who took the APS Reading Test met the SWC graduation reading requirement (English 158).
- Only 44% of entering SUHSD students who took the APS Writing Test qualified for placement in transfer level English Composition (English 115).
- Only 31% of entering SUHSD who took the Math Assessment test met the SWC graduation math requirement (Math 45, Elementary Algebra).
- Between 1994 and 1997, the percentage of SUHSD students satisfying SWC graduation requirements in English improved from 39% to 44% and in Reading from 42% to 47%, while the percent of students satisfying the SWC graduation requirement for Math fell from 37% to 31%.

To address these concerns, SWC has an extensive basic skills program including English, English as a Second Language (ESL), Reading, and Mathematics. In addition, free tutorial services are available through the Learning Assistance Services Program and the Reading, Writing, and Math/ Science Centers. The Learning Assistance

Services Program assists all members of the College community to achieve their academic goals by helping them master course material and apply effective study strategies. The number of students utilizing academic support services has steadily increased each year.

Educational Attainment, Employment, and Economic Attributes

The educational, employment, and economic attributes of the District differ from that of San Diego County as a whole.

Residents of the District tend to have a lower educational attainment than the county as a whole. (SANDAG, 2000.)

Figure 5
Educational Attainment

Educational Attainment	SWC District	San Diego County
Completed High School (age 25+)	72%	85%
Bachelor's Degree	17%	36%

A greater proportion of residents in the District are employed in service-oriented businesses (40% as compared to 36% county-wide). These lower-paying jobs tend to be more adversely affected by recession. Alternatively, a larger percentage of District residents (32%) are employed in higher paying executive, professional, or technical fields, compared to 30% of all county residents. (SANDAG 2000.)

The median income for families and households in the District is lower than that of the county. (*SANDAG Info*, March-April 1999.)

Over two-thirds of SWC students attend school part-time due to family and work responsibilities. In fall 2001, 83% of SWC students were either employed or looking for work. (*Fall 2001 Opening Day Report*, p. 4.)

The Financial Aid Office reports that 51% of all SWC students receive financial assistance. Since 1994, SWC has seen an increase of 22% in student financial aid from federal and State sources. (*Annual Report, 2000*.)

SWC responds to the challenges of its community by providing a wide range of services and educational choices. SWC supports programs that assist students with personal or economic challenges. The Extended Opportunity Programs and Services (EOPS) serves economically disadvantaged or educationally under-prepared students. Students also receive support from Financial Aid, Disability Support Services (DSS), Veterans Services, and New Horizons/ Women's Resource Center, and Student Employment Services. (*Student Employment Services flyer*.) CalWORKs, or the "California Work Opportunity and Responsibility to Kids" Program, provides coordinated supportive services to welfare-to-work participants in the form of academic/career counseling, College work-study, job placement, child care assistance, and post-employment services to assist them in their effort to attain long term economic self-sufficiency from welfare dependency.

The College offers a wide range of student services that assist students in evaluating their educational goals and setting a plan to achieve them. The Counseling Center, Assessment Center, Career Center, and the Transfer Center are part of this network of support.

It is expected that the economic profile of District residents will change in light of the development of Otay Ranch and the influx of 75,000 new homeowners by 2015. It has been predicted that the household income in Chula Vista will rise by 44% by 2020, more than twice the regional rate of 20%. (*Educational Master Plan*, p. 6-1.)

Growth

SWC has undergone significant growth in recent years and will continue to grow in the future. Between fall 1997 and fall 2001, SWC enrollments grew by 17.3 % from 16,015 to 18,778 students. (California Community Colleges Chancellor's Office - <http://misweb.cccco.edu/mis/onlinestat>.) Between 1997-1998 and 2000-2001, the total full-time equivalent students (FTES) grew by 12.3% from 11,854 to 13,360. (*CCFS 320 Apportionment Reports, 1997-1998, 2000-2001*.) By 2004-2005, the College projects that its student enrollment will reach 20,082, and FTES will reach 13,541. (*Facilities Master Plan 2000-2015*, p. 4-2.)

To support this kind of growth and to continue to provide quality education to the community, SWC is focusing on expansion projects and distance education. The College plans to address the demand for growth by expanding its satellite resources. The College currently supports two satellite centers in San Ysidro and National City.

Because of its unique location in a border community, the San Ysidro Education Center (SYEC) works extensively with the Spanish-speaking population. There is a high demand for bilingual resources at this Center. Enrollment has steadily increased, peaking at 1853 students during fall 2000 with 130 course offerings. (*Project Synergy, 2003*, p. 1.) SYEC currently operates at 160% of capacity and no longer has the physical space to support further growth.

The Higher Education Center (HEC) was established through a partnership between San Diego State University (SDSU), SWC, and National City. The College plans to expand classroom and laboratory space and is actively seeking partnerships with San Diego State University, University of California, San Diego Extension, and the San Diego County Office of Education to develop a

facility that will target a wide range of education needs. (*Educational Master Plan 2000-2015*, p. 11-4.) The expected completion date is fall 2004.

In order to accommodate projected growth, the College has received Center status approval from the California Postsecondary Education Commission (CPEC) to develop a third satellite on a 38-acre site in Olay Mesa that will accommodate approximately 10,000 students by the year 2010. This collaborative effort, called Project Synergy, will involve a partnership consisting of Sweetwater Union High School District, SWC, San Diego State University and businesses and industries of South County. The goal is to link together “the high school, Community College, and university experience of South County in an integrated, seamless 9-16+ experience...[in order to] increase the collegiate participation and enhance the ‘employability’ of these students.” Its projected completion date is fall 2005. Programs at this site will focus on several strands including computer science/technology, border issues, teacher education and child development, international business, and criminal justice. (*Project Synergy, 2001*, p. 7-9 and *Educational Master Plan*, p. 7-3.)

Construction of the new Learning Resource Center (LRC) is underway and will be completed in January 2003. The existing LRC will combine its resources with the library in the new, approximately 87,000 square foot building. The building infrastructure is designed to support new developments in technology and distance learning. The College plans to explore wireless technology for the computer labs and classrooms. The College will offer more choices in distance education via new equipment purchases designed to support live audio and video.

The College is committed to the development of distance education and online coursework components. Two committees have been established to address issues related to

technology and distance learning. Subcommittee E, part of the Curriculum and Instruction Committee, evaluates all curricula incorporating technology. The Jaguar Team (see Standard Section 3.B.3) was charged with developing an integrated strategic plan for technology based on, and in alignment with, other College Plans (e.g. *Educational Master Plan, Institutional Three-Year Plan.*) Subsequently, Campus Works (CWI) was hired to produce the College's tactical and strategic *Technology Plan*.

During the 2001-2002 school year, SWC initiated a pilot project to offer online courses through Blackboard, a course management system. As a result, 18 courses have been offered online and over 100 courses have been web-enhanced. Courses hosted by Blackboard increased from 24 in June 2001 to 145 in January 2002. (*Academic Information Services Newsletter*, June 2002, p. 1.)

The College plans to expand Blackboard training for faculty, staff, and students. Also, the College will analyze feedback from the pilot project. The College has approved continued funding for this resource beyond the pilot project completion date of June 2002.

Effective distance education and online courses require sophisticated network hardware and personnel to handle the data load. The Computer Systems and Services (CSS) Department is currently undergoing reorganization. The College maintained a contract with Campus Works until July 31, 2002, when an overhaul of the computer network which was to have been completed. During this process, the College commissioned reports from Campus Works regarding personnel and infrastructure.

Action Plan:

- Evaluate and expand course offerings in distance education as needed.
- Continue to develop extension sites.
- Regularly reassess each College program

for consistency with the College's Mission and Goals.

- Continue to develop educational programs that are consistent with the institutional Mission, the service-area demographics/economics, and the student constituency.

4.A.2 Programs and courses leading to degrees are offered in a manner that provides students the opportunity to complete the program as announced, within a reasonable time.

Description:

All degree programs at SWC are designed to be completed in two years by full-time students. As stated in the 1996 Self-Study (p. 42), "The general pattern is to cycle courses at least once every four semesters and offer them in sufficient numbers to meet students' needs."

SWC offers multiple sections of the basic courses at the main campus, satellite centers, and extension sites. Normally upper level classes are offered each semester or at least once per year. SWC has expanded the weekend and summer offerings.

In its Program Review analysis (see Section 4.D.1 for a more complete discussion of Program Review), each discipline assesses the response of their discipline to changing enrollment patterns. The following statements must be addressed in Program Review. (*Achieving Institutional Mission: Program Review, Procedures Guide*, p. 20.):

- The number of course sections offered each semester is in response to student demand for those courses.
- The schedule patterns (times, sequencing, backups, etc.) optimize student enrollment and completion.
- Required courses are scheduled with adequate frequency to ensure timely completion of program requirements.

- Faculty monitor enrollment patterns and develop strategies for appropriate changes.

The matriculation process is designed to assist students to achieve their educational goals in a timely manner. The four-step process is: Admission; Assessment (to determine appropriate placement in reading, math, English and English as a Second Language courses); Orientation and Advisement (to learn about assessment results, course selection, degree requirements, recommended course preparation, prerequisites and College resources); and Registration. (*SWC Catalog 2001-2002*, p. 19.) Counselors help students create individualized student education plans (SEP) that detail the order of classes to be taken.

Analysis:

While the general policy to offer all required courses in a program of study at least once every four semesters is usually followed, no formalized mechanism assures that this occurs. Inadvertent omissions have occurred when one School oversees a program and a different School oversees one or more of the required courses. For example in 2000-01, three mathematics courses (Math 150C, Math 150F, and Math 230), which were required for the Computer Science Certificate (*SWC Catalog 2000-2001*, p. 118), had not been offered for six semesters. At the time, the Computer Science Program was overseen by the School of Business and Information Systems and the scheduling of mathematics courses was overseen by the School of Mathematics, Science and Engineering.

In addition, no formalized mechanism assures that existing programs aren't impacted when courses are deactivated. For example, deactivation of the three mathematics courses listed above resulted in reduction of the number of required units for the Computer Science Certificate (*SWC Catalog 2001-2002*,

p. 129) below the 18 unit minimum required by law (California Code of Regulations, Title 5, Section 55806) While this specific situation has been resolved by moving the Computer Science Program into the School of Mathematics, Science and Engineering, revision of the Course Modification Form to include a question on the impact of course deactivation on existing academic programs would be advisable.

In order to provide students the opportunity to complete programs within a reasonable time, SWC strives to offer an adequate number of course sections. In fall 2001, approximately 2,479 sections of 947 courses in 69 disciplines were offered at the main campus, 2 satellite centers, and 29 other sites. The College also offered nine television and eleven online courses that allowed students to meet general education requirements in the areas of physical science, history, psychology, economics, political science, sociology, and child development. (*Fall 2001 Schedule of Classes, Fall 2001 Off Site Classes Memo*, July 23, 2001.)

Most students fall into one of two groups in terms of their preferred class hours: traditional and non-traditional. The full-time, traditional student prefers day classes and selects morning over afternoon classes. The non-traditional students, most of whom work, prefer late afternoon, evening, and weekend offerings. All programs schedule for both types of students so that each group is well served.

SWC offers fast-track, accelerated short - courses and other configurations that enable the non-traditional students to take more than one or two classes in a semester. A total of 444 fast track classes were offered in fall 2001 (*Fall 2001 Schedule of Classes*). A pilot program of web-based class offerings and a self-paced mathematics program, which allows the student to finish the class at his or her own pace (open-exit), are available.

Courses that utilize both an open entry/open exit configuration are currently not available.

Several factors delay the students' academic progress including students' entry skills, part-time status, uncertainty and/or change in educational goals, and personal responsibilities. SWC offers various programs to assist students with the obstacles to their academic progress including basic skills courses, counseling, and childcare services. Childcare facilities at the main campus, Higher Education Center at National City, and Otay Mesa site are planned. For example, approximately \$6M in Proposition AA bond funds have been allocated to the design and construction of a new Child Development Center that will serve 125 children and provide child development classrooms on the main campus. (*Proposition AA Position Paper.*)

To date, the average length of time for students to complete their programs of study has not been quantified through analysis of student data. The School of Mathematics, Science and Engineering is undertaking a longitudinal study of students with majors in mathematics, science and engineering in order to establish an average student profile. This information will be used to improve services to students and to mitigate obstacles to their success.

Many classes are over-subscribed, and student demand cannot be met due to limitations on facilities. These include developmental English, Mathematics, and Computer and Information Systems courses.

Currently no formalized, structured enrollment management analysis is conducted (other than reviewing waiting list trends) to determine the number of general education and basic skills courses needed to accommodate growth and to meet student educational needs. Such an analysis might bring to light bottlenecks in the current course offerings that inhibit the progress of student in

reaching their academic goals. In addition, it would provide a quantitative tool for responding to growth. Such an analysis should consider enrollment growth, student attendance patterns (full-time, part-time, day and night), and students' education plans (SEPs).

Currently, the *College Catalog* is inconsistent with regard to prescribed semester-by-semester, year-by-year examples of how to complete programs. Some programs contain examples; many do not.

Action Plan:

- Implement a formalized mechanism to assure that required courses in academic programs are offered a minimum of once every four semesters.
- Revise the Course Modification Form to include a question on the impact of deactivating a course on existing academic programs.
- Continue to ensure that students complete programs within reasonable time periods.
- Evaluate and expand the availability of classes for the non-traditional student, including the weekend College program, early hour classes, television, and online courses.
- Study the feasibility of beginning a pilot open-entry/open-exit program with one of the over-subscribed classes.
- Continue to use Program Review and other evaluation procedures to address problems of impacted programs and specific courses.
- Evaluate and expand childcare availability as needed.
- Conduct an analysis to determine the average length of time for a full-time student to attend SWC continuously to complete his/her associate degree.
- Develop a formalized, structured enrollment management planning tool that will analyze the number of course offerings needed in

response to growth and student educational needs.

- For each program in the College Catalog, include examples of a prescribed semester-by-semester plan for completion of the program.

4.A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description:

In order to keep pace with the advancement of knowledge and the needs of the community, new programs and courses are developed and obsolete ones are inactivated.

The viability of instructional programs is determined through the Program Review process. Procedures for reviewing and approving all curricula, including programs to be eliminated or significantly changed, have been established by the Curriculum and Instruction Committee and are overseen by the Office of Instruction.

When a program is eliminated, the courses within that program are offered for a sufficient time to allow students within the program to achieve degree completion. A program can be “canceled on paper,” which means that new students will not be able to select the programs as their major course of study for a degree or certificate. Currently enrolled students retain Catalog rights dating back to their earliest semester of continuous enrollment or any subsequent *Catalog* within periods of continuous enrollment, thus guaranteeing the opportunity to graduate with the requirements that were in effect at the time they began their major or certificate program. If there are major modifications to requirements, the student can choose to graduate either under the old requirements or

the new ones. All major requirements must be completed using the same Catalog. (*SWC Catalog 2000-2001*, p. 42.)

When a required course within a program is deleted, the deleted course is either replaced with another course that fulfills the same requirement or it continues to be offered for an appropriate length of time prior to the deletion becoming effective.

The following policy on course deletion was approved by the Curriculum and Instruction Committee in 1975. “Courses that have not been offered in six semesters will be automatically dropped from the College Catalog. Departments must be notified one year in advance before a course is to be dropped from the Catalog.” (*Curriculum Handbook, 1988*, II-4.)

Analysis:

The efforts of SWC to respond to the changing needs of the community are illustrated by the turnover of programs and courses. Between 1997 and 2001, 13 programs and 179 courses were inactivated. During this same time interval, 13 new programs were established and 407 new courses were developed. (*Curriculum Reports, 1997 - 2001*.)

The institution continues to give careful consideration to the impact of curricular changes on students’ ability to complete a program without disruption.

Existing policies and procedures for deletion of programs and courses are carefully administered, based on curriculum planning, and consistent with the resources of the institution and the needs of the community served by the institution.

A policy to ensure that students may complete their courses of study in a timely manner when programs and courses are deleted is

under development by the Curriculum and Instruction Committee. (*Program Discontinuance Draft.*)

At the present time, no policy exists that establishes objective criteria for program deletion. As recommended by the previous WASC site visit, “The College should establish objective criteria for determining which instructional programs are no longer viable.” (*Evaluation Report, 1997.*) The Curriculum and Instruction Committee is developing a policy that addresses this recommendation. (*Program Discontinuance Draft.*)

The *Curriculum Handbook* has not been revised since 1988 and should be updated to include these new policies. A revision is in progress.

The list of inactivated courses and programs is not readily accessible to students. Rather, this information is published in a *Catalog Addendum (2001-2002 Catalog Addendum)*, to which students usually do not have access unless they meet with a counselor.

Action Plan:

- Implement a policy to ensure that students can complete their courses of study in a timely manner when programs and courses are deleted.
- Establish objective criteria for determining which instructional programs are no longer viable.
- Complete the revision of the Curriculum Handbook, which is the guideline for all aspects of the curriculum process, including the addition and/or deletion of classes, and establish a mechanism for annual review.
- Include notices about program/course deletions or substantial changes in the print and online College Catalog.

4.A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Description:

Standards 7, 8 and 9 provide a more detailed discussion of the human, financial, and physical resources available to the District. Standard 6 discusses the technological resources in more detail.

The College assesses the availability and distribution of human, financial, and physical resources to support educational programs and to ensure achievement of the goals and objectives of these programs in all service locations and in all instructional delivery methods. The assessment occurs during College-wide Program Reviews of academic disciplines, student services, and administrative segments. In addition, the *SWC Educational Master Plan* was developed to “provide direction and guidance to the College over the next fifteen years.” In addition, the *Facilities Master Plan 2000 - 2015* was commissioned in order to provide “basic information required to guide future development in the district.”

The College Leadership Council (CLC) has established a process to prioritize the allocation of scarce capital resources via competitive Block Grant proposals. The distribution of monies is open to all programs. (*2002-2003 SWC CLC Block Grant Program.*) The College Leadership Council (CLC) prioritizes the proposals through a point system, with additional bonus points added to those programs undergoing Program Review.

Provision of adequate resources is constrained by the SWC budget and a rapid growth in enrollment. Budget constraints are

the result, in part, of a long-standing inequity in State funding of community colleges. SWC is funded at the lowest rate per FTES of any District in the state. (*SWC 2001 Annual Report, p. 20.*)

Southwestern College's physical resources, based on the load-ratios reported in Standard 8, are being outstripped by demand. The College is striving to address the demand for growth, which is due in part to the development of Otay Ranch and the building of 75,000 new homes in the District by 2015.

The College has explored alternative sources of funding for improvement of facilities including external grants, expansion of College revenue-generating activities, and the development of mutually beneficial partnerships with other educational institutions and/or businesses. Examples are the Higher Education Center, the Aquatic Center, and the use of matching Architectural Barrier Removal State funding to improve campus access for students with disabilities. In addition, the District voters recently approved passage of a bond for \$89M that will address a long list of maintenance needs. It will also allow for development of a new campus at Otay Mesa. (*Proposition AA Position Paper.*)

The College has made, or is in the process of making, major improvements to its facilities including the Student Center, the Learning Resource Center (which houses the new library), the Academic Success Center, the Aquatic Center, the Child Development Center, as well as the Otay Mesa site, and the Centers at San Ysidro and National City.

Support for instructional programs are provided by a variety of support services. These programs include the Academic Success Center, AmeriCorps/Service Learning, Assessment Center, Center for Technical Education and Career, CalWORKs, Library, Learning Resource Center,

Counseling, Disability Support Services, Health Services, Child Development Center, Extended Opportunity Program and Services, Financial Aid, Outreach, Career Center, Student Employment Services, and Women's Resource Center. Several programs have both instructional and student services components including Bridges to the Future; Math, Engineering, Science Achievement; Puente; Extended Opportunity Program Services Summer Readiness Program; Summer Bridge; and Disability Support Services Special Classes.

Analysis:

In spite of difficulties, the District attempts to provide appropriate human, financial, and physical resources to support its educational programs, although they are not always sufficient to meet demand.

Between fall 1997 and fall 2001, SWC has experienced a 17% increase in enrollment that has significantly constrained human, financial, and physical resources. The College has also experienced significant growth at its Centers.

Funds are not automatically provided through the existing budget process to those areas that support the College's growth. This has strained office support staff, student services, and supply budgets. A budget formula is needed that assures that funds are automatically provided to hire faculty, student services personnel and office staff, and to augment supply budgets in response to growth.

As a result of this growth, demand for some classes, such as developmental math and English composition, can't always be met. Courses are offered at 7 a.m., on weekends, or at extension sites in order to meet student needs. Eventually growth will be directed to the Otay Mesa site, which will open in 2005.

According to SWC's *1997 and 2001 Full-Time Faculty Obligation Reports*, the number of full-time equivalent contract and regular faculty has increased from 190 in 1997 to 261 in 2001* (see Note), but this increase has not kept pace with the growth in enrollment. For example, the instructional hours taught by full-time faculty has decreased from 57% in 1997 to 53% in 2001. If no further growth occurred, it would be necessary to hire an additional 19 instructors to re-establish the 1997 percent of instructional hours taught by full time faculty.

• Note: California mandates that community colleges employ a minimum number of full-time equivalent faculty (FTEF), based on growth and FTES. (California Code of Regulations, Title 5, Section 51025) Compliance is determined through yearly submission of a Full Time Faculty Obligation Report to the California Community College Chancellor's Office. The total hours of credit instruction taught by instructional faculty plus the total hours worked by non-instructional faculty is converted to an instructional time base pursuant to California Code of Regulations, Title 5, Section 53310. This is then converted to FTEF. In addition to instructional and non-instructional faculty, the reported FTEF includes faculty on sabbatical and personal leaves, librarians, counselors and faculty who retired during the previous academic year. Thus the number of FTEF computed via this reporting method is somewhat elevated over the actual number of full-time faculty, but it is useful as a means of comparison between 1997 and 2001 since the computation is standardized and documented.

Due to State budget deficits in addition to SWC's low FTES apportionment rate, only limited replacements of faculty have been funded in 2002-2003. Growth positions have not been funded, even though the College enrollment has increased by 2.7% in the last year. Furthermore, a hiring freeze has been implemented for classified staff.

Categorical funds are used to support certain programs, and these programs risk elimination when categorical funds are cut. For example, the CalWORKs Program is at risk of being eliminated because of the State budget deficit. Similarly, a major limitation affecting the Assessment Office is the lack of District support. Almost all of its funds are categorical, coming from Matriculation. Every year, the program must ask for additional funds in order to provide essential services to students.

Sufficient planning and support for technology continues to be a concern. As recommended by the previous WASC Visiting Team (*Evaluation Report Southwestern College*, p. 7.), "the College should develop a comprehensive Technology Plan to encompass the short-and long-range needs of academic, student services, and administrative areas." In addition, "The College should establish a schedule and funding plan for the systematic replacement and upgrade of capital equipment." In 1998 a *Technology Plan* was developed, however it has not been implemented. Recently Campus Works produced a draft *Technology Plan (Technology Plan-Executive Management Team Version)*, which is undergoing review by the College community.

A timeline for purchasing new, replacing obsolete, and/or upgrading existing instructional equipment in a manner that is cost-effective, efficient, and reasonably predictable should be developed. The inventory of all College instructional equipment and technology that is maintained by the Office of Business and Operations and classroom technology inventories that have been conducted in an effort to implement a room scheduling software, called Schedule 25, should be used.

One concern relating to Program Review is that Block Grant Funds (soft-moneys) from the State have been insufficient to meet the needs of current programs for instructional materials. Block Grant Funds are neither assured nor constant. (Program Review is discussed further in Section 4.D.1.)

A second concern relating to Program Review is that there is no budget process in place for assuring that adequate budgets for faculty and staff, equipment, and supplies will be earmarked for new instructional programs as they are developed and approved through Curriculum and Instruction Committee.

The institution should consider integrating the Program Review process with the development of the *Educational, Facilities, and Technology Plans*. Currently these documents do not relate or connect with each other. Needs identified through these processes should be integrated into a single list and prioritized through an established process.

The *Facilities Master Plan* recommended that room utilization data be recorded each fall semester in order to prepare required State submittals for capital improvements. The Office of Instruction keeps room utilization data, but collection of this data is not done on a regular basis at the present time.

The *Facilities Master Plan 2000-2015* indicates that the College is not meeting the utilization goals set forth in the State space standards. It is expected that the efficiency of room utilization will be increased once regular on-going data acquisition is carried out using the Model 25 software, which is a companion program to Schedule 25. In addition, the *Facilities Master Plan* also indicated that existing spaces in the 200, 400 and 500 series buildings could be “revised” into more efficient uses.

Expansion of efforts to locate alternate sources of funding is needed. While the College secured \$7M in grant funds in 2000 (or approximately 10% of its yearly budget) (*Educational Master Plan 2000-2015*, p. 9-4), it is likely that more funding would be acquired more efficiently if an additional grant writer/manager were hired to assist faculty in developing and implementing their proposals. In addition, mutually beneficial relationships with other educational institutions and/or businesses should be developed.

Action Plan:

- Implement a funding formula for responding to growth that includes hiring faculty, student

services personnel, office staff, and augmenting supplies.

- Seek equity funding for FTES from the State Chancellor and through State legislation.
- Expedite the hiring of instructional faculty and classified support staff who directly affect the instructional programs.
- Expedite an increase of the percentage of instructional hours taught by full-time faculty.
- Renew the College’s commitment to the 75/25 ratio provisions of AB1725 as finances permit and enrollment patterns continue to demonstrate a stable growth pattern in discipline/program areas needing new staff.
- Address staffing and instructional materials concerns through participation of administration, classified staff, and faculty in the development of the College’s budget.
- Continue to evaluate curriculum and program development/deletion to best serve student needs and assure adequate financial support for current offerings.
- Revise and implement the *Technology Plan* to encompass the short- and long-range needs of academic, student services, and administrative areas.
- Establish a minimal yearly funding allocation from hard-money (discretionary funds) for Program Review priorities.
- Implement a budget mechanism for assuring that adequate budgets for faculty, staff, equipment, and supplies are earmarked for new instructional programs prior to their approval by the Curriculum and Instruction Committee.
- Integrate the needs identified through Program Review with the *Educational Master Plan*, the *Facilities Master Plan*, and the *Technology Plan* into a single list that is prioritized through an established process.
- Have the College Leadership Council establish priorities for the allocation of available discretionary resources.
- Using the inventory of existing instructional equipment, establish a timeline and funding plan for the systematic and timely upgrade and replacement of equipment.
- Collect and document room utilization data,

as recommended by the *Facilities Master Plan*.

- Increase the search for alternative sources of financing with special attention to expanding College revenue-generating activities and developing mutually beneficial partnerships with other educational institutions and/or businesses.
- Investigate the feasibility of hiring an additional grant writer and providing training for faculty in grant-writing.

4.A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Description:

Standard 5 provides additional discussion of the educational support needs of SWC's student population and the institution's provision of appropriate services.

Counseling services are provided at both the main campus and the Centers. Services available to students include transfer, academic, and career and personal counseling.

SWC provides a cadre of twenty (20) full-time counselors and ten (10) adjunct counselors to guide students in their educational choices. Some counselors are assigned to special programs such as Disability Support Services, Extended Opportunity Program and Services, and the Math, Engineering, Science Achievement (MESA) Project. During peak times, the College utilizes Outreach staff and student peer advisors to assist new and continuing students with enrollment information as well as adding and dropping courses.

Counseling faculty and instructional faculty often team-teach or work collaboratively on

special programs that assist new students in making the transition from high school to community college (e.g. Extended Opportunity Program Services Summer Readiness Program, Outreach Early Admissions, Math Summer Bridge Program) and the transition from community College to a four-year college or university (University Link; Math, Engineering, Science Achievement; Bridges to the Future). Students in these programs have very high persistence and retention rates.

Student Affairs plans to increase efficiency in the delivery of services to students. This will be done by offering matriculation to students via the web site. In addition, when the Library moves to the new LRC, Student Affairs plans to move all services into one location to improve the coordination between its programs and offer to students "one-stop" service. (*Educational Master Plan 2000-2015*, p. 12-1.)

Analysis:

The counseling faculty is responsible for formal academic and career advising. In addition, concerned academic faculty perform informal academic advising in their discipline. On-going communication and cooperation between Counseling and the instructional departments is necessary to ensure the integrity of the College's advising program.

Students may utilize individual counseling appointments to develop a Student Educational Plan (SEP) and enroll in a variety of personal development courses. These appointments are usually half-hour sessions. In 2001, the total number of counseling appointments was 26,927. In addition, a total of 10,566 SEPs were on file (the number of SEPs generated since inception of electronic SEPs). A total of 1,248 students enrolled in a personal development course.

All full-time, tenure-track counselors are trained for a two-week period through job shadowing activities and one-on-one mentoring provided by another tenured faculty member. (*Summary of Counselor Training for 2001-2002.*) After the two-week period, counselors continue to meet with their faculty mentor weekly for one-hour sessions where questions are answered and SEPs are reviewed. Part-time, adjunct counseling faculty are also assigned a mentor and meet weekly for half-hour or one-hour sessions. In addition, all adjunct and newly hired tenure-track counseling faculty are provided monthly training sessions coordinated by the department chair. Each three-hour training session is facilitated by various counselors on various topics. Each participant is given a training binder to collate materials and handouts provided by the trainers.

The discipline conducts biweekly meetings where counseling issues and best practices are shared. The School of Counseling and Personal Development conducts alternating weekly meetings where guest speakers from various disciplines, majors, other Colleges, etc. are invited to provide in-service to counselors.

In addition to the above, the counseling faculty believe mentoring and internships are also an important responsibility to the profession as a whole. Several interns participate in mentoring activities with tenure-track counselors. Some interns are participants of San Diego/Imperial Counties Community Colleges Association (SDICCCA), and some are graduate students volunteering as part of their practicum requirements.

Counselors serve on various College committees to provide input and share information about the School of Counseling and Personal Development.

The majority of students are satisfied with the level of services provided by the School of

Counseling and Personal Development. The 1998-1999 Program Review indicated 92% of students surveyed rated the overall impression of their experience with the quality of counseling services favorably. Seventy-three percent of the students indicated that counselors were very concerned or concerned about their well being.

Action Plan:

- Devise a more formalized faculty-advising program that teams counselors with discipline faculty.
- Expand student support services to include weekend hours.
- Review counseling appointment process.
- Continue to provide input for the new student services building to ensure that there is sufficient office space for counseling staff.

4.B. DEGREE AND CERTIFICATE PROGRAMS

4.B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Description:

In keeping with its Mission, SWC offers a variety of educational choices including:

- lower-division educational programs that prepare students for transfer to senior institutions;
- career and technical (vocational) programs leading to direct entry into the workforce or career advancement;
- a full range of developmental / basic skills courses that prepare students for college-level educational pursuits; and

- Continuing education courses (see Section 4.A.1).

To ensure that programs match the College's Mission and serve its student population, the Curriculum and Instruction Committee and its five working subcommittees (A-E) review all new and modified degree and certificate programs with respect to length, breadth, depth, and sequencing of courses and synthesis of learning. The Program Review process, which is designed to be an ongoing process, also examines programs for adherence to the College Mission.

Analysis:

All credit and noncredit curriculum, regardless of where it originates and how it is delivered, is processed through the centralized Curriculum and Instruction Committee that meets monthly. Discipline faculty must justify that proposed new courses, course modifications, and educational programs are consistent with the College Mission, service-area demographics, workforce development, and student needs. Subcommittee A of the Curriculum and Instruction Committee is charged with the review of curricular changes, subject to the approval of the Curriculum and Instruction Committee as a whole. Thereafter, curricular changes are sent to the Governing Board for approval.

Proposals for new vocational programs must reflect the support of an Industry Advisory Committee and contain Occupational Needs Assessment surveys and Employment Development Department (EDD) regional job data. Following program approval, follow-up reports of student success rates and occupational placement data is provided to SWC by the Chancellor's Office, is updated each year, and is used as a factor in determining which vocational education programs will be funded each year through the Vocational and Technical Education Act (VTEA) grant funds.

In order to carry out the College's Mission, educational programs are developed and structured to meet the needs of the communities served by the District. The College has conducted community and business surveys to obtain more information about the needs and desires of the areas that it serves. The efficacy of programs and course offerings has been validated through student follow-up reporting, articulation efforts with feeder secondary schools and transfer institutions, vocational advisory group input, and employer surveys.

The College has continued to respond to service area demographics and educational needs through its satellite and extension sites. Full service Centers at San Ysidro and National City and extension sites in the South Bay, City of Coronado, Naval Air Station (NAS), and Naval Amphibious Base (NAB) provide under-served students the opportunity to participate in higher education. In order to accommodate projected growth, a 38-acre site in Otay Mesa is being developed.

Action Plan:

- No action recommended.

4.B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Description:

SWC identifies its degrees and certificates in ways that are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies. The print and online Catalogs are reviewed and updated regularly and use a

consistent format to provide the following degree, certificate, and discipline information:

- a general description;
- a list of potential career options;
- a recommendation to students to consult with a counselor to develop a Student Educational Plan;
- a semester-by-semester layout of discipline-specific courses required to earn a certificate and/or associate degree in the discipline; and
- general information about the associate degrees and transfers to four-year institutions.

In addition, some disciplines provide links to web sites that facilitate student access to articulation information (e.g. assist.org) and common transfer institutions.

Departments supplement the Catalog with brochures and other materials that communicate the goals and objectives of their individual programs. Web pages are currently under development for many disciplines and programs.

Official course outlines, on file in the Office of Instruction and Schools, list the specific knowledge and skills that students must master in order to successfully complete specific courses within programs.

Analysis:

The Catalog is the primary means of identifying SWC degrees and certificates. Discipline-specific information in the Catalog is revised yearly with input from the faculty, however the general information has not been carefully scrutinized for accuracy and clarity. Errors and inconsistencies in the information on academic and general education plans have been perpetuated over several years, causing confusion among students and faculty. Efforts to correct these errors are underway through the Office of Instruction,

including establishment of a Catalog Committee.

Supplementary publications, including brochures, provide a means for marketing and outreach, as well as useful program and course information. Within the constraints of their budget, the Office of Institutional Advancement is developing brochures for all College programs using input from the discipline faculty and instructional administrators.

School, department, and discipline web pages are an important source of program and course information. These web sites must be regularly updated, however no mechanism currently exists for supporting this on-going process.

Action Plan:

- Establish a Catalog Committee to regularly revise the general information sections of the College Catalog.
- Provide funding for the development of brochures for all programs.
- Establish a mechanism for supporting the development and ongoing revision of discipline and program web sites.

4.B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Description:

Learning outcomes for degree and certificate programs are identified and made public through course outlines and course syllabi. Students who complete these courses and programs demonstrate the achievement of the published objectives through their mastery of examinations, skill tests, and papers.

Official course outlines list the measurable course objectives and minimum standards (learning outcomes) that students must achieve at a 70% proficiency for a grade of 'C.' Course outlines are available in the Office of Instruction and School offices. Some Schools have placed course outlines on their discipline web pages where they may be easily accessed by students and faculty.

All course outlines for SWC degree and certificate programs are approved by Subcommittee A. Modifications of the official course outline also require the approval of Subcommittee A.

Course syllabi, written by the instructional faculty for each course taught, are provided to students during the first week of classes. Each School office collects course syllabi by the end of the first week of the term. Syllabi are evaluated using the syllabi checklist that is part of the evaluation process. (*Instructional and Non-Instructional Faculty Evaluation and Tenure Review Policy and Procedures*, p. 72.)

According to the Faculty Handbook (p. B-50), instructors determine course grades. They must present their grading system in writing as part of the syllabus given to the students. Grades are based on the learning objectives and grading criteria in the course outlines. The general grading policy is published in the *College Catalog*.

Analysis:

Course outlines are currently maintained by each academic School and the Office of Instruction, albeit somewhat haphazardly. The Academic Senate and the Office of Instruction are in the process of correcting this. The curricular process is discussed more fully in Section 4.D.1.

A centrally maintained and regularly updated web page would significantly improve the accessibility of course outlines (with their

measurable course objectives) by students, faculty, and student support service staff. School web pages could link to this site, as appropriate, in order to provide a secondary access.

School, department, and discipline web pages are an important source of program and course information. These web sites must be regularly updated. However, no mechanism currently exists for supporting this ongoing process.

Although an established policy requires that course syllabi list course objectives, individual faculty often list their own course objectives rather than the measurable objectives contained in the course outlines. The policy should be clarified to require that all course syllabi list the learning objectives from the course outline verbatim or provide the web site address where they may be obtained.

The College grading system and policy statement have been reviewed on several occasions by various committees including the Curriculum and Instruction Committee, which is ultimately responsible for recommending changes. No major changes have been made since adoption of the system in 1981-1982 and the policy statement in 1986. On several occasions, both the local and State Academic Senates have discussed the addition of plus and minus values to the grading scale. To date, no changes have been recommended.

Grade distribution reports are provided each semester to instructional administrators upon request. Although previously distributed on a regular basis to the faculty, this data wasn't provided to faculty in 2001-2002 due to difficulties involved in converting the Colleague Software System to the most recent version. However, grade distribution data that compares institution, school, discipline, and course grading outcomes is provided during the Program Review process.

Action Plan:

- Establish a central web site for course outlines, to which Schools may link their web pages.
- Implement a requirement that all course syllabi list the learning objectives from the course outline verbatim or provide the web site address where they may be obtained.
- Conduct “Successful Completion” studies and analyze grade distribution reports to assess the impact of curriculum and policy change.

4.B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Description:

The SWC philosophy of general education, which is undergoing revision, states, “The College believes that a comprehensive education introduces the student to the fundamentals of human experience and knowledge in the context of a global society. Such experience provides a common base of learning for all students and seeks to meet the needs of a student body diverse in social, cultural and educational backgrounds. It also serves to develop creativity and critical thinking skills essential to the attainment of personal goals and to the ability of the individual to make a positive contribution to society.” (*SWC Catalog 2001-2002*, p. 41.)

Further, “the purpose of general education is to enhance learning and to add breadth to the College experience in order to complement the specialization in the major. The general education curriculum does provide coherence to undergraduate education, affording the student the opportunity to develop an integrated overview of the diverse fields of

human knowledge.”

In order to earn an associate degree, students must satisfactorily complete 60 or more units of coursework that satisfy all the graduation requirements. “Satisfactorily completed” means either credit earned for a credit/no credit course or cumulative grade point average of 2.0 or better for credit earned on a grading scale basis.

General education requirements (21 units) and major requirements (18 units) are included in the 60 units. The College has an extensive list of courses that meet general education requirements to ensure that every student who receives an associate degree has an introduction to the content and methodology of the major areas of knowledge. Students completing an associate degree are required to complete a major consisting of 18 or more units of focused study in a specific discipline or area of study in accordance with State law. (California Code of Regulations, Title 5, Section 55806.)

Analysis:

In all degree programs, the categories of knowledge and the courses offered within each constitute an effort to require diversity and breadth in each student’s education. Categories include computer literacy, language and analytical thinking, natural sciences, social and behavioral sciences, humanities, physical education, and health education.

Credit courses (both degree applicable and non-degree applicable) and noncredit courses follow the same approval process in full compliance with California Title 5 regulations. (California Code of Regulations, Title 5, Section 55002, a,b,c.) SWC courses that satisfy general education requirements for graduation are determined and evaluated by Subcommittee B of the Curriculum and Instruction Committee. The Curriculum and

Instruction Committee approves each course and program based on an intensive and complete analysis of need and rationale.

Courses within the discipline follow a logical sequence, and the theories and methods of inquiry associated with the discipline are incorporated in that sequence of classes.

Action Plan:

- No action recommended.

4.B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Description:

All students who plan to graduate with an associate degree are required to meet reading, writing, and computational (math) proficiencies. The reading and computational (math) proficiencies may be met by satisfactory performance on specific assessments.

The College expects its graduates to have developed skills in the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication.

Analysis:

Students who complete the degree program have met the language and computation requirements described below. The degree and transfer curriculum exposes and introduces students to a broad area of knowledge, especially in arts and humanities, English, and sciences. Moreover, many of the certificate programs require students to complete courses in the liberal arts and sciences in addition to a concentrated preparation in the focused discipline.

The READING PROFICIENCY requirement is met by satisfactory performance on the Southwestern College Reading Assessment. The requirement may also be met by satisfactory completion (with a grade of "C" or better) of English 158 or English 116 or credit in English 12.

Reading requirements for College courses are currently under evaluation in order to determine appropriate rigor. The Curriculum and Instruction Committee is seeking to establish a standard reading requirement of English 158 for all transfer-level courses.

The ENGLISH WRITING PROFICIENCY requires completion (grade of "C" or better) one of the following:

AS 167 - Written Communication in Administration of Justice
 BUS 211 - Communication in Business and Industry
 BUS 212 - Business Communication
 ENG 105 - Practical Writing
 ENG 114 - Introduction to Composition
 ENG 115 - Exposition and Argumentation
 ENG 116 - Critical Thinking and Composition

The COMPUTATIONAL PROFICIENCY requirement can be satisfied by any one of the following:

- Satisfactory completion (with a grade of "C" or better, or credit) of Math 45 (Elementary Algebra) or a higher numbered math course;
- or
- Mathematics assessment results that indicate eligibility for Math 65 (Intermediate Algebra) or a higher numbered math course;
- or
- Satisfactory completion (with a "C" or better, or credit) of any course from an established list of equivalent courses including but not limited to BUS 183.

One goal of the Mathematics faculty is to increase the cohesiveness of the developmental math program (Math 20, Math 35, Math 45, and Math 65) in order to ensure that, upon completion, students have a more consistent skill level. Faculty have worked to achieve this goal through implementation of departmental final exams in order to improve course consistency and quality and through expansion of faculty mentoring in order to provide an accessible instructional resource to adjunct faculty. Achievement of a more consistent skill level in students completing developmental math courses will translate into increased student success.

A concern has been expressed over the appropriateness of the low-level computation graduation requirement of Math 45. This non-transferable course is equivalent to a 10th grade high school elementary algebra course. Moreover, Mathematics for Life course might be more appropriate.

Modification of the minimum proficiency requirements requires submission of a formal recommendation to Subcommittee B of the Curriculum and Instruction Committee. Subcommittee B will then confer with the appropriate discipline. If approved by Subcommittee B, the recommendation is presented to the entire Curriculum and Instruction Committee. If approved by this body, the recommendation is passed to the Governing Board for final approval.

Action Plan:

- Evaluate the appropriateness of the computation requirement for graduation and make recommendation to the Curriculum and Instruction Committee.
- Review and update syllabi and course outlines with appropriate recommended preparations and prerequisites to ensure that students demonstrate competence in the use of language and computation.

4.B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Description:

The technical and professional competence of students completing SWC vocational and occupational programs is determined by the instructional faculty based on student achievement of the measurable course objectives and minimum standards found in the official course outline. Faculty members evaluate students in individual courses based on their performance on examinations,

assignments, class projects, laboratory performance, and other activities appropriate for assessing student achievement. Grade summary reports and performance evaluations document student success and retention/persistence. In selected programs, outside agencies assist in measuring student competencies.

Core measures, standards, and surveys are used to measure student retention rates, course completion rates, and employment status after completing or leaving a program. The Vocational and Technical Education Act (VTEA) provides statistics on SWC students enrolled in vocational education programs and compares them to State averages. Priority funding is based on these core indicators.

The College establishes and validates the technical and professional competence of students completing vocational and occupational programs in several ways. Competencies have been established by:

- Business/industry partners (e.g. CISCO);
- Regulatory agencies, and State agencies (e.g. licensed vocational nurse [LVN], registered nurse [RN], and Certified Nursing Assistant programs [CAN]); and
- Business/Industry, occupational advisory committees (e.g. Biotechnology).

Validation of the technical and professional competency occurs through a variety of means, including:

- Program completion (Computer Science);
- Industry-based certification examinations of (CISCO, etc.); and
- State or national testing and license (Nursing).

Due to the quality of the SWC Police Academy and its graduates, students who complete their training at SWC are granted a waiver by Los Angeles and San Diego Police Departments and, once hired, do not need to repeat the Police Department basic training.

Analysis:

SWC monitors students completing vocational and occupational programs and documents that they are technically and professionally competent in several ways:

a. Employer feedback and surveys - The College requests feedback from employers on graduates' work performance and their observations relating to the quality of preparation to enter their respective field. This feedback is from Advisory Committees and annual student and employer surveys.

b. State agency regulation and oversight - Students completing the NA, Paramedic, LVN, and Associate Degree RN programs are required to pass national or State competency examinations and apply for licensing within the appropriate jurisdiction. These programs have standards that are required by State regulatory bodies and are reviewed systematically on a regular schedule. Additionally, all vocational disciplines participate in the Program Review process.

c. Job placement and retention statistics - For some programs, statistics are compiled annually on the number of students successfully placed in jobs (e.g. VTEA Core Indicators of Performance by Vocational Taxonomy of Programs [TOP] Code). Currently the College has no formal program of determining retention other than on an ad-hoc basis. Nursing student statistics are compiled each year and evaluated.

d. Work-based learning experiences and internships - Potential graduates are assigned preceptors in the workplace in order to develop skills and receive on-the-job training in their area of concentration. Cooperative Work Experience Education (CWEE) permits students with declared majors to earn College credit by engaging in a paid or unpaid internship program related to their major. To be eligible for CWEE, the student must:

- Be enrolled in, and successfully complete, at least seven units, including his/her CWEE class;
- Have a declared major;
- Work in either a paid or unpaid position related to his/her major;
- Develop job performance objectives each semester of participation; and
- Apply during the regular College registration period.

e. Faculty observation and testing of enrolled students - The faculty observes, evaluates, and grades all students enrolled in vocational and occupational programs on a routine basis. Individuals who do not meet minimal standards to enter into a selected field are not advanced.

Many disciplines include a work-based learning component through internships, clinicals or work experience. Many students find employment as a result of these work-learning experiences. Some disciplines maintain informal student placement data.

Action Plan:

- Expand and refine the vocational programs in order to meet the needs of community-based business and industry.
- Improve data collection methods on student job placement, including greater number of employer satisfaction surveys.

4.C. GENERAL EDUCATION

4.C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Description:

SWC has a general education component in all of its associate degree programs and, in some cases, its certificate programs. This component is consistent with the institutional

mission to base its programs in the tradition of the liberal arts and sciences (see Section 4.B.4 for further discussion).

Analysis:

A student may meet the general education requirements for an associate degree by completing any of the general education plans offered by SWC. (*SWC Catalog 2001-2002*, p. 41.) The pathways are:

- Plan A (for students who don't intend to transfer);
- Plan B (for students who plan to transfer to California State University);
- Intersegmental General Education Transfer Curriculum (IGETC) (for students who plan to transfer to either University of California or a California State University); or
- Transfer Admission Guarantee (TAG) (for students who plan to transfer to a specific institution with which a special TAG agreement exists). The general education requirements for TAG are not included in the *Catalog*.

Complete listings of courses that meet the requirements for Plan A, Plan B, and IGETC are provided in the printed and online Catalogs. Although these academic plans are described in the Catalog, a table comparing each would help to clarify the advantages and disadvantages of each pathway to the students.

Students may choose to pursue either an associate in arts degree or an associate in science degree. A student may meet the general education requirements for an associate degree by completing any of the Plans (A, B, IGETC, or TAG) offered by SWC. A minimum of 60 total units, including the general education requirements, are required for an associate degree. Students must achieve a cumulative "C" grade point average (2.0) for all coursework used for the degree. (*SWC Catalog 2001-2002*, p. 45.)

Students pursuing an associate degree may earn a major in the following three areas:

- Discipline-specific major (consists of 18 units plus additional graduation requirements);
- General studies major (consists of 18 or more transferable units plus additional graduation requirements); or
- Transfer Studies (consists of certification of completion for one of the general education plans: B, IGETC, or TAG).

The course requirements for these academic pathways are published in the printed and online Catalogs.

In addition to the list of transferable general education courses for a California State University (CSU) (Plan B, IGETC) and University of California (UC) (IGETC) Systems, the latest course-to-course articulation agreements between Southwestern College (SWC) and San Diego State University (SDSU) and University of California, San Diego (UCSD) are also provided in the SWC Catalog (pp. 59-66.)

Some areas of concern regarding the Catalog include:

- The TAG plan is not explained in the Catalog; it is merely mentioned as one of the general education plans offered by the College.
- The effective dates of the Plan B and IGETC pathways shown in the *Catalog* are one year behind (i.e. in the *2001-2002 Catalog*, the Plan B and IGETC agreements show effective dates of (2000-2001). This is due to timeline constraints in producing the Catalog, which is caused by a calendar year that begins summer-fall-spring. The College is investigating altering the calendar year to begin fall-spring-summer in order to mitigate this problem.
- A valuable feature in the 2000-2001 Catalog that was eliminated in the 2001-2002 Catalog

is a list of courses common to all the general education patterns.

- The Chancellor's Office articulation information web site, ASSIST, is a valuable resource to students. Its link and a general description of its benefit to students should be included in the general information section of the *Catalog*.
- The general information contained in the Catalog has not been carefully scrutinized for accuracy and clarity. Errors and inconsistencies in the information on academic and general education plans as well as ambiguities in the topic headings have been perpetuated over several catalog years, causing confusion among students and faculty. Efforts to correct these errors are underway through the Office of Instruction, including establishment of a Catalog Committee.
- While information about the general education component is available both in the printed and online Catalogs, gaining access to the online Catalog from the SWC homepage requires navigating through two links (e.g.: <http://www.swc.cc.ca.us>, click on Departments, click on Academic Schools/*Catalog*).

Action Plan:

- Include in the *College Catalog* a detailed description of the University of California, San Diego, and the San Diego State University Transfer Agreement Guarantee general education plan options.
- Include in the *College Catalog* a table comparing each academic pathway (Plan A, Plan B, Intersegmental General Education Transfer Curriculum, Transfer Agreement Guarantee) to clarify the advantages and disadvantages of each to the students.
- Change the calendar year from summer-fall-spring to fall-spring-summer to coincide with that of the transfer institutions.
- Provide up-to-date information to students about the various general education plans available to them.

- Include in the *College Catalog* information about the articulation information site, www.assist.org, which provides students access to a variety of articulation agreements among public California higher education institutions.
- For future Catalogs, reinstate a listing of courses common to all general education plans (as was available in the *2000-2001 College Catalog*).
- Improve the user-friendliness of the *College Catalog* (e.g. topic headings, index).
- Locate a direct link on the homepage of the College web site to the *College Catalog*.

4.C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Description:

The Southwestern College general education degree requirements are based on a philosophy and rationale that is stated in both the print and online *Catalogs*.

“SWC is committed to providing general education coursework encompassing the following areas: communication skills, natural sciences, arts, humanities, and social and behavioral sciences, and which are basic to effective living and full participation in a democratic society.”

Furthermore, “the College believes that a comprehensive education introduces the student to the fundamentals of human experience and knowledge in the context of a global society. Such an experience provides a common base of learning for students and seeks to meet the needs of a student body diverse in social, cultural, and educational backgrounds. It also serves to develop creativity and critical thinking skills essential

to the attainment of personal goals and to the ability of the individual to make a positive contribution to society.”

In addition, “the purpose of general education, therefore, is to enhance learning and to add breadth to the College experience to complement the specialization in the major. The general education curriculum thus provides coherence to undergraduate education, affording the student the opportunity to develop an overview of the diverse fields of human knowledge.”

Analysis:

The current general education philosophy is undergoing revision.

The course requirements for general education (GE) reflect the current SWC general education philosophy and rationale, and a variety of courses are available to meet the interests of a diverse student population.

Discipline faculty determine the appropriateness of each course in the general education component using the California Code of Regulations Title 5 section 55805.5 as guidance (*Curriculum Handbook*, VI-6).

Subcommittee B of the Curriculum and Instruction Committee approves inclusion of courses in the Plan A general education pathway. Courses intended for inclusion in the general education requirements of Plan B, IGETC, and TAG are submitted by the SWC Articulation Officer to the appropriate transfer institution for approval.

The College has a minimum proficiency requirement in reading comprehension, English writing, and math. The assessment of these minimum proficiencies is the responsibility of the College Assessment Office, under the direction of the Dean of Student Services.

Modification of the minimum proficiency requirements requires submission of a formal recommendation to Subcommittee B of the Curriculum and Instruction Committee. Subcommittee B will then confer with the appropriate discipline. If approved by Subcommittee B, the recommendation is presented to the entire Curriculum and Instruction Committee. If approved by this body, the recommendation is passed to the Governing Board for final approval.

This same procedure is used to add or delete courses in the general education plan. This procedure has been successful in assuring appropriateness and academic rigor of the courses that it scrutinizes.

The College requires coursework in both physical education and health in order to earn an associate degree. These requirements can be met through satisfactory course completion, course challenge, or acceptable substitution. The relevancy of these requirements and the methods available to satisfying them should be reviewed.

Computer literacy is an additional requirement for an associate degree. Students may satisfy this requirement with a one-unit course selected from a list of eighteen acceptable courses found in the Catalog. (SWC Catalog 2001-2002, pp. 42-43.) “Students who have a background in computers may substitute a more advanced computer course or may have this requirement waived by verified work experience in the computer field.” There has been an on going discussion as to the relevancy of this requirement and Subcommittee B has been charged with making a recommendation to Curriculum and Instruction.

Action Plan:

- Identify skills acceptable for meeting the computer literacy requirement.
- Review the relevancy of the health, physical education, and computer literacy requirements.

- Complete the revision of the general education philosophy and rationale.

4.C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Description:

Students awarded SWC associate degrees meet general education requirements by completing any of the plans offered by the College (Plan A, Plan B, IGETC or TAG). General education courses are drawn from Language and Analytical Thinking, Natural Science, Humanities, and Social and Behavioral Science fields.

Analysis:

As stated in the *Catalog*, general education “introduces the students to the fundamentals of human experience and knowledge in the context of a global society. Such experience provides a common base of learning for all students.... It also serves to develop creativity and critical thinking skills essential to the attainment of personal goals and to the ability of the individual to make a positive contribution to society.”

The general education program introduces the content and methodology of the major areas of knowledge. Program coursework requires students to develop communication ability and important social attitudes. In addition, the program requires critical thinking and computer literacy skills.

The College supports computer literacy as an important goal. Completion of a computer literacy course, or the equivalent proficiency, is required for the associate degree. The *Catalog* states that the computer literacy requirement may be met through satisfactory course completion or acceptable substitution.

Subcommittee B of the Curriculum and Instruction Committee is establishing a definition of computer literacy and studying whether an appropriate assessment instrument could be developed for students who wish to satisfy computer literacy requirements via course challenge.

The general education program is culturally and educationally diverse, reflecting the population, interests, and concerns of the region. Students can develop an appreciation for cultural diversity through several ethnic and gender studies programs. Group C and/or D offerings that qualify for Plan A or B transfers include topics of specific regional interest such as Art and Culture of Pre-Hispanic Mexico, Hispanic American Theater, African American Culture, Chicano Literature, Women in History, Filipino-American History, Introduction to Music of Mexico, Mariachi Performance, Elementary Tagalog, and Portuguese, with others too numerous to mention.

The College recently received a five-year Title V grant for \$2.2M, from the U.S. Department of Education. One of the objectives of the grant is “to develop appropriate components for curriculum re-design regarding interactive technology, cultural diversity, learning styles and academic support services.” One hundred percent of SWC courses will be evaluated in a discipline-wide curriculum review.

Action Plan:

- Evaluate alternate methods for satisfying the computer literacy requirement and

implement, if appropriate.

- Modify the Program Review process to evaluate the curriculum as a whole, and general education courses in particular, to determine if more culturally diverse programs, courses, and/or content should be included.

4.C.4 Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Description:

The degree to which the student is competent in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking is reflected in the final course grade assigned by the instructor. As stated in the Catalog, "the grade assigned to each student in a course directly reflects the students achievement of a specific set of objectives. A student entering a course assumes the responsibility to master the objectives of the course to the best of their ability."

The four possible general education pathways (Plan A, Plan B, IGETC, and TAG) include courses in which students must demonstrate competency in oral and written communication (e.g. all courses in Plan A), scientific (e.g. courses in Plan A, section B), and qualitative reasoning (e.g. courses in Plan A, section A), and critical thinking (e.g. all courses in Plan A).

Analysis:

To meet the standards of course rigor, critical thinking, quantitative analysis, communication skills, and other requirements, the Curriculum and Instruction Committee continuously reviews and revises the general education plans to provide a coherent, integrated learning experience that provides a core of

common learning.

Measurable course objectives and minimum standards are stated in course outlines and in course syllabi. Skills and competencies are demonstrated through written examinations, oral reports, collaborative projects, and daily assignments and are reflected in the final course grade.

Faculty are expected to adhere to the course outline in their courses. Schools and departments monitor adherence through the faculty evaluation process and regular examination of syllabi (see Section 4.D.2 for further discussion of faculty evaluation process.)

Grade distribution data for specific courses should be provided to instructors on a semester-by-semester basis.

Action Plan:

- Reinstate the distribution of grade data to faculty each semester.

4.D. CURRICULUM AND INSTRUCTION

4.D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Description:

Curriculum Process:

Establishment of curriculum is expressly the domain of the faculty.

The College has clearly defined processes for establishing and evaluating its credit and

noncredit educational programs through the Curriculum and Instruction Committee. The process followed for approval of credit and noncredit programs and courses is exactly the same, but different approval forms are used. (*New Credit Course Form, and New Noncredit Course Form.*)

The Curriculum and Instruction Committee is a standing committee established by joint agreement of the Academic Senate and the College Administration. The Curriculum and Instruction Committee is overseen by the Academic Senate. This joint committee is composed of faculty and instructional administrators, the majority of whom are faculty.

Five subcommittees deal with various aspects of the curriculum process:

Subcommittee A: Course / Program approvals, modifications and inactivations

Subcommittee B: Graduation Requirements (Plan A)

Subcommittee C: Program Review

Subcommittee D: Curriculum Development Grants

Subcommittee E: Instructional Technology and Distance Learning

Credit and noncredit courses and programs are developed, evaluated and modified (as needed) by discipline faculty members in collaboration with department chairs (faculty) and academic administrators (deans). In some cases input may also be sought from potential employers, advisory groups, other College units, or members of the community-at-large.

Once the department chair and dean approve the curriculum, it is referred to the Office of Instruction and begins the official approval process through the Curriculum and Instruction Committee. Following approval through the Curriculum and Instruction process, the curriculum is forwarded to the Governing Board for approval.

Fee-based (individual pays) and contract (employer or organization pays) courses fall under the Title 5 provisions for community service and are not required to follow the same curriculum development and approval

process as credit and noncredit courses. These courses are approved by the dean overseeing customized training and, thereafter, by the Governing Board. (California Code of Regulations, Title 5 Regulations, Section 55002 a,b,c,d.)

Program Review

Program Review was developed in 1999 by a subcommittee of the College Leadership Council called Achieving Institutional Mission (AIM). AIM is composed of representatives from the Academic Senate, Curriculum and Instruction Committee, and administrators. It “serves as a facilitator to the universal Program Review process and communicates the results of the reviews to the College Leadership Council and to the Governing Board.”

The role of the College Leadership Council is to serve “as the College steering committee for institutional planning and as the budget development committee in recommending general institutional priorities for allocation of available resources based on the College mission, strategic goals, planning assumptions, and funding.” The College Leadership Council forwards budgetary recommendations to the Executive Management Team (EMT) for consideration. (*2002-2003 Budget Preparation*, p. 2; *Achieving Institutional Mission: Program Review: Procedures Guide May 2001*, p.3-9.)

The College Leadership Council oversees the Program Review process and has two identified functions:

- To consider new initiatives brought to light in the Program Review process in developing their recommendation of “general institutional priorities for allocation of available resources”, and
- To determine allocation of Block Grant monies, according to their adopted guidelines.

In principal, the results of the Program Reviews are considered in the College's annual planning and budgetary process. "It is the College's intent to utilize the results of each year's Program Reviews as a basis for funding decisions made through the College's budget process." (*Achieving Institutional Mission: Program Review: Procedures Guide May 2001*, p. 4.) Completed Program Reviews are used in the decision making process for new faculty hires, added funding, and assessment activities with the discipline and the School.

Currently Program Review is conducted on a six-year cycle: five years for the review of all programs and services and one year for review and update of the process. Each program and service undergoes Program Review once during the five years. Approximately 14 to 20 academic programs, Schools, departments, and administrative units undergo Program Review in a given year. (*Six Year Cycle Adopted by AIM, 3/14/02*.)

Each unit undergoing Program Review conducts a thorough self-study, formulates a plan, and prioritizes needs in light of established data. The data and results gleaned from the Program Reviews are integrated into the rationale for decision-making and action. The Program Review analysis is summarized in a written report containing these components: statistical data, survey results, self-study, executive summary, and review form. The unit's Program Review document is evaluated and accepted by the appropriate reviewing body once it has determined that all criteria have been adequately addressed.

For academic programs, Program Review aids in the evaluation, refinement, and development of up-to-date course offerings. "The review of academic programs is intended to improve the overall quality of existing instructional programs offered to SWC

students through the Academic Affairs sector. Its purpose is to assist the faculty in conducting a self-study of their programs to assure that the educational programs are responsive to the needs of our students, as stated in the College's Mission Statement, and the District's diverse community." (*Achieving Institutional Mission: Program Review: Procedures Guide May 2001*, p. 8.) During Program Review, the discipline faculty examine curriculum offerings, the scope and sequence of programs, and when each course was last reviewed or modified. Statistical data provided by Institutional Research is essential in making accurate judgments and gaining insights to the effectiveness of the College's offerings.

Written Program Reviews for an academic program, produced by discipline faculty in collaboration with their dean, are submitted for review and approval to Curriculum and Instruction Subcommittee C. Thereafter, the Vice President for Academic Affairs receives the executive summaries of the Program Reviews and forwards them to AIM. In turn, AIM forwards them to the College Leadership Council for inclusion in the recommendations for planning and budget consideration.

The Program Review process for academic programs is evaluated yearly by Subcommittee C of the Curriculum and Instruction Committee and refined as needed.

Analysis:

Curriculum Process

The curricular approval process, one of the strengths of the College, works well in most cases and involves faculty. New courses and programs are developed at the discipline level in collaboration with department chairs and the dean. At this point, the process breaks down somewhat. The following have been identified as areas of concern:

1. Insufficient technical and clerical assistance and review that causes delays in preparing the documents.

2. Lack of understanding of the importance of the curriculum process by faculty, which results in:

- Submission of course outlines with typos and grammatical errors;
- Time delays when the committee attempts to correct the course outlines;
- Creation of an antagonistic environment between the Subcommittee A members and the discipline faculty presenting the course outline; and
- Failure to obtain the appropriate approvals prior to Subcommittee A meetings.

3. Excessive volume of curriculum submissions during the fall semester that causes:

- delays in the process of approval;
- missed deadlines for articulation agreements; and
- excessive pressure on committee members to lower standards;

As a result, an additional review committee (Pre-Subcommittee A) has been established to screen submissions for content and technical correctness.

4. The curricular approval process is cumbersome and lacks a clear path, which causes:

- undue delays and confusion;
- curriculum changes not being processed appropriately through sub-committees;
- appropriate offices not being notified of course changes; and
- no streamlined process for minor changes such as the selection of text books.

5. Procedural changes are not communicated adequately.

Course outlines are currently maintained by each School and the Office of Instruction, albeit somewhat haphazardly. For example, once course modifications are approved, there is no process that assures that the final version of the course outline (e.g. free of strikeouts etc.) is forwarded to the Office of Instruction by the Schools. In addition, the current process is paper-based rather than electronic. The Office of Instruction maintains course outlines older than two to three years on microfiche. The Academic Senate and the Office of Instruction are developing a more efficient, reliable electronic process.

Occasional discrepancies in the curriculum process occur that affect the ability of other offices to carry out their roles. For example, "in preparing the [yearly] *Curriculum Summary* for distribution to the University of California, California State University, and Private/Independent Colleges and Universities, the Transfer Center found discrepancies in the *Southwestern College Catalog, Annual Report, and Curriculum and Instruction Minutes*. It is imperative that the information be consistent because the Curriculum Summary is distributed to students and various agencies statewide. Inconsistent information affects articulation agreements and can result in course denial." (*Articulation Office Memo, 7/1/02.*)

Program Review

Since the mid-1980s, academic disciplines at SWC have undertaken self-study review to determine their effectiveness in delivering instruction and affecting student outcomes. The mid-1980s was a time of statewide fiscal constraints that often led to discipline assessments being used to discontinue programs rather than for the improvement of discipline quality, which was of secondary concern.

Following that early, somewhat negative experience, a committee of faculty and

administrators undertook the task of reshaping academic discipline review into a process that would highlight both the positive aspects and the needs of the academic programs and disciplines. The primary goal was to continuously improve the quality of course offerings. In response to AB1725, the Curriculum and Instruction Committee created Subcommittee C to develop and oversee this discipline assessment (DA) process for academic programs. In 1999, the DA process was expanded to include all academic, student and administrative programs and services. This universal evaluation process, which continues today, is called Program Review. This Program Review process is integrated with other College processes, such as accreditation, planning, and budget development. (*Achieving Institutional Mission Program Review: Procedures Guide* May 2001, p.1.)

The current model of Program Review has served to include greater numbers of faculty and has resulted in a planning model used by the disciplines for establishing and reaching goals, and for making decisions about budget, hiring, and growth. In addition, Program Review has stimulated a greater review and revision of course outlines. For example, 70 course outlines were revised in 1999 compared to 163 modifications in 2000. (Curriculum Reports, 1999, 2000.)

In addition, the AIM process has served to become more inclusive, more responsive, and a model of how Program Review should be done. Faculty who embark upon the process find the statistical data furnished by the Office of Institutional Advancement to be extremely valuable because it enables them to base judgments on quantitative data, which heretofore was not possible.

Some areas of concern regarding the Program Review process include the following:

- The established Program Review process does not specify a process for the review of noncredit courses by discipline faculty.
- The funding of Program Review has not been institutionalized with a dedicated line item in the budget. Instead, Block Grant Funds from the State have been used to fund program improvements. These soft-money funds are by no means certain or constant. For example, in 2000-2002 (two Program Review cycles) SWC received \$1.6M in Block Grant Funds from the State; in 2002-2003, \$260,724 was received; and in 2003-2004 it is unknown whether any Block Grant Funds will be available due to the substantial State budget deficit.
- There has not been enough money to fund needed program improvements. For example, in 2000-2002, 64 proposals were submitted with requests totaling \$4M, while only \$1.6M in Block Grant Funding was available.
- In attempt to assign available dollars fairly, a request for proposal (RFP) process has been established. Proposals are submitted to the College Leadership Council from all units and are scored by College Leadership Council members based on an agreed-upon set of standards and criteria. Units undergoing Program Review receive an additional 15 points to afford them a better chance of being funded. The advantage of this process is that the prioritized order for receiving funding is based on a quantitative structure. The disadvantage is that programs are left to compete against one another for the available scarce dollars, which creates a negative atmosphere.
- Those areas that offer the most basic services that support the college-wide curriculum in total (e.g. library, learning resource center, math/science center, reading center, writing center, and tutorial center) are left to compete with the individual disciplines.
- Even with Block Grant money, not all funds are used for needs identified in Program Review. For example, in 2000-2002, 64

requests were submitted and 28 were funded. Of these, 25 were related to Program Review. Of those related to Program Review, 17 were related to academic Program Reviews (and received approximately \$1.3M of the \$1.6M available).

- Since the College Leadership Council awards funding for submitted proposals in advance of the completion of Program Review, there is no impetus for a unit to complete its Program Review. For example, units undergoing Program Review in 2002-2003, submitted their RFP for Block Grant Funds in 2001-2002, based on the promise that the unit would complete their Program Review within established timelines. This has resulted in an inattention to Program Review completion timelines (e.g., for Program Reviews in 2001-2002, 10 out of 12 were late), and two units have not completed their Program Reviews.
- The Block Grant proposal is submitted without the benefit of the analysis to support the findings of the Program Review. Therefore, the inclusion of Program Review findings in the budget development process is negated.
- There is no accountability that the goals and objectives in the RFP process have been carried out. This undermines the intent of Program Review that disciplines develop departmental priorities, needs, wish lists, and a plan.
- Program Review is not used in the hiring process.
- As designed, Program Review emphasizes the individual unit but does not provide for the total integration of the units into an overall *Institutional Plan*. For example each discipline within a School completes a Program Review, but these Program Reviews are not integrated into the Program Review of the School; furthermore, the Program Reviews of all Schools are not integrated into the Program Review of Academic Affairs. Used to its best advantage, the Program Review process

should result in an *Institutional Plan*. The current *Educational Master Plan* does not integrate Program Review findings, but rather it is a collection of plans from individual units.

Program Review should hold a much greater significance in the planning and budget process. As originally envisioned, the AIM Procedures Guide indicates that the information gathered and analyzed in Program Review aids in planning, decision making, personnel development, program improvement and better utilization of the College resources. Program Review is not integral to these processes, however, because:

- it relies on soft-money;
- funding is awarded before the Program Review analysis is completed;
- hiring of new faculty and staff is not tied to Program Review; and
- Program Reviews are not synthesized into a comprehensive, integrated College-wide Master Plan.

Action Plan:

- Implement yearly staff development training workshops on the curriculum development process for faculty, staff, and administrators.
- Explore alternate models for streamlining the curriculum approval process.
- Explore means of improving the communication regarding procedural changes between the Office of Instruction, Deans, Chairs, Faculty, and Academic Senate.
- Develop a plan for improving clerical and technical assistance in the curriculum development process.
- Eliminate discrepancies between the Annual Report, the College Catalog, and the Curriculum and Instruction Minutes.
- Strengthen tangible links between program development, resource allocation, and budget development.

- Maximize faculty input when course and program deletions are contemplated.
- Continue to improve the acquisition and dissemination of statistical data to faculty and staff.
- Integrate Program Review into the institutional planning process.
- Explore ways to fund Program Review with a constant funding stream (i.e., hard-money).
- Revise the Program Review procedures to include a review of noncredit courses by discipline faculty.

4.D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Description:

The quality of instruction, academic rigor and educational effectiveness of all SWC courses and programs is ensured regardless of service location or instructional delivery method by:

- Hiring faculty who meet State-mandated minimum qualifications. (*Minimum Qualifications for Faculty and Administrators in California Community Colleges, 1999*, Assembly Bill 1725, Section 87001; Education Code, Section 87357.);
- Evaluating faculty regularly. (*Tenure Review Policy and Procedures - Instructional and Non-Instructional Faculty Evaluation.*); and
- Following a standardized curriculum approval process. (See Section 4.D.1 for a more complete explanation of the approval process for curricula).

In an effort to coordinate activities and create clear lines of communication between the Centers and the Schools, operational procedures were developed that addressed staffing and scheduling of classes, evaluation of faculty, hiring of full-time resident faculty

and development of curriculum. (*Operational Procedures Between Centers and Schools.*)

According to these procedures:

- The Academic Dean is responsible for staffing all main campus and off-site classes for those disciplines within their School.
- The intent of resident faculty is to lend strong instructional support to the Centers. Therefore, all hiring of resident faculty will be a consultative process involving Academic Deans, Center Administrators, and discipline faculty from the planning and recruitment process to the hiring.
- Evaluation of adjunct and full-time faculty will be the responsibility of the Academic Dean of the School in which the discipline of the faculty resides.
- Responsibility for the curriculum of a discipline (including new program and course origination, program and course modifications, program coordination, etc.) rests with the department chair, full-time faculty in the discipline and the Academic Deans.

All credit and noncredit curricula offered through SWC is developed and approved through a standardized curriculum approval process regardless of the service location or instructional delivery method. The Curriculum and Instruction Committee evaluates the overall quality of the course or program and ensures that the appropriate academic rigor is met. Approval of credit courses is based on grading policy, units, intensity, entrance requirements, basic skills requirements, difficulty, and level. Approval of noncredit courses is based on the determination that the course treats the subject matter and uses resource materials, teaching methods, standards of attendance and achievement that are appropriate for the enrolled students. (California Code of Regulations Title 5, 55002 a, b, c.)

Community service courses include fee-based and contract customized training courses.

These courses are “designed for the physical, mental, moral, economic, or civic development of persons....” (California Code of Regulations Title 5, 55002 d.) Approval of these courses follows a different procedure, which is established according to Title 5 guidelines and does not involve scrutiny by the Curriculum and Instruction Committee.

Faculty hired to teach at SWC must meet minimum qualifications established by the State. Human Resources is responsible for confirming that minimum qualifications are met based on the faculty’s official transcripts.

Faculty who do not meet the minimum qualifications are required to complete a *Supplemental Equivalency Application*, which is referred to the Equivalency Committee and/or Superintendent/President for temporary equivalency approval. (*Academic Employment Authorization*.) In such cases the Committee reviews the faculty’s academic and work-related qualifications and determines whether these are equivalent to the established minimum qualifications. The Equivalency Committee is composed of two faculty, two administrators, and a representative from Human Resources.

All faculty, regardless of tenure status, are evaluated regularly. The faculty evaluation process involves peer review, administrative review, and surveys of students. Standard 7 discusses the faculty evaluation process in more detail.

Discipline faculty and the elected chair have the primary responsibility for monitoring their programs and play a significant role in ensuring their quality, rigor, and effectiveness. For example, discipline faculty and chairs monitor and approve textbook orders, handle student complaints, recommend the hiring of qualified adjunct faculty, serve as mentors for new faculty, and ultimately make recommendations to the administration for new tenure track faculty hires.

Analysis:

Section 4.D.1 provides an overall analysis of the curriculum process from course inception through development as well as Program Review.

The instructional process has been enhanced by a closer working relationship between the Academic Senate and the Office of Academic Affairs. This closer working relationship has resulted in the expansion of discipline assessment to Program Review, a renewed effort to streamline the curriculum development process (proposed new Curriculum Process) and closer adherence to the existing curriculum procedures (technical assistance by Office of Instruction personnel and Pre-Subcommittee A).

In 1999, the Academic Senate compiled and approved the *Disciplines, Minimum Qualifications for Hiring and Faculty Service Areas (FSA) Lists*. This document listed each course taught at SWC and the corresponding College and State discipline. The State discipline, as designated in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, determines the specific minimum qualifications required for a teaching position.

There has been some confusion as to whether this document was properly approved, which has limited its distribution and use. This has created conflicts between deans, academic disciplines, and the Equivalency Committee. The conflict has been exacerbated because, for a variety of reasons, some disciplines are unable to find faculty who meet the minimum qualifications (e.g., child development, physical education, mathematics). Per the 2001-2002 Academic Senate President, the Academic Senate approved the document in 1999. It is currently undergoing revision.

The status of the 1998 draft of District Policy

No. 5319 on Minimum Qualifications and Discipline Policies should be reviewed and adopted as necessary. This policy establishes that Subcommittee A should review recommended amendments or revisions to the Disciplines list.

The quality of instruction and academic rigor are ensured by the tenure review process, the peer review process (of full-time faculty after receiving tenure) and the evaluation of adjunct faculty. Evaluation of each faculty classification includes components that address the quality of instruction and academic rigor. For example, the tenure review process is a comprehensive evaluation that includes the following components: syllabus evaluation, in-class evaluations of teaching effectiveness, and student satisfaction (via student evaluations). Evaluations of tenured faculty (peer review) include the following components: syllabus evaluation, self-evaluation, peer evaluation, student evaluations, and optional in-class visitation. Adjunct evaluations include the following components: syllabus evaluation, student evaluations, in-class visitation, and administrative evaluation.

Faculty are challenged to maintain currency through regularly scheduled Program Review, staff development activities, sabbatical leaves, interaction with professional organizations and advisory committees, and articulation efforts with discipline faculty at four-year institutions. This results in a regular review and revision of course outlines for currency and relevance to ensure that the needs of vocational and transfer students are met.

Educational effectiveness of courses is guaranteed by articulation agreements that are institutions, developed and recognized by transfer such as the articulation agreements with University of California (UC), California State University (CSU), and private institutions.

Action Plan:

- Encourage faculty to expand their participation in Program Review, staff development activities, sabbatical leaves, interaction with professional organizations and advisory committees, and articulation efforts with discipline faculty at four-year institutions.
- Streamline the curriculum approval and development process through electronic course/program submission.
- Complete the revision of Disciplines, *Minimum Qualifications for Hiring, and Faculty Service Areas Lists*.
- Review and adopt, as needed, the 1998 draft of District Policy No. 5319 pertaining to Disciplines Policy and Minimum Qualifications.
- Evaluate and revise as needed the faculty evaluation process in conjunction with the faculty bargaining unit and the Academic Senate.
- Formalize the practice that the Centers and the proposed Otay Mesa/Project Synergy site follow the same procedures for curriculum approval as the main campus.
- Develop protocols for Distance Education, including online courses addressing such issues as class-load compensation, testing arrangements, and ownership of materials developed by faculty members.
- Develop protocols for Regional Occupational Program courses including the requirement of submitting Regional Occupational Program courses to the Curriculum and Instruction Committee prior to implementation.
- Develop protocols for Contract Education courses, including the requirements of submitting Contract Education offerings to respective departments for approval, and to the Curriculum and Instruction Committee for approval as noncredit courses.
- Evaluate the extension programs and expand as needed.

4.D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Description:

The evaluation of student learning and the award of course credit are determined by the instructor of the course as stated in the *Faculty Handbook* (p. 50). The criteria upon which the student is evaluated and credit is awarded is based on measurable course objectives, which are contained in the official course outline (*Curriculum Handbook*, p. IV-1).

The method of evaluating student progress toward, and achievement of, these course objectives, including the method by which the final grade is determined, are contained in the course syllabus. (*Instructional and Non-Instructional Faculty Evaluation and Tenure Review Policy and Procedures*, p. 72.) The syllabus is presented to students at the beginning of the semester (*Faculty Handbook*, p. B-25) and is filed with the appropriate instructional administrator.

The Grading System and Policy Statements are found in the (*SWC Catalog 2001-02*, p. 37, the *Faculty Handbook*, p. B-50, and the *District Policy Manual*, Policy No. 6023 and No. 6025). No major changes have been made since adoption of the system in 1981-1982 and the policy statement in 1986.

Students taking courses that offer College credit may choose from two grading options: a letter grade 'A'-'F', or credit/no credit (CR/NC) (this should not be misconstrued with noncredit courses for which no credit is offered). Courses are identified in the course description as to the specific grading options available. Students selecting the CR/NC option must notify the instructor within the first 30% of a semester and then achieve a

minimum 'C' average to earn a CR grade; otherwise a NC is earned. Some grades ('A', 'B', 'C', 'D', 'F') carry grade point value; other grades (Credit, No Credit, Incomplete, Withdrawal) are not used in determining overall grade point average (GPA).

The evaluation of student learning in noncredit courses is based on measurable objectives found in the Noncredit Course Proposal Form and the Title 5 Community Service Course Form. These course proposal forms are on file in both the Office of Instruction and the Continuing Education Office.

The student database has been used to analyze student performance. This quantitative data enables an assessment of the impact of instructional, curricular, student services, and policy changes on student outcomes. For example, the distribution of grades in each class is reported to the appropriate dean and, previously, the instructor. In addition, the rate of successful course completion by discipline is evaluated in the Program Review process.

Analysis:

The Grading System Policy contained in the *Catalog*, p. 37) is clear and easy to understand.

The Grading Policy in the *Faculty Handbook* (p. B-50) is more detailed than that found in the *Catalog* regarding the basis for letter grades. It states,

"...grades are used to symbolically represent to what degree a student has achieved the objectives or met the performance standards of the course for which he/she is being evaluated. Once awarded, the grade becomes a communicative device to the student, other instructors, counselors, transfer institutions, and potential employers. Grades may be used to counsel and guide students in

their continued education, provide instructors a means to assess the effectiveness of instructional programs and strategies, and allow transfer institutions and potential employers to make judgments about students. Since, in most instances, grades are the institution's sole means of communications about students, each instructor should conscientiously attempt to make the most accurate statement possible when awarding grades."

The *Faculty Handbook*, which includes the unabridged Grading Policy, has not been reviewed and revised since 1989. It is currently under revision.

The distribution of grades for all College courses from 1995 to 1999 raises a concern regarding the prevalence of grade inflation. In each year, the 'A' grade was the most prevalent grade awarded, ranging from 23.5% to 25.8% of the awarded grades (which included 'A', 'B', 'C', 'D', 'F', CR, NC, I and W). Over the same time interval, the award of an 'A' grade increased from 24% to 25.8%, the award of 'B' remained relatively constant, and the award of 'C' decreased from 17.5% to 16% of the total grades given. It was not determined whether this change was statistically significant. (*Achieving Institutional Mission: Program Review 2000-2001*, Section Grades.) It is recommended that grade distribution data be analyzed further in order to substantiate the need to address possible grade inflation.

Action Plan:

- Continue to monitor the grading policy.
- Ensure that grading policies are appropriately implemented through utilization of student performance data.
- Continue to conduct "Successful Completion" studies and grade distribution reports to assess the impact of curriculum and policy changes.

- Review and revise the Faculty Handbook.
- Investigate the prevalence of grade inflation and mitigate as needed.

4.D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Description:

In order to earn an Associate Degree, students must satisfactorily complete at SWC a minimum of the last 12 units used to satisfy degree requirements. (*SWC Catalog 2001-02*, p. 44.)

The Catalog clearly states the College policy for accepting transfer credits to fulfill degree requirements. "Southwestern College grants credit for College units earned at any regionally accredited postsecondary institution ...other than course work identified by such institutions as non degree level course work" (p. 31). In addition, students may receive credit for military school, CLEP or Advanced Placement. (<http://www.swc.cc.ca.us/AdmissionsAndStudentServices/FrequentlyAskedQuestions/index.htm#f>.) The Evaluations Office, in consultation with the School dean or discipline faculty, determines whether the course work is equivalent in scope and content to the coursework taught at SWC. The determination is based on a review of the course description and other available documentation.

Students who wish to receive credit toward degrees at SWC for coursework taken at an accredited foreign institution must have their foreign transcripts evaluated by a foreign

transcript evaluation service. Credit for coursework is further restricted by SWC policies. (*SWC Catalog 2001-02*, p. 31.)

Students may transfer units earned at Southwestern College to other institutions of higher education. Considerable attention has been given to articulation between the courses in transfer programs and those required at the four-year institutions.

As the emphasis on the College's transfer programs has expanded, a new Articulation Officer position has been approved to coordinate the articulation process. This Articulation Officer, an academic position, facilitates the establishment of transferable course, course-to-course, academic plan, and program articulation agreements with our transfer institutions. Articulation agreements for University of California Transfer Course Agreement (UCTCA), California State University Baccalaureate List, Intersegmental General Education Transfer Curriculum (UC and CSU), California State University General Education (Plan B) and the Transfer Admissions Guarantee (for SDSU and UCSD, and several other four-year colleges and universities) are updated yearly.

Articulation agreements are currently being pursued with out-of-state colleges and universities including independent and private colleges or universities. Through collaboration with the Association of Independent Colleges and Universities (AICU), articulation agreements are developed and efforts are undertaken to include all participating (AICU) institutions.

SWC math and science faculty have participated in the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC), a collaborative effort of the Intersegmental Committee of Academic Senates, representing the faculty of University of California (UC), California State University (CSU) and California community colleges. The

main goal of IMPAC is to facilitate the transfer of community college students to four-year institutions. In addition, the math and science faculty at Southwestern College and Sweetwater Union High School District (SUHSD) have co-established an annual Science Math Articulation Resource Technology (SMART) meeting in which to address common issues, including articulation.

The Transfer Center, which opened in 1985, provides student services relating to transfer and tracks transfer students. The Center has recently been relocated to a new building, and now includes offices for counselors as well as a larger area for the students to access transfer information in the Catalogs or online. The Transfer Center Director reports regularly to the administration and the Governing Board on the number of students who transfer to four-year institutions.

Since the inception of the Transfer Center, in partnership with local universities, the College has developed model strategies to strengthen the transfer process and to increase the number of student transfers, particularly from underrepresented student groups. Some of the major accomplishments include:

- Ongoing commitments from university representatives to provide direct services to SWC students via individual and group activities at the College (this commitment has expanded beyond UCSD and SDSU).
- Computerized information that profiles colleges and universities throughout the nation.
- Motivational workshops for underrepresented students that are presented by on-campus and community role models.
- Campus tours to local and State colleges and universities such as UC-Berkeley, University of Southern California, Cal Poly at San Luis Obispo and Pomona, SDSU,

CSU-San Marcos, UC-Riverside, UC-Los Angeles, and others.

Data on student performance is tracked through the College Management Information System (MIS). The California community college Chancellor has signed agreements with the CSU, UC and AICU to strengthen data collection efforts. Currently, CPEC collects transfer data and provides a yearly report.

A Data Sharing Consortium has been established between SWC and the local transfer institutions within the constraints of the Family Educational Rights and Privacy Act (FERPA). It has significantly increased the reliability of the data and its interpretation. Data will be used for instructional improvement, tracking of students, and intersegmental studies of transfer. It is expected to improve articulation, and instruction, empower faculty, improve high school preparation, improve community college student preparation, better meet accreditation standards, improve statewide accountability, gain a real picture of transfer, and increase communication between systems.

Analysis:

Efforts are undertaken to formulate articulation agreements by working with various statewide associations to accomplish the mission of facilitating a seamless transfer between institutions. The associations include California Intersegmental Articulation Council (CIAC), California Articulation Number System (CAN), Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), California Postsecondary Education Commission (CPEC), Intersegmental Committee of Academic Senates (ICAS), Intersegmental Coordinating Committee (ICC) and Transfer Center Directors Association (TCDA).

Articulation activities span the secondary levels (grades 9-12) through four-year university programs. Examples involving secondary schools include 2+2 and 2+2+2 articulation projects with Sweetwater Union High School District and Coronado Union High School District. Examples involving four-year institutions include Transfer Admission Guarantee (TAG) agreements with University of California, San Diego and San Diego State University, and Guaranteed Admission for Transfer Entry (GATE) with University of California Santa Cruz. Most recently, University Link, a transfer admission guarantee program between the University of California, San Diego (UCSD), SWC, and the Sweetwater Union High School District has been established in which a student is guaranteed admission to UCSD after successful completion of specified criteria.

In 1999, 43% of all local high school graduates enrolled at Southwestern College. (Fingertip Facts 2000, p. 2.)

The articulation agreements for University of California Transfer Course Agreement (UCTCA), CSU Baccalaureate List, Plan B (for CSU), IGETC (for UC and CSU) are updated yearly. Because the academic year at Southwestern College, which begins in the summer session, is not aligned with its transfer institutions, which begin in the fall session, the SWC Catalog contains a general education plan for University of California and California State University that is one year behind.

Even with the considerable efforts expended at articulation, SWC's transfer rate appears to be declining. In compliance with the Student-Right-to-Know (SRTK) and Campus Security Act of 1990 (Public Law 101-542) and as a service to its community, the District makes available its completion and transfer rates to all current and prospective students. (<http://www.swc.cc.ca.us/AdmissionsAndStudentServices/StudentRightToKnow/index.htm>.)

Beginning in fall 1996, a cohort of all College students who were certificate-, degree-, and transfer-seeking first time, full-time students were tracked over a three-year period. Based on the cohort defined above, 28.8% of the SWC cohort attained a certificate or degree or became transfer-prepared from fall 1996 to spring 1999. In addition, 13.1% transferred to another postsecondary institution (University of California, California State University, or another California community college) during the same three-year period. Of special note is that the 1996-1999 SRTK cohort is based only on 3% of the total SWC student population. The SRTK figures do not include those who transferred to private or out-of-state institutions. The SRTK Transfer Rate does not include those who received a degree or became transfer-prepared and later transferred to a UC, CSU, or another California community college.

Based on data from CPEC the transfer rate at Southwestern College has decreased by 26% between 1995 and 1999. This data is limited to transfers to CSU and UC, and thus excludes a large number of students who transfer to private universities such as National University. It has not yet been determined whether or not the transfer of students to private universities between 1995 to 1999 is enough to offset the decrease in the transfer rate to CSU and UC because complete data is unavailable from the private institutions.

Based on national data for 1996-97, Southwestern College ranked in the top 100 in number of associate degrees conferred for all disciplines. The College ranked twelfth in the "100 Top Associate Degrees Conferred - Minority Students" list, sixth in the "50 Top Associate Degrees Conferred - Hispanic Students" category, and fifteenth in the same category for Asian-American students. (*Community College Week Analysis of U.S. Department of Education Data*, July 12, 1999.)

Action Plan:

- Continue tracking of students through Program Review and data sharing with transfer institutions.
- Continue to support articulation activities and procedures, particularly those developed as a result of specific projects and grants.
- Continue efforts to ensure the relevance of courses to job requirements through advisory committee input.
- Continue the tracking of transfer students through the California Postsecondary Education Commission Report and follow-up reports on occupational students.
- Continue to track students within each major and periodically make the data available to faculty.
- Seek ways to increase the transfer rate of SWC students to four-year institutions.
- Broaden follow-up data collection to include more information on student employment placement and job performance appraisals from employers.
- Encourage baccalaureate institutions to track transfer students and make available follow-up reports on major, performance, level of satisfaction, and adequacy of preparation.

4.D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Description:

SWC offers a wide range of delivery systems and modes of instruction to its students depending on the objectives and type of course offered. In addition to the normal face-to-face (lecture) delivery system, the College offers online, web enhanced, televised and computer-assisted courses with labs, lectures, discussion, and small group instruction. Two-way teleconferencing equipment is also

available at the main campus and the satellite Centers. The College also offers individualized, self-paced courses (e.g. developmental math), many of which incorporate computer assisted instruction; students may complete assignments whenever the Learning Resource Center or labs are open. Distance education courses accommodate student preferences for asynchronous class delivery. Students also have options to access televised courses; they can watch the segments at the time of broadcast, they can tape the broadcast for later viewing, or they can view the videotapes at the Learning Resource Center. Tele-courses include mandatory orientation sessions and several scheduled meetings at the College.

Noncredit and community service fee-based courses are offered to meet the needs of its continuing education students. Staff and faculty partner with various community organizations/agencies to bring the appropriate courses to their neighborhoods. All courses are open to the public, and are advertised in the quarterly Continuing Education Schedule that is mailed to residents and businesses within the District. Some courses are offered through distance education, others in a short-term workshop format, and some are more traditional semester length courses.

Analysis:

SWC offers an up-to-date approach to educational offerings. Through the curriculum and Program Review processes, the College evaluates delivery and modes of instruction on a regular basis. The College continues to make audio-visual, computerized, and other technology-based teaching/learning aids available for faculty. The teaching/learning center provides opportunities for faculty to receive training in the use of computer-based delivery systems. Faculty is progressively exploring interactive and collaborative modes

of teaching and learning. Hands-on and clinical experience are methods used in the vocational/occupational programs.

One area of concern has been the repair, maintenance, and replacement of aging technology. Currently the College is maintaining computer labs with outdated equipment and software. As labs age and funding wanes, students are impacted in that they are no longer able to compete in an open market place that demands more current state-of-the-art skills.

The nature of computer labs is a planned obsolescence and, unfortunately, there exists no reliable funding mechanism to replace these machines as they reach their obsolescence. For example, two Block Grant proposals to replace the computers in five labs in the Learning Resource Center were not funded by the College Leadership Council. These labs currently house five-year old computers with seven-year old technology (Windows 95). Since Program Review is not tied to a line item in the budget (hard money), improvements are made on a “catch-as-catch-can” competitive basis.

The inability to keep up with emerging technology also slows faculty efforts to incorporate newer methods of delivering instruction.

Action Plan:

- Devise, develop, and fund a cycle (e.g. 3 years) for regular upgrading of instructional computers for labs and faculty offices.
- Explore external funding sources and partnerships that will provide students with state-of-the-art technology and facilities.
- Set aside a specific amount of discretionary or Block Grant monies to fund needed technology improvements in areas of the College that serve the entire student body (e.g. library, Learning Resource Center, open labs).

- Establish College priorities and tie them to a priority of funding.

4.D.6 The institution provides evidence that all courses and programs, both credit and noncredit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Description:

Established institutional procedures are followed for credit, noncredit, continuing and community education, fee-based and contract customized learning, and other special programs of the College.

Credit and Noncredit Curricula

Prior to any credit or noncredit course, certificate, or program being offered, by traditional or non-traditional delivery systems, it must undergo the same development and approval process as any other degree, certificate, or program (see Section 4.D.1 for a more complete explanation of this procedure). All such courses meet Title 5 requirements and are approved through the College's Curriculum and Instruction Committee. (California Code of Regulations, Title 5, 55002 a, b, c.) New credit and noncredit course proposals must contain the approval signatures of the appropriate discipline department chair and appropriate School dean. Noncredit courses also require the signature of the Dean of Economic Development & Customized Training administering the noncredit program before going to Subcommittee A of the Curriculum and Instruction Committee. Thereafter, these program offerings must receive Governing Board approval.

Community Service and Contract Courses

Approval of Community Services courses (fee-based not-for-credit) and employer training contract courses follow Title 5 regulations. (California Code of Regulations, Title 5, 55002 a, b, c.) The Dean of Economic Development and Customized training prepares the contract and course outline on a special Title 5 form. These course outlines are sent to the Office of Instruction and forwarded to the Governing Board for approval. Contract training courses, are taught by faculty recommended by the appropriate School dean.

The Continuing Education Office also offers its younger students appropriate age level curriculum through its fee-based College for Kids Program, Head Smart Arts & Science Camp, and other youth-related programs. The Governing Board receives a report each year on the success of these targeted activities.

The Program Review process, as explained in Section 4.D.1, has proven itself to be a sound vehicle for evaluation and analysis of courses and programs. As developed by the AIM Committee, all courses and programs will be reviewed on a regular basis. Program Review is intended to be the driver of the curriculum development process.

Analysis:

The curricular process for the development, review, and approval of credit and noncredit courses is a well-used and proven process. However, the courses developed specifically for contract education are not developed, approved, or reviewed in like manner.

While there have been irregularities in the curricular approval process, these are being addressed and corrected. Ongoing efforts by the Academic Senate, Office of Instruction, and the Curriculum and Instruction Committee have attempted to recognize and address

these problems. Efforts to streamline the approval process are being explored via an electronic submission and approval process. In addition, greater responsibility is being placed on the faculty who design and modify courses and programs to ensure that documents, and their content, are in order. Documents that are not found to be in order are returned to the faculty originator for revision.

Closer associations are being developed with the Office of Instruction in order to provide support and a greater technical review role. The intent is to correct a system that had been characterized as “slipshod”.

The Curriculum and Instruction Committee’s intent is to ensure that all paperwork flows through the system with a minimum of obstruction while ensuring correctness and integrity. The revision of key documents, i.e. *Curriculum Handbook*, would be of great benefit in alerting faculty to the processes that are to be followed in getting curriculum through the system.

Programs and courses are regularly reviewed as part of the integrated Program Review process, as previously discussed. All courses are reviewed and updated as needed. These courses are then placed on the Curriculum and Instruction Committee/Subcommittee A as course modifications.

Action Plan:

- Encourage increased communication with the appropriate discipline/School in the development of courses in customized training
- Identify mentors on the curriculum committee to aid in the course submittal and modification process.
- Maintain a master copy of new course/ program proposals and course modifications electronically in the Office of Instruction.
- Implement a spring semester emphasis for

submitting new course / program proposals and course modifications.

- Continue to monitor and refine the Program Review process for evaluation of instructional programs.
- Implement a streamlined electronic curriculum submission and approval procedure.

4.D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Description:

Currently at SWC, three modes of instruction utilize electronic presentation techniques: online instruction, web-enhanced instruction, and TV College. At the present time, SWC does not offer any degree programs or certificates solely through the electronic mode of delivery.

Credit and noncredit courses offered through electronic delivery systems conform with applicable Commission policies and the statement on Principles of Good Practice in Distance Education.

Fee-based, not-for-credit, distance education classes offered by Continuing Education utilize an outside contractor, Education-To-Go. Education-To-Go provides the internet-based curriculum, web-based tutorials, a bulletin board system and e-mail access to the instructor. These courses are not developed or reviewed by SWC faculty nor are they approved through the Curriculum and Instruction Committee, rather the Dean administering Continuing Education approves these courses. Student evaluations are completed for each course and are also reviewed by that Dean.

Analysis:

SWC currently offers eleven online courses, nine TV courses and a variety of web-enhanced courses for College credit. In 2001, a total of 273 continuing education/community services courses were offered through Education-To-Go and served 419 students.

Prior to any credit or noncredit course, certificate, or program being offered through distance education, it must undergo the same development and approval process as any other degree, certificate, or program. Courses are scrutinized by Subcommittee A of the Curriculum and Instruction Committee for appropriate measurable objectives, content, rigor and the ability to think critically. Courses, programs and certificates must be consistent with the Mission Statement and undergo the same evaluative and Program Review process that traditional offerings experience. In addition to that scrutiny, distance education courses require separate evaluation by Subcommittee E of the Curriculum and Instruction Committee that addresses the technological aspects of courses.

Action Plan:

- No action recommended.

4.D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Description:

Contract training courses are offered in nearby Baja California. Instructors teaching these courses meet minimum qualifications and are referred to the Continuing Education Office by the appropriate School dean. The employer/agency pays for all course expenditures. Course outlines and objectives are on file.

Analysis:

The cross-boarder exchange of ideas and expertise is one that is being explored and, when opportunity presents itself, exploited. While the opportunities have been few, SWC has been able to impact some areas of the Mexican-American border economy. For example, the Gigante Supermarket Chain contracted with SWC for management training. These not-for-credit courses were developed to address specific needs in the Mexican market, which SWC faculty possessed. Courses were taught on-site in various locations in Mexico. All faculty teaching in these situations are certificated and are regular full-time or adjunct faculty. In excess of 100 upper and middle management personnel received training.

Action Plan:

- Seek new opportunities to add College expertise in the developing Mexican markets and to strengthen ties to Mexican colleges, universities, and institutions.

STANDARD FOUR: Reference List

- 4-1 *Academic Information Services Newsletter*, June 2002
- 4-2 *Achieving Institutional Mission: Program Review: Procedures Guide May 2001*
- 4-3 *Southwestern College Annual Report, 2000*
- 4-4 *Southwestern College Annual Report, 2001*
- 4-5 *Articulation Office Memo, 7/1/02*
- 4-6 *Assembly Bill No. 1725*
- 4-7 *Assessment of SUHSD Students, 1996-97*
- 4-8 *Budget Preparation 2002-03*
- 4-9 *California Code of Regulations, TITLE 5, Sections 51025, 53310, 55002, 55805.5, and 55806.*
- 4-10 *Proposition AA Position Paper*
- 4-11 *California Education Code, 84757*
- 4-12 *Southwestern College Catalog Addendum 2001-2002*
- 4-13 *Community Colleges Fiscal Services 320 Apportionment Report, 1997-1998 and 2000-2001*
- 4-14 *College Leadership Council Block Grant Program 2002-2003*
- 4-15 *Community College Week Analysis of U.S. Department Of Education Data, July 12, 1999*
- 4-16 *Continuing Education Opportunities Fall 2001*
- 4-17 Course Modification Form
- 4-18 Course Outline Sample
- 4-19 *Curriculum Handbook, 1988*
- 4-20 *Curriculum Reports, 1997-2001*
- 4-21 *Disciplines, Minimum Qualifications for Hiring and Faculty Service Areas (FSA) Lists*
- 4-22 *SWC Educational Master Plan 2000-2015*
- 4-23 *WASC Evaluation Report*
- 4-24 *SWC Facilities Master Plan 2000-2015*
- 4-25 *Faculty Handbook*
- 4-26 *Fast Track Short Session Schedule Fall of Classes, 2001*
- 4-27 *Fingertip Facts 2000*
- 4-28 *Full-Time Faculty Obligation Reports, Fall 1997-2001*
- 4-29 *High School Enrollment Report, Fall 2001*
- 4-30 <http://swc.cc.ca.us/AdmissionsAndStudentServices/FrequentlyAskedQuestions/index.htm>
- 4-31 <http://misweb.cccco.edu/mis/onlinestat> (Chancellor's office website)
- 4-32 <http://www.swc.cc.ca.us>
- 4-33 *IGETC*
- 4-34 *Minimum Qualifications for Faculty and Administrators in California Community Colleges*
- 4-35 New Credit Course Proposal Form
- 4-36 Noncredit Course Proposal Form
- 4-37 *Off Site Classes Memo, Fall 2001, July 23, 2001*
- 4-38 *Opening Day Report, Fall 2001*
- 4-39 *Operational Procedures between Centers and Schools*
- 4-40 *Plan A*
- 4-41 *Plan B*
- 4-42 *Policy Manual of the Southwestern Community College District, No. 6023,6025*
- 4-43 *Course Deletion Policy*
- 4-44 *Program Discontinuance Draft 4/23/02*

STANDARD FOUR: Reference List, continued

- 4-45 *Project Synergy 2003*
- 4-46 *SANDAG (01/01/2000)*
- 4-47 *Schedule of Classes, Fall 2001*
- 4-48 *Six Year Cycle Adopted by AIM 3/14/02*
- 4-49 *Southwestern College Catalog 2000 - 2001*
- 4-50 *Southwestern College Catalog 2001-2002*
- 4-51 *Southwestern College Draft Policy No. 5319*
- 4-52 *Summary of Counselor Training for 2001-2002*
- 4-53 *Synopsis of Accreditation Team Evaluation Report*
- 4-54 *Transfer Admission Guarantee (TAG)*
- 4-55 *Technology Plan - Executive Management Team Version*
- 4-56 *1998 Technology Master Plan*
- 4-57 *Tenure Review Policy And Procedures - Instructional and Non-Instructional Faculty Evaluation*
- 4-58 *Title 5 Community Service Course Form*
- 4-59 *U.S. Department of Education Title V Grant Proposal*

STANDARD FIVE: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

Co-Chairs:

Cecilia Cabico Faculty, School of Counseling & Personal Development

Norma Hernandez Vice President for Student Affairs

Committee:

Veronica Burton Faculty, Articulation Officer, Student Support Services

Georgia Copeland Classified Manager, Director of Admissions & Records

Silvia Cornejo-Darcy Director of Center Operations, SWC Education Center at San Ysidro

Scott Finn Faculty, School of Counseling & Personal Development

Malia Flood Faculty, Disability Support Services

Virginia Hansen Dean of Student Support Services

Alison MacArthur Faculty, School of Languages & Humanities

Omar Orihuela Classified Staff, Financial Aid Technician

Fernando Poveda Classified Manager, Director of Outreach

James Rickels Student

Angelica Suarez Director of Center Operations, Higher Education Center at National City

Linda Thrower Classified Supervisor, Evaluations & Veteran's Services Supervisor

Romina Tehrani Faculty, School of Mathematics, Science & Engineering

Beatrice Zamora-Aguilar .. Faculty, School of Counseling & Personal Development

STANDARD FIVE: Student Support and Development

5.1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Description:

Southwestern College's admissions policies are consistent with its Mission and adhere to the regulations published in the Education Code, Title 5, and Board Policies (*General Admission Requirements*, District Policy No. 6001). The admissions policies, including other relevant policies and procedures, are published in the College *Catalog*, the *Schedule of Classes*, on the College's web site, *Student Policy Handbook*, *Orientation Guide*, informational brochures, and mailers that go out to students each semester. The College also provides information to new and prospective students through recruitment at area high schools, community agencies, and community events. The Centers use the same publications as the main campus.

Analysis:

The Admissions and Records Center is the first contact a student has with the College, and the staff makes every effort to admit the students in an efficient and timely manner using published admissions policies and established procedures. Program Review was conducted last year with the findings indicating that students are generally satisfied with the quality of services provided. However, 12% indicated that services could be improved by delivering services in a more student-friendly manner. Referrals to assessment, orientation, and advisement take place at the point of admission. Therefore, it is important for staff to provide clear and accurate information. The overall matriculation process is well implemented. An area that

needs further delineation is the procedure for petitioning a matriculation exemption.

While the College provides registration, grades, and the ability to drop and add courses by telephone, students indicated a desire to have online services. In addition, online applications will provide another method for students to apply and register. This service will also accommodate students enrolling in Distance Education classes offered by the College. The College recently underwent a major software conversion that will provide the capability to implement online services and other technology. Alternate media for students with disabilities are provided. A Tele Communication Device for the Deaf (TTY) is available for the hearing impaired in key offices at the College. A recent Disability Support Services Site Review recommended that TTYs be placed at the Centers, SWC police facilities, and at SWC health services. Publications such as the *Catalog*, *Schedule of Classes*, *Orientation Guide*, and *Student Policy Handbook* should include a statement regarding alternate media access.

Action Plan:

- Develop online services for admissions and records, specifically online application, registration, and student access to their grades.
- Review District Policy on Matriculation related to the admissions process for viability and enforcement.
- Develop procedures for matriculation exemptions as cited in District Policy No. 6079 on Matriculation.
- Provide ongoing staff development training in customer service to all staff.
- Provide ongoing training so that all District personnel understand College admissions and matriculation policies, processes, and procedures.

- Ensure that all admissions publications have a statement about alternate media access.

5.2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Description:

Through outreach services and orientations for new and returning students, a full range of information about College policies and procedures is explained and disseminated. Every spring the Outreach Office staff and counselors orient all interested high school seniors regarding matriculation at Southwestern College. Approximately 1,200 seniors receive registration and general information on the college. During on-campus orientation/pre-registration workshops, students receive information handouts, the Catalog, and Schedule of Classes delineating course academic policies. Both the *Catalog* and *Schedule of Classes* include basic information on all programs and majors, admissions policies, refund policies, graduation requirements, the matriculation process, academic policies, student conduct standards, and complaint and grievance procedures.

Current students receive information from counselors, information kiosks, and bulletins. Workshops are held every semester to assist current students with graduation requirements and procedures. The Transfer Center provides students with counseling and information regarding four-year institutions. The Office of Student Activities publishes a *Student Policy Manual*, and offers workshops throughout the semester that inform students of student conduct standards, and complaint and grievance procedures.

The College publishes a *Schedule of Classes* prior to the start of each spring, summer, fall and short-term sessions. *Schedule of Classes* are available on-campus and are also mailed to all residents in the District's service area. In addition, *Schedule of Classes* are placed in local businesses, libraries, and public agencies. Over the past two years, SWC's *Schedule of Classes* information has become available online.

Analysis:

From a student survey conducted in 2001 by the Outreach Office (*Student Survey, 2000, Outreach Services*), incoming high school students highly rated (all above 70%) their understanding of matriculation and student services policies as provided through orientation and written materials. To ensure accuracy, the *Catalog, Student Handbook*, and all informational materials are carefully reviewed and revised annually by staff. With the implementation of online courses this past year, distance education students are referred to the College's web site for *Schedule of Classes* and Catalog information.

Action Plan:

- Develop online services that will provide greater access to information and services for all prospective and current students.

5.3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Description:

The College's admission application has several questions where students identify their educational goals and desires for services. These services include Counseling, Veterans, Student Government, Employment, Financial Aid, Childcare, Tutoring, Disability Support,

and Health Services. The data is stored in the student system and can be accessed for reports or targeted mailings. The information is also used by the College's Admissions staff to make appropriate referrals.

The College provides the following service areas to support the needs of students: Outreach and Recruitment, Admissions and Records, Assessment, Counseling, Career Center, Disability Support, Extended Opportunity Program and Services (EOPS)/ Cooperative Agencies Resources for Education (CARE), Financial Aid, Student Employment, Health Services, Student Activities, Student Government, Transfer Center, Student Success Center (Tutorial Services), Center for Technical Education and Career Success, CalWORKs, and Veterans Services. Childcare services are provided through the CARE and CalWORKs programs.

Analysis:

Services are offered that provide students with the necessary resources to be successful in college. All services are available on the main campus and at each of the Centers. Operational procedures have been developed between the main campus and the Centers to ensure consistency in the quality of services regardless of where students attend. All service areas may request student data and mailing labels to send information and newsletters about their programs and services.

Departments have information about their services published in the *College Catalog*, *Schedule of Classes*, and posted on the College's web site. With the development of online courses, a recent need has been identified for online support services. The College has recently installed two kiosks, one in the Counseling Center and one in the Student Center, that provide students with information about the services available to them. A weekly *Student/Staff Bulletin* is

published providing information and announcements regarding various services and workshops. Posters and flyers are displayed in various locations on the main campus and the Centers to advertise workshops and other events. The Outreach and Recruitment Office, Counseling, Extended Opportunity Program and Services (EOPS), Financial Aid, and Veterans Services participate in outreach activities within the communities served. The Academic Success Center (tutorial program) provides services for more than 7,000 students per year. Several programs produce newsletters and newspaper columns to promote their services. Classroom presentations by the various departments are conducted to ensure that as many students as possible receive information.

The College is on a five-year cycle for Program Review for all service areas. Students and staff provide input by which program improvement plans are developed. Admissions and Records, Outreach, Financial Aid, Disability Support Services, Extended Opportunity Program and Services (EOPS), Evaluations, Veteran Services, Counseling and Matriculation Services have participated in Program Review within the past two years. Students and staff rated these programs and the staff within the areas very high. Extended Opportunity Program and Services, Disability Support Services, Financial Aid, and Veterans Services are also subject to site visits by the Chancellor's Office and the Veterans Administration. Each of these programs has received positive reports from these agencies.

Action Plan:

- Implement work plans to address the recommendations of the Program Review process.
- Develop online services that will address the needs of students enrolled in Distance Education courses.

5.4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

Description:

SWC is committed to involving students in planning and evaluating student support and development services. The Associated Student Organization (ASO) offers students the opportunity for involvement in student government. It is composed of five areas that include: Executive Officers, Senate, Clubs, ASO Committees, and College Committees. Through the involvement in ASO students participate in various committees and make decisions regarding programs and projects that affect the student body. The ASO President serves as a member of the Governing Board where student interests can be addressed. Ongoing committees include Student-College Relations Committee, where students voice their concerns on College issues, and the Student Center Planning Committee, which approves any activity that goes on within the Student Center. In 1999, Program Review was adopted by the College as the formal evaluation process to review all areas of the College including Student Services. Program Review is a basis for measuring College performance in various areas related to student access, participation, and satisfaction. The results of student surveys provide information for program development or modification.

Analysis:

SWC efficiently serves its student population by providing various opportunities for student development and support. Student participation occurs in every aspect of the College's agenda in planning and governance. Students participate in various committees including hiring committees. Data from the results of Program Review, suggest that students are satisfied with the services that are provided.

Suggestions and comments from students include the need for additional staff members during the registration period and support for growth of the Centers - the Education Center at San Ysidro and the Higher Education Center at National City- along with up-to-date technology available to them (*Needs Assessment, Higher Education Center at National City and Education Center at San Ysidro*). With the construction of the new Learning Resource Center, students will experience a more comprehensive technology center to properly accommodate their needs. Since the completion of the Student Center in 2000, student involvement in the ASO has more than doubled. The number of registered student clubs has dramatically increased to 29. The ASO provides clubs with workspace in the Student Center along with a computer station and phone line. The ASO has appointed representatives at both of the Centers to help promote student representation.

Action Plan:

- Develop a mechanism to include distance-education students in planning and evaluating student support services.

5.5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Description:

SWC's Assessment Center provides basic skill assessment in the areas of English, reading, and mathematics for all SWC students. Participation in the assessment process may be required to meet certain basic skills course requirements. More than 8,000 students are assessed each year. All Assessment Center tests are on the California Community College's Chancellors Office list of approved tests, and have undergone

extensive review by the College's Assessment Work Group to ensure their validity, reliability, and appropriateness for the SWC student population. The Assessment Center utilizes the following tests: *College Tests for English Placement (CTEP) or the English-as-a-Second-Language Skills Assessment (CELSA)* for English assessment; the *CTEP Reading Comprehension Test* for reading assessment; and the *Mathematics Diagnostic Testing Project (MDTP)* series for math assessment. Multiple measures, which include assessment test scores and student demographic information, are utilized to recommend appropriate course placement. Assessment information is published in the *Catalog* and *Schedule of Classes*, and a monthly testing schedule is posted in all School offices. The full array of assessment services is offered at the Centers at San Ysidro and National City. In addition, assessment tests are offered at all feeder high schools as part of the Early Admission process. Tests are administered during day and evening hours and on Saturdays by trained testing technicians.

Analysis:

All assessment instruments selected for implementation at SWC are carefully scrutinized for validity, reliability, minimization of bias, and appropriateness for the SWC student population. SWC has an extensive set of policies and procedures to ensure that all assessment instruments meet the requirements established by the Chancellor's Office (*Assessment Procedures*). New tests being considered for implementation are reviewed by the College's Assessment Work Group, which is comprised of faculty in the test discipline(s). The Assessment Work Group assesses faculty/student needs and reviews test material for appropriate content and possible bias. Each new test is then piloted with a sample student population, and research data is gathered on test validity, reliability, and disproportionate impact before

implementation with the general student population. All assessments utilized by SWC are on the approved list of tests published by the Chancellor's Office (*List of Approved Assessment Tests, California Community Colleges Chancellor's Office*). In addition, all SWC assessment tests have been validated in conjunction with their multiple measures as required by the Chancellor's Office. Among the multiple measures in use at SWC are placement test scores, data related to past educational experience (i.e., high school grade College goals). Finally, the SWC Office of Institutional Research (IR) annually evaluates the reliability and validity of all current assessment procedures. Criterion-related validity for each test is calculated by the percentage of students who pass their reading, English, or math classes following the recommended placement. Consequential validity is evaluated by polling both students and faculty in the respective disciplines to determine their perception of the appropriateness of student placement (*Consequential Validity Assessment*). This data is evaluated by the Assessment Center to ensure that current assessment practices meet established guidelines for reliability and validity.

Students may obtain study guides for the *CTEP Reading Comprehension Test* and for all four levels of the *Mathematics Diagnostic Testing Project Series*. In addition, the Assessment Center offers *English-as-a-Second-Language* and a *Study Skills Assessment* for interested students. The Assessment Center staff is highly qualified and participates in ongoing training to ensure standardized and secure test administration in a friendly and calm environment. Students receive their assessment results within 30 minutes of test administration and are given the results with recommended course placement. Counselors can access a student's assessment results through the College's Colleague computerized student database. Assessment Center staff also

review assessment results from other colleges to determine if appropriate course placements can be made instead of requiring students to take SWC's placement tests.

The Assessment Center provides alternate format versions of all assessment tests to ensure equal access for all SWC students. Tests are available in Braille or enlarged print, and may be administered in an alternative format to include extended time, a quiet environment, and a reader and/or writer, when appropriate. The Assessment Center works with the Disability Support Services (DSS) office on campus to verify requests for alternative formats and accommodations to ensure test reliability and validity while providing access to all students. Students who verbally self-identify as having a disability to Assessment Center staff are referred to Disability Support Services to determine the need for test accommodations. At the time of testing, students are asked on the Assessment Center's "Computerized Assessment and Placement Programs" Score Form if they have a learning disability.

However, this question is not identified as optional, nor is the question used to provide information regarding Disability Support Services or to screen for the need for possible test accommodations (Computerized Assessment and Placement Programs Source Form). If students who reported a learning disability on the above Score Form are dissatisfied with their test scores, they are then referred to Disability Support Services to discuss the need for test accommodations and possible re-examination on the assessment tests.

SWC's Educational Master Plan 2000-2015 identifies several goals for the Assessment Center Office, including (1) activities that support student success; (2) coordination with other instructional and service units; (3) development of computer systems that support efficiency of operation and delivery of

service; and (4) strengthening of ties with external agencies such as feeder schools. In each of these goal areas, the Assessment Center has policies, procedures, and practices in place that are aligned with and support SWC's Educational Master Plan. The adoption of computerized assessment would further align the Assessment Center with the *Educational Master Plan*.

Action Plan:

- Develop a plan to implement computerized test assessments.
- Indicate that the question asking for identification of learning disability on the Computerized Assessment and Placement Programs score form is optional.

5.6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Description:

The Student Affairs area of SWC has established goals that address providing quality services that support student success (*Goals for Student Affairs*). The services include: Admissions and Records, Evaluations and Veteran Services, Counseling, Matriculation Services, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Disability Support Services, Student Employment Services, Transfer Center, Articulation, Women's Resource Center, Center for Technical Education and Career Success, and Student Activities (including: Student Government), Student Grievance and Order, Service Learning, Health Services, Financial Aid, and Outreach and High School Relations. Most of the programs offer services during evening hours. Bilingual staff are employed in many of the offices.

The College has established two Centers within the District to support the educational opportunities for communities that may not otherwise be served. The first Center was opened in the fall of 1988 in San Ysidro which is located at the southern end of the District. In 1998, a second education Center was opened in National City at the northern end of the District. Both Centers have been approved for expansion. Full support services are available to students at the Centers. In addition, the College has an extension office on the Naval Amphibious Base in Coronado where students can apply to the College, take assessment tests, and enroll in classes. The Transfer Center has expanded its services to students by providing distance advising. Students are also able to interact with representatives from the University of California, San Diego via teleconferencing technology. Other college and university counselors make on-site visits. Plans call for expanding this service with colleges and universities out of the area, and out of the State. The Counseling Center has installed kiosks in the Counseling Center and the Student Center to provide students with information on the support services available to them.

The College offers an Early Admissions program that includes full matriculation services for all District high school students. Students are able to complete the College admissions application, receive assessment, orientation, advisement, and priority registration. Peer advisors have a permanent presence at each high school site for personalized assistance.

The Program Review process allows for review, analysis, and assessment of all programs and services offered by the College regardless of the location or means of delivery. Student recommendations for program improvements are collected and work plans that include budget implications are developed.

Analysis:

All services are offered for both day and evening students on the main campus and at the Centers. Those services not offered on a full-time basis (Outreach, Veterans, CalWORKs, Cooperative Agencies Resources for Education (CARE), Disability Support Services, and Student Employment) are scheduled on an as-needed basis in coordination with the Center administrators and the main campus administrator responsible for the service. Formal operational procedures have been established between the Centers and main campus administrators to insure consistency and quality of services. Center administrators meet on a weekly basis with main campus administrators to keep the lines of communication open. The College is offering Distance Education classes on a limited basis. There is a link on the College web site that offers an online orientation for students interested in Distance Education, however, full matriculation services are not yet available online. Planning is currently underway for a One Stop Student Center to be occupied by fall 2004. The One Stop Center will provide comprehensive services in one location.

Action Plan:

- Develop online matriculation services.
- Implement technology that will provide teleconferencing capabilities between the main campus and extension sites throughout the District to provide students with access to workshops and classes being offered on the main campus.
- Develop a comprehensive District staffing plan for student services.
- Develop on-line financial aid system to allow access to financial aid status for students.

5.7. The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Description:

The College supports its diverse student population in several ways: commitment to hiring faculty and staff from diverse populations, and to providing support to student-outreach activities, student organizations, and, student programs in both instruction and student services. The diversity of students is represented by age, gender, disabilities, social and cultural origin, educational experience, and nationality. In comparing the fall 2001 semester with 1985, student race and ethnicity statistics demonstrate a steady increase of Hispanic student enrollment from 30% to 56%; Filipino from 12% to 14%, African-American enrollments remaining constant at approximately 5%; and Caucasian enrollments decreasing from 44% to 17%. The average age of students attending SWC has remained fairly constant at 27. Paralleling national enrollment trends in higher education, female students account for more than 55% of the student population. And 19.1% of the students claim English as a second language. More than one-half of SWC students are employed at least part-time and 51% receive some type of financial assistance. Overall, the College is quite diverse in its student population with a large percentage of Hispanic students, a student population with an average age of 27, and a sizeable English as a Second Language student population (*Opening Day Enrollment Report, Fall 1997-2001*).

Analysis:

While Program Reviews and alumni surveys capture student impressions and level of satisfaction with student services and instructional programs, there is currently no comprehensive student survey that addresses College climate/support of diverse student populations. Several disciplines and departments of the College provide programs and services designed to meet the needs of a

diverse student population. In addition, the College has implemented staff development activities that address diversity issues at the College. Several faculty and classified positions in Student Affairs have included a “preferred bilingual” element in the job descriptions. Services in both English and Spanish are provided on the main campus and the two Centers.

Data on student and community demographics for the past five-year period indicated a significant increase of ethnically and culturally diverse populations, women, and students with disabilities. The Outreach Office has developed targeted activities for recruiting these populations through a comprehensive program in collaboration with feeder high schools. Although outreach to various communities takes place through involvement in community fairs and events, a more targeted effort needs to be made to reach adult learners, returning students, and non-traditional students.

The Student Activities program sponsors the Associated Student Organization, and student clubs. Twenty-nine chartered clubs exist on campus including: Movimiento Estudiantil Chicano de Aztlan (MEChA), Pakgakaisa, African-American Student Alliance, Rainbow Alliance, Abilities Beyond Limitation Through Education (ABLE), Puente, Partnership Organization with Empowering Resources (POWER), and Society of Hispanic Professional Engineers (SHPE). Annual heritage festivals and activities are hosted by these groups. With the recent opening of the new Student Center, all student clubs and organizations are housed in one location. This environment promotes collaboration and interaction amongst the diverse groups. Student Activities faculty, staff, and club advisors provide leadership training for students that includes diversity themes.

Examples of effective student support programs include the Puente Project, Math

Engineering Science Alliance (MESA), and Society of Hispanic Professional Engineers (SHPE). These programs offer career and transfer information, mentoring, motivational activities, and academic support. The Women's Resource Center offers specialized programs for re-entry women. The Transfer Center coordinates motivational transfer workshops that are ethnic-specific including Chicano/Latino, Asian-Pacific Islander, and African-American. Community role models, college staff, and former students participate in these events.

Overall, SWC has a wide array of programs and services designed to meet the needs of a diverse student population. The development of a College climate survey would provide concrete evaluative information with which to measure effectiveness and satisfaction.

Action Plan:

- Develop and implement an annual institutional climate student survey.
- Expand services to support non-traditional and underrepresented students.
- Develop and disseminate materials in other languages and alternate media.

5.8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Description:

The College provides a co-curricular environment that fosters learning and civic responsibility through a service learning curriculum and activities, student government, the Outreach Peer Advisor program, the athletic program, and Performing Arts.

Service Learning Program

The Service Learning program involves

students in volunteer efforts that promote intellectual development and civic responsibility. Partnering with over 60 community-based organizations, the Service Learning program provides students with service placement that enhance classroom learning. To promote participation in these activities, students receive a service certificate, co-curricular transcript recognition, and the opportunity to earn College credit. More than 200 students participate in the program every semester.

Student Government

The Student Activities Office advises Student Government and provides support services to the Student Senate. The Student Senate provides budget supervision, calendar coordination, and publicity for student organizations and clubs. The Associated Student Organization (ASO) is composed of the ASO President/Student Trustee, executive officers, and senators. The ASO oversees an annual budget of over \$200,000 that has tripled in the past three years. The Inter Club Council provides a forum and point of articulation for all student organizations.

Outreach Peer Advisor Program

The Outreach Peer Advisor program provides extensive training to students so they may effectively assist high school students and the community at large interested in attending the College. Peer advisors receive over sixty hours of training in the area of admissions and records, matriculation, Extended Opportunity Programs and Services (EOPS), Disability Support Services (DSS), financial aid, student employment services, transfer services, and counseling. Peer advisors are placed in each of the feeder high schools and provide support to school counseling and academic programs. In addition, peer advisors participate in many community events to provide information that promotes SWC.

Athletic Program

Through the School of Health, Physical

Education and Athletics, SWC provides comprehensive opportunities to its students. Students may enroll in a wide range of courses such as Body Sculpt, Cardiovascular Fitness, Bowling, Golf, Racquetball, Badminton, and Tennis. In addition, the College's intercollegiate program sponsors 15 athletic teams including football, men's and women's soccer, men's and women's basketball, women's softball, men's and women's tennis, men's and women's track and field, men's baseball, men's and women's water polo, and women's volleyball. The new Aquatic Center offers instruction in various water sports.

Performing Arts

Students participate in community programs in choir, Mariachi, jazz, African drumming and dancing, Latin American dancing, community mural painting, the campus newspaper and intercollegiate forensics. Visual Arts Programs provide an opportunity to exhibit student artwork. A lecture series is sponsored by the School of Arts and Communication.

Analysis:

Collectively, these programs and services foster the intellectual, ethical, and personal development of the students. Students in the Service Learning Program reflect upon their experiences through written assignments and oral presentations. Peer advisors represent the College as ambassadors and receive leadership training. The students in Associate Student Organization (ASO) oversee an annual budget of over \$200,000 and are involved in both on- an off-campus events. Students are encouraged to take advantage of the College's physical education opportunities and fine arts opportunities.

Action Plan:

- Develop an internal marketing plan to promote service learning, opportunities for outreach peer advisors, and student

leadership within the College.

- Develop a co-curricular list of activities and opportunities for students.

5.9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Description:

The Office of Admissions and Records ensures that student records are maintained permanently and confidentially in a secure location. Stringent security measures are taken to ensure that records are backed up on a regular basis (microfiche, microfilm, document imaging, zip disk, and server), and maintained in a fireproof location. Although State regulations require that only student transcripts be stored permanently, the Admissions and Records office maintains additional student records that include admission applications, petitions, grade changes, and counselor notes. In addition, the Office maintains all grade rosters from 1961 to the present and stores them in a locked and fireproof vault.

Student records are maintained in several formats. Records from 1961 to 1991 are maintained on microfiche in a secure room and records are backed up on microfilm.

In 1992, the College began maintaining student records electronically through Colleague, a computerized student information system. Security measures undertaken for the protection of these documents include a tape backup of all electronic records maintained in Computer Support Services. Additionally, provisions for an emergency data recovery plan have been made.

From 1997 to 1999, the document imaging process replaced microfiche for the

maintenance of student records. Currently student records from 2000 to the present are kept on hard copy waiting to be imaged. The security measures undertaken for the protection of these documents include storage on the computer's hard drive, a server located in Computer Support Services, and backup copies on a Plasmon Disk.

The Director of Admissions and Records must approve the level of access to student records. Access to levels of student record information is authorized and monitored by an employee's individual admittance password. Student workers are required to sign a confidentiality agreement prior to handling student records, however their interaction with student records is significantly limited. Student records that need to be disposed of are shredded on a regular basis.

Admissions and Records staff are trained in the handling and processing of student records. The Office also collaborates with the Education Center at San Ysidro and the Higher Education Center at National City to provide a full-range of services. The Centers keep student files (i.e. copy of the application, counseling notes, petitions, etc), in a file cabinet in a locked room. All original forms are sent directly to the Office of Admissions and Records at the main campus.

Both of the Centers maintain copies of student records for use by counseling, Extended Opportunity Programs and Services (EOPS), and Financial Aid staff for the purpose of advisement and reference. The staff in these areas meet regularly to review procedures and identify any necessary changes. The Admissions and Records Office coordinates procedures and informs the Centers of any updates on new policies. Student Workers employed at the Centers are required to sign a Student Worker Contract regarding confidentiality in student records.

Analysis:

The Office of Admissions and Records is fulfilling the requirements of the standard. However, the ability to procure network capabilities to share student information with the satellite campuses will greatly increase the efficiency of data sharing.

Action Plan:

- Implement a networking system to provide a more secure paperless method of accessing student files District-wide.
- Develop a prompt on Colleague that alerts users of confidentiality requirements when reviewing student records.

5.10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Description:

The Student Services unit conducts program evaluation to ascertain the adequacy and effectiveness of its programs and services by completing annual reports and Program Reviews. In accordance with District policies, comprehensive Program Reviews are conducted of all Student Services departments on an ongoing basis. Program Review follows a six-year cycle: five years for the review of all programs and services and one year for review and update of the process. Each program and service undertakes a self-study once during the five years. Additionally, significant changes in a discipline, program, unit or service may necessitate an earlier review than previously scheduled.

It is the College's intent to utilize the results of each year's Program Reviews as a basis for program improvement and funding decisions. Each Student Services unit submits recommendations that require additional

resources to the appropriate administrator. The resource implications are incorporated into the College's annual budget process.

The Program Review process includes a description of services, program goals, progress on prior goals, demographic data of students served, program outcomes, staffing and budgetary needs. Based on Program Review findings and recommendations, program managers modify goals for the following year to incorporate appropriate recommendations. The purpose of review is for the Student Services programs to undergo self-analysis and to ensure quality services and institutional effectiveness.

Many of the Student Service departments are evaluated by external agencies. For example, categorical programs (e.g., Disability Support Services, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education) are subject to periodic Program Review by the California Community College's Chancellor's Office.

In order to establish ongoing evaluation of Student Services, the Vice President for Student Affairs holds weekly meetings with department managers and lead staff. Additionally, the Student Services Committee, a standing college committee, has broad-based representation and is co-chaired by the Vice President for Student Affairs and the Academic Senate President-Elect. Through this committee, faculty and staff are able to comment on program effectiveness and adequacy of program services. Additionally, the findings of the Program Review process are widely disseminated and used in planning.

Analysis:

A formal procedure has been developed for Program Review under the auspices of the Program Review Committee. Student Services has developed criteria and developed a process linked to the Student Affairs mission, goals, and objectives.

The following Student Services divisions or departments have completed their Program Reviews: Admissions/Records/Registration, Counseling/Career Center, Financial Aid, Outreach, Evaluations, Veterans Services, Matriculation, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, and Disability Support Services.

The Program Review process has provided student services units with the opportunity to systematically evaluate their services. Departments develop plans and strategies to revise service delivery approaches and accountability measures, as recommended by the Program Review process.

Action Plan:

- Link Program Review resource recommendations to the budget process.

STANDARD FIVE: Reference List

- 5-1 General Admission Requirements, District Policy No. 6001
- 5-2 *Southwestern College Catalog*
- 5-3 *Schedule of Classes*
- 5-4 *Student Policy Handbook*
- 5-5 *Orientation Guide*
- 5-6 Matriculation Policy, District Policy No. 6079
- 5-7 *Student Survey, 2000, Outreach Services*
- 5-8 *Program Reviews 2001-2002*
 - Disability Support Services*
 - EOPS*
 - Evaluations*
 - Matriculation*
 - Veterans*
- 5-9 *Program Reviews (Previous)*
 - Admissions and Records 2000-2001*
 - Assessment 1998-1999*
 - Counseling/Personal Development 2000-2001*
 - Financial Aid 2000-2001*
 - Health Services 1998-1999*
 - Outreach 2000-2001*
 - Student Activities 1997-1998*
 - Student Employment Services 1993-1994*
 - Transfer Center 1994-1995*
- 5-10 *Student Services Needs Assessment, Fall 1999, Higher Education Center at National City; Instructional Programs and Student Services Survey, Spring 1999, San Ysidro Education Center*
- 5-11 *Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Colleges (4th edition) March 2001*
- 5-12 *List of Approved Assessment Tests, California Community College Chancellor's Office, June 2002*
- 5-13 Course Advisement and Prerequisite Review Request
- 5-14 *Computerized Assessment and Placement Programs (CAPP) Answer*
- 5-15 *Southwestern College Educational Master Plan, 2000-2015*
- 5-16 *Student Affairs Goals, 2001-2002*
- 5-17 *First Census Enrollment Report, Fall 1997-2001*

STANDARD SIX: Information & Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

Co-Chairs:

Tony McGee Faculty, Academic Information Services

John Newhouse Dean of Academic Information Services

Greg Sandoval Dean of School of Counseling & Personal Development

Committee:

Marisa Abramo Faculty, Academic Information Services

Ofelia Arellano Provost of SWC Education Center at San Ysidro

Tom Bugzavich Classified Staff, Graphic Lab Specialist, Learning Resource Center

Judy Faas Classified Supervisor, Library Clerical Supervisor, Academic Information Services

Beatriz Guerrero Student

Bobbie Lane Classified Staff, Administrative Secretary II, Learning Resource Center

Elisa Merino Classified Supervisor, Learning Resource Center Supervisor,

Hector Reyes Classified Staff, Microcomputer Lab Technician, Learning Resource Center

Karen Smith Faculty, Academic Information Services

Barbara Speidel Faculty, Academic Information Services

STANDARD SIX: Information and Learning Resources

6.1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Description:

Library

The library employs emerging technologies to support a learning environment and a curriculum that meet the needs of the students, faculty, staff, and community members. It balances printed materials with electronic resources and provides options in electronic formats, delivery models, and access technologies. Library patrons can access information sources from 35 computer stations. There are 25 research workstations adjacent to the reference desk, 15 Internet workstations, and 10 catalog workstations providing dedicated access to the library catalog. Since spring 1999, the library has purchased 25 Pentium-based workstations for public use and 10 for staff use. From their homes, offices, or SWC extension sites, students and staff can locate the library holdings through the web site and access abstracts or full text copies of an extensive range of periodical articles from general and specialized databases.

Print resources include a book collection of over 80,000 items: approximately 330 current periodical and newspaper titles, an active reserve collection; the College archives, a pamphlet file, career information, controversial issues, local information, and maps. The library automation system is called Horizon. Access to the library catalog is delivered to workstations in the library, the Learning Resource Center and remotely through the library web site. A full range of electronic

resources is accessible to both distance education students and others through password log-ons. Library computer workstations provide Internet access as well as access to 15 web-based periodical databases including subscriptions to EBSCOHost, NewsBank, Proquest Research Library Complete, Proquest National Newspapers Five, Nursing Journals, CINAHL, Gale Literary Resource Center, SIRS, Noticias en Espanol and Informe. Other Library non-print resources include an audio book collection, instructional CD-ROMs, and microform titles. The library web site links patrons to a variety of resources including the library catalog, full text magazines, newspapers, and encyclopedias. The "Internet Subject Guides" web page links library patrons to numerous web sites that have been selected in each subject area by a collection development librarian. There are various types of library instruction and classroom presentations. Librarians partner with discipline faculty for delivery of information and instruction, using printed help guides such as "Finding Journal, Magazine, and Newspaper Articles" and "Political Leaders: Library Resources", physical tours and orientations, and web-based assignments. All library orientations are course-specific. Credit courses include two separately listed one-unit courses:

Library 110, Simplified Research: Print and Electronic, an introduction to library research using both print and non-print resources.

Library 151, Research Using the Internet, a nine-week, classroom-based course designed by librarians to introduce the Internet as a research tool.

Construction for the new Learning Resource Center (LRC) has begun. The LRC is scheduled to be completed in January 2003. The 87,000 square foot, three-story building will house the print and non-print collections, a computer commons, additional conference/meeting rooms, and a telemedia production

studio with editing rooms. The state-of-the-art learning center will ensure that future technology needs can be met.

During the 2000-2001 academic year a total of 369 general and specialized orientations to the available print and electronic resources were conducted by library faculty, reaching over 8,100 students. Over 24,000 library users were assisted at the Reference Desk in a variety of areas including answering directional questions, answering ready-reference questions, and assisting students, faculty, staff, and community members in meeting their informational needs. (California Academic Library Reports, 1999-2001.)

Education Centers at San Ysidro and National City

The Education Center at San Ysidro library facilities consist of a 35 square foot area in the corner of the Student Services offices. The Higher Education Center at National City does not have a designated area exclusively for library services.

Learning Resource Center Distribution

The Learning Resource Center provides media, equipment circulation, and maintenance, as well as audio and videotape duplication of copyright cleared-programs. The media collection consists of VHS videotapes, audiocassettes, sound-filmstrips, sound-slide sets, CDs, DVDs, and CD-ROMs. VHS videotapes account for approximately 60% of the circulation to students and almost 100% of circulation to faculty. Circulating equipment consists of VHS video playback units, camcorders, and presentation carts equipped for PowerPoint presentations, overhead projectors, carousel slide projectors, and other audiovisual equipment. Equipment is circulated primarily to instructors for short-term use in classrooms. School offices also provide equipment that is housed permanently in classrooms. Videotape units

and presentation carts comprise the majority of LRC equipment circulation. Disability Services and Support operates a High Tech Lab that is within the Learning Resource Center. This lab is equipped with various assistive devices and software and is available only to students receiving services from Disability Support Services. Space for study is available at tables in the lobby area.

Learning Resource Center Microcomputer Labs

The LRC computer labs house a total of 144 computers in two Windows labs managed by the School of Business and Information Systems, two Macintosh labs, and one mixed lab managed by Academic Information Services. The Macintosh and Windows labs are used for instruction as well as for open lab time when classes are not in session.

The Circulation Desk has five computers on carts that are available for checkout by students, faculty and staff. The 420 Building also houses several other computer labs that are managed by their respective Schools or departments.

When classes are not in session, the LRC computers are available to all students, faculty and staff during the posted open lab hours. The labs are accessed by students in all disciplines for research on the Internet, access to distance education courses, access to Web-enhancements incorporated into standard course sections, and to complete writing assignments. The students also have access to e-mail through one of the many free e-mail web sites on the Internet. The District does not provide student e-mail accounts. Free black and white printing is available to students.

Analysis:Library

The library holdings are at 80,000 volumes and 334 current serial subscriptions, numbers that are within the American Library Association (ALA) standards. However, the number of books and serials are lower than the minimum recommendation. The library has greatly improved student access to information resources in spite of a static library budget that has actually lost value as the cost of materials increases annually. Periodical print subscriptions have declined from 365 titles in 1997 to 321 in 2001. Subscriptions to five electronic databases have been discontinued. Future library service decisions and fiscal considerations will need to address and weigh the costs and value of different resources.

The rising cost of current materials has been offset by grants from two State sources: Instructional Equipment and Library Materials Block Grant Funds which are administered by the College Leadership Council, and the Telecommunications and Technology Infrastructure Plan Funds. The first grant supports the purchase of books and videos, but the library has had to compete with other units of the College to obtain funding from this source. The second grant supports increased access to online journals and reference sources and the library has received the entire amount designated for library services by the State of California. Library periodicals have been enhanced with the purchase of electronic full-text titles available through EBSCOHost and ProQuest resulting in 2,000 additional electronic titles available to the College community. The library's web site provides access to both print and electronic information resources 24 hours a day. Students are provided user names/passwords for 12 electronic databases of information resources.

Areas of Concern:

- Given the increased number and prices of electronic resources considered necessary today, increased fiscal support is needed for electronic resources.
- Despite an increase in student population and an explosion of virtual information available on a daily basis, the number of library classified support staff has not increased since 1975.
- Off-campus web access to the Horizon online catalog was delayed and has not been reliable due to computer network problems.
- Most of the library's computer equipment is three years old or more; ongoing upgrades are needed and included as part of an Institutional Technology Plan.
- The second floor of the library is not up to the standards of the American Disabilities Act (ADA).

Education Centers at San Ysidro and National City

Because of limited space, no attempts have been made to purchase or make available many reference books. Full-reference services are available from the main campus library reference staff via telephone, mail or walk-in. No circulation services are required.

Learning Resource Center Distribution

The media collections and computer programs support both general use and specific programs and courses. The media collection breadth mirrors that of course offerings. The majority of programs that are purchased have been previewed and recommended by faculty members teaching in the relevant disciplines. Video collections for Biology, Child Development, History, and Nursing are well represented. While the collection is deficient in a few specific or highly technical, fast-changing disciplines such as Real Estate and Electronics, the

faculty in these disciplines have not voiced a need for additional materials.

The staff is experiencing some difficulties in managing CD-ROMs for easy access by patrons, partly due to the varying nature of CD-ROMs. Some are stand-alone and run only from the disc; others run from the disc supported by installed software; and some run exclusively from software installed on a server. In addition, metering software is necessary to control the number of users since the College rarely purchases multi-seat licenses.

There is a need to build the DVD collection, as more programs become available in this format. This must be coordinated with the purchase of DVD players by the Schools for easier classroom access.

The LRC staff is challenged to provide comparable services to the Education Center at San Ysidro, the Higher Education Center at National City, and the other extension sites where classes are held. No Center provides facilities for students to use media outside of class time. The campus courier makes deliveries to the Centers at San Ysidro and National City twice each weekday, increasing media access to educational programs at each Center. Professors who teach at other extension sites must pick-up and return media to the main campus. Another challenge is that everyone teaching a certain class uses some programs during the same period. With a 3-day turn-around time for programs used at extension sites, it can be difficult to share these materials, even though second copies of some high-use programs have been purchased to help alleviate this problem.

Learning Resource Center Microcomputer Labs

The computers in the Learning Resource Center Windows labs were replaced with Dell Dimension 8200 computers in August 2002,

so this equipment has both the speed and memory to support today's software. The equipment in the LRC Macintosh computer labs is obsolete and does not meet the minimum hardware and operating system requirements for today's software. Frequently used applications, such as Internet browsers, are slow in loading and displaying the graphic content of web pages. Access to distance education applications such as Blackboard is slow and subject to problems. Software applications like Adobe PhotoShop, Microsoft Publisher and Microsoft PowerPoint, can take several minutes to print a semi-complex graphic document. When computer parts fail, it is becoming harder to get replacements.

For the last few years, the LRC has provided free black and white printing for all students in the microcomputer labs. The result has been a major abuse of this service by students and community members. The microcomputer labs use a 5,000-sheet box of paper per day and replace toner every other week. This print cost has recently become a concern to the College; meetings have been held to explore pay-per-print solutions.

The LRC relies on two Windows NT 4.0 file servers that are in need of upgrades. The file servers assign the IP numbers necessary to access the Internet and manage the printing for the Windows computers. One of the servers also controls the CD-ROM towers used to distribute content on CD-ROM for lab support and instructional material cataloged by the Circulation Desk. The server that controls the CD-ROM towers also needs hardware upgrades to support the four CD-ROM towers that are in the LRC. Currently only two CD-ROM towers are in use because the server cannot support the four SCSI cards needed to operate all four CD-ROM towers.

The portion of the computer network that is contained in the LRC has ongoing problems. Network outages are not uncommon in the building, rendering useless network services

such as Internet access and College e-mail. The LRC technicians have a difficult time keeping the computer labs up-to-date because the network can no longer handle the load placed on it by the re-imaging process needed to restore a computer to working condition.

Action Plan:

Library

- Establish and maintain outreach and training programs for library resources using electronic and print resources.
- Monitor library holdings in relation to the American Library Association's minimum standards.
- Provide remote access to as many electronic databases as possible.
- Enhance library services to the Centers through the development of an electronic system.
- Continue final plans for the Library/Learning Resource Center.
- Continue planning the library facilities to be housed in the development of the proposed Otay Mesa/Project Synergy and the expansion of the Higher Education Center at National City.

Learning Resource Center Distribution

- Continue to explore ways to manage CD-ROMs for easy access by patrons.
- Coordinate with the Schools to begin the transition from video programs to DVD format.
- Continue to participate in the planning for Learning Resource Center services for extension sites.

Learning Resource Center Microcomputer Labs

- Include replacement of computers and file servers as part of the Technology Plan.
- Continue to explore pay-per-print solutions.
- Continue to seek solutions for CD-ROM management.
- Continue to provide Computer Support

Services with information on network problems.

6.2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Description:

Library

Book purchases and magazine subscriptions are largely based on recommendations from library faculty that review professional journals that emphasize resources for academic libraries. Through responding to reference questions, librarians note deficiencies in the collection and select accordingly. Classroom faculty recommendations are regularly solicited via flyers, voice mail, and personal contacts. Faculty requests are given the highest priority in acquisition and cataloging.

Full-time librarians actively serve on committees at the State level and on a variety of College committees (Academic Senate, Curriculum and Instruction Committee, Staff Development, and Student Services). The library faculty makes careful selection of library equipment and materials appropriate to the curriculum and State guidelines in the Telecommunications and Technology Infrastructure Program (TTIP) Library Automation Program. A Library Technology Plan, completed in summer 2000, was developed in accordance with the goals set forth in the Educational Master Plan. The library automation system was switched to Horizon to comply with the Z39.50 standard mandated by the TTIP Library Automation guidelines in 1998.

Circulating materials are conveniently arranged according to the Library of Congress

Classification System in the book stacks. Special collections, such as English as a Second Language Readers, paperback leisure reading, oversize collection, and new book titles are shelved in prominent locations. Reference materials are shelved near the Reference Desk, where assistance from a librarian is readily available. Reserve materials (primarily textbooks, and supplementary reading) are shelved at the Circulation Desk for quick access.

Learning Resource Center Distribution

The District supports non-print acquisitions with a 2001-2002 budget allocation of \$17,105. Positive reviews are brought to the attention of appropriate faculty members for preview and recommendation for purchase. Selection standards include evaluations by both reviewing journals and faculty, collection needs, expected use, closed captioning, and cost.

All LRC programs are included in the Horizon integrated library catalog that is shared with the library. A print bibliography is maintained as a back up, as well as for faculty members who want hard copies for their own use or to distribute to students.

A regular de-selection schedule is established in order to maintain a current collection. Each media format (audiocassettes, sound-filmstrips, videotapes, etc.) is surveyed every five years to identify and cull out-of-date and unused titles to keep the collection current and circulating.

Learning Resource Center Microcomputer Labs

The software installed on the computers in the LRC is selected and purchased by the School that uses the lab for instructional purposes. Each School purchases enough licensing to cover the number of computers in the LRC (75 licenses per platform). It is the

responsibility of the School of Business and Information Systems to upgrade and replace equipment in the two Windows labs.

No formal system exists to monitor student use of the LRC Microcomputer Lab computers. An Acceptable Use Policy that has been approved by the Governing Board is available to the College community, and students who are observed accessing unacceptable sites are asked to exit those sites.

Media Production Lab and Student Technology Assistant Program

The focus of the Media Production (Graphics) Lab is to provide technical support and training for faculty, staff, and students on the use of equipment; to design, organize, and produce instructional materials utilizing a variety of media; and to develop promotional and educational programs and related materials. The lab also supports academic computing at the College. In addition, the Graphic Lab Specialist manages the Student Technology Assistant Program.

The equipment housed within the Media Production Lab consists of the following.

- 3 Macintosh G3 computers
- 1 Macintosh G4 computer
- 1 IBM computer
- 2 HP scanners
- 2 Microtek scanners
- 2 CD recorders
- 1 black and white laser printer
- 1 color laser printer
- 1 Sony digital still cameras
- 1 Canon Mini DV video camera

Analysis:

Library

The library is often given short deadlines to approve new course proposals regarding

current library resources. The curriculum approval form requires that the course initiator determine if library resources are adequate for their course subject area. This determination is normally not done by the course creator but rather by each subject area librarian.

The library created its web site in 1998 and continues to maintain an active web page. Librarians serve on the Curriculum and Instruction Subcommittee E (Technology) and are leaders in information technology at SWC and at the State level.

The increased use of computer and electronic resources will require additional library staff positions to help support library computer services in the new LRC.

Learning Resource Center Distribution

A large, comprehensive media collection serves the needs of most disciplines using such instructional materials and methods. Significant erosion of purchasing capability is expected due to the need to have all newly purchased videotapes closed-captioned. Some producers now caption their programs to satisfy the needs of the community colleges, however additional costs are incurred.

The LRC cooperates with Disability Support Services to acquire textbooks on tape from Recordings for the Blind and Dyslexic. This subscription cost has been borne by the LRC media budget for the last three years. Since this service is restricted to those students who need accommodations in order to use print text, funds originally intended for purchases to benefit all students are used to benefit one small group.

Learning Resource Center Microcomputer Labs

When a School requests software installation

on the computers, licensing for the labs in which it will be used must be provided. Currently the LRC has an "all or none" licensing policy that covers all of the computers of a particular platform. While this is an effective way of covering all computers in a lab and ensuring that a student will find the software they need to complete homework assignments, it creates a large expense for the School requesting the software. Most Schools cannot afford to supply the necessary licensing and have opted not to have the software available to students using the LRC computer labs. This forces students to use School computer labs to complete homework assignments. The School computer labs also have limited open lab times for student access. The LRC could provide open lab time to such students if provided with the necessary licensing.

The issue of lab responsibility is a problem in relation to the upgrade, replacement, and repair of equipment. It has become harder to obtain funds from the managers of the labs when replacement or repairs of equipment become necessary. While the LRC has tried for several years to replace the computers in the labs through College Leadership Council Block Grant funding, the managers of the labs have not provided resources for the replacement of equipment in the LRC.

Media Production Lab and Student Technology Assistant (STA) Program

Much of the equipment used in the Media Production Lab is outdated. As the nature of the work becomes increasingly sophisticated, the processing speed of the equipment is a deterrent to effective, timely production.

In collaboration with the School of Arts and Communication and Learning Resource Center staff, a plan was formulated to integrate media production, the Student Technology Assistance Program, and the Interdisciplinary New Media Program (IDNM)

Lab into one multipurpose design/production studio. Students from the IDNM Program would be recruited to serve as STAs, whose job would be to provide college-wide academic computing support. By merging these three facilities and programs, duplication of costly equipment would be avoided and support services centralized. No movement has taken place to work toward the accomplishment of this goal.

Action Plan:

Library

- Refine the Curriculum and Instruction course proposal procedures and timelines to ensure library involvement in the curriculum process.
- Provide access to the library's collection-development policy on the library's web page.
- Publish collection-development areas for each librarian on the library's web page.
- Create library staff positions that include the authority to provide support functions for the library computer resources, including databases, web page, Internet access, video conferencing, and related hardware and software service areas.

Learning Resource Center Distribution

- Work with appropriate faculty to build current collections for underrepresented disciplines.
- Identify alternative sources of funding for the Recordings for the Blind and Dyslexic.

Learning Resource Center Microcomputer Labs

- Continue to research metered licensing solutions.
- Continue to seek funding for replacing computers.
- Shift the management of the labs in the Learning Resource Center to Academic Information Systems.

Media Production Lab and Student Technology Assistant Program

- Replace obsolete equipment.
- Upgrade software to reflect current technology.
- Pursue process for on-going acquisition of up-to-date equipment.
- Pursue integration of the Media Production Lab, the Student Technology Assistant Program, and the Interdisciplinary New Media Lab.

6.3. Information and learning resources are readily accessible to students, faculty, and administrators.

Description:

Library

The library complements its open hours with course scheduling patterns and student need. Currently the main library is open 64 hours per week, including 4 hours on Saturday. A reference librarian is present whenever the library is open and all services are available to patrons. While facility design limits some aspects of ADA compliance and access to information resources, the following accommodations have been made:

- Two information workstations are equipped with 19-inch monitors, electronically adjusted workstations, JAWS, and Zoom Text software to aid low vision and blind students.
- One Optelec video magnifier for patrons with low vision to read printed text.
- Retrieval of materials located on the second floor by librarians for disabled patrons.
- Provision of library orientations in the reference area on the first floor for disabled patrons.

Access to the library has improved with the creation of the library web page available via the Internet 24 hours a day. Library faculty develops and maintains informational subject

guides and links to other information resources. The Library provides and supports online electronic services that include Inter-Library Loan, Ask a Reference Librarian, and requests for access to electronic databases.

Education Centers at San Ysidro and National City

Library assistance at the Southwestern College Education Center at San Ysidro is limited to 20 hours per week. At the Higher Education Center at National City, librarians provide assistance six hours per week. Librarians are also available to go to the Centers outside scheduled times to provide orientation classes. Students and faculty can access library databases from the computer labs. Couriers deliver requested reference materials and learning resources to the Centers on a daily basis.

Learning Resource Center Distribution

The Learning Resource Center is open extended hours to accommodate early morning, late evening, and weekend classes. When classes are in session, the LRC Distribution Desk is open 73.75 hours per week. When classes are not in session, LRC hours total 45 per week.

All programs in the LRC media collection are listed in the joint Library/LRC online Horizon catalog. A patron can search for both library and LRC titles at any computer connected to the Horizon system. Three computers are programmed for exclusive online catalog use.

All students, faculty, and staff may borrow any LRC program. Students must use the programs in the LRC. Faculty and staff may take programs out of the building to preview, use during class periods, or utilize some way in the course of their work. Faculty and staff may reserve media and equipment in advance. Students who wish to use equipment or media for class presentations

may take them out of the building with written permission from their professor.

The LRC staff works with the Disability Support Services staff to ensure that the equipment and programs comply with ADA regulations. This includes acquiring electronically adaptable computer desks, closed captioning of videotapes, etc.

Professors who teach at the Southwestern College Education Center at San Ysidro and the Higher Education Center at National City can access media via the campus courier. Those teaching at other extension sites must pick up and return programs themselves.

Learning Resource Center Microcomputer Labs

When the semester is in session, the microcomputer labs are open 75.75 hours per week. To accommodate scheduled classes, labs close 15 minutes prior to the class time and reopen when the class is completed. Class schedules are posted on the door of each computer lab and are updated as needed.

When classes are not in session, the computer labs are open for walk-in use Monday through Saturday. Open lab hours are posted on the door to each lab, on the lobby bulletin board, and at the Distribution Desk. The open lab hours for these rooms change throughout the semester since many classes held in them are short session courses meeting for three, six, or nine weeks. In addition, some faculty members schedule these labs for either one day or for a few days for special demonstrations or projects.

The open lab hours in the computer labs are decreasing due to the increase in enrollment and the increase in distance education and web-enhanced sections. This has created some very crowded labs during open lab time and increased the demand for the mixed lab computers.

Media Production Lab and Student Technology Assistant Program

Staff members submit media production projects primarily through telephone contact. There are also project request forms available in the Media Production Lab.

The Media Specialist logs in job requests and records necessary information: name, department, telephone, and a description of the job. The number of academic year contacts is thus recorded in the media production database.

Analysis:

Library

The Computer System and Services Program Review indicated that a majority of faculty and staff agree that access to the library was important and available. Over 50% of the faculty and staff access the library more than once a month. Over 40% use the library catalog during the week between the hours of 8 a.m. and 4 p.m. Accessibility to library resources has greatly improved with the enhancement of the library's web page that provides a centralized place to access research resources. The library web page is available to all faculty, staff, and students on every Internet-accessible computer on campus and at the Centers. There are times of the day when the library cannot meet the demand for student access to computers in the library. Power restrictions limit the amount of computer workstations within the current building.

The College Leadership Council (CLC) has provided funding to the library to add assistive technology-including text-enlarging monitors, JAWS, and a screen-reading software program that utilizes a voice synthesizer. Both workstations have wheelchair accessible computer tables that can be raised and lowered.

As course offerings expand to Friday evenings and Saturdays, there is a need to provide more accessibility to information and library resources. Increased funding for additional classified staffing has not been provided for the increased hours of operation.

Learning Resource Center Distribution

The LRC is open sufficient hours during the week to meet the needs of faculty and students. However, additional hours are requested for Friday evenings, weekends, and during vacation times. Staffing constraints prevent such extension of open hours. It is a continuing challenge to provide services to the Centers and extension sites on a comparable level with services provided to the main campus. Courier service to the two Centers is adequate, but none exists for other extension sites. No extension site provides facilities for non-class use of audiovisual media by students.

Learning Resource Center Microcomputer Labs

While the current number of scheduled hours seems to satisfy the needs of most students, there are still some who would like to have more open lab hours available to them. The evening hours have the least amount of open hours for the Windows labs, and students who work until the early evening hours have a difficult time finding an open lab to complete homework assignments.

Media Production Lab and Student Technology Assistant Program

The current system for project requests is adequate, however improvements are continuously sought. For example, a web site for the Student Technology Assistance Program is currently in progress. There will be a Work/Problem Submission Form that can be sent electronically to a Student Technology

Assistant. As the number of requests for media production and Student Technology Assistance projects increases, improved communication will be vital to the continued success of these support programs.

Action Plan:

Library

- Develop a marketing plan of services and resources to students and faculty participating in Distance Education programs.
- Develop an online library orientation for students participating in Distance Education programs.
- Provide more accessibility to information and library resources.
- Hire classified staff to cover increased hours of operation.

Learning Resource Center Distribution

- Continue to bring the service needs for the Centers and extension sites to the College's planning processes.
- Continue to coordinate purchase decisions with Disability Support Services to ensure that the facilities and services comply with American Disabilities Act regulations.

Learning Resource Center Microcomputer Labs

- Move a portion of the scheduled classes in the Learning Resource Center to other labs at the College that are not in use.
- Reserve the Computer Commons in the new Learning Resource Center building exclusively for open lab usage.

Media Production Lab and Student Technology Assistant Program

- Continue to improve effectiveness and efficiency of communication.
- Pursue the completion of the Student Technology Assistant web site.
- Develop request-submission mechanisms capable of handling increasing demands for services.

6.4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Description:

Library

The recent addition of two full-time librarians to the faculty has brought the library's certificated staff to a total of ten: six full-time librarians who each work 35 hours per week eleven months a year and four adjunct librarians whose hours collectively total 39 per week during the spring and fall semesters. All ten librarians meet or exceed minimum qualifications as established by the Academic Senate and the Chancellor's Office.

The library support staff consists of five full-time classified workers, three part-time classified workers, and 80 hours per week of student workers.

User needs are top priority with staff and such needs are generally met. The continuous situation of insufficient numbers of staff means that background tasks such as shelving, weeding, inventory, and planning often do not receive adequate attention.

Learning Resource Center Distribution

The Learning Resource Center staff consists of contract classified and College Work-Study staff. The contract classified staff is composed of a full-time LRC Supervisor, a full-time LRC Operations Technician, and a 19-hour per week LRC Operations Assistant. The College Work-Study allocation was reduced to 105 hours from 138 hours per week which resulted in the elimination of hours assigned to Graphics. LRC Distribution uses 123 hours; Graphics, 15. The position of LRC

Coordinator was upgraded to LRC Supervisor in January 2002.

Learning Resource Center Microcomputer Labs

The LRC Microcomputer Labs have three full-time classified employees and one 19-hour LRC Assistant. The two Microcomputer Lab Coordinators, one Instructional Lab Tech, and the LRC Assistant oversee the operation of the computer labs.

Media Production Lab and Student Technology Assistant Program

The Media Production Lab staff consists of one full-time Media/Graphics Specialist, three Student Technology Assistants, and one 15-hour student worker.

Analysis:

Library

User needs are met because of the willingness of the entire staff to work hard and be flexible. Librarians work a variety of shifts at different locations in order to provide reference service at all hours that the main campus library is open and offer the following services: over 325 customized library orientations per year reference and instructional services at the Centers, and the library's web pages. Librarians train students and faculty in the use and evaluation of electronic and print resources.

Librarians and support staff participate in staff development activities and trainings. Librarians have taken courses in areas such as technology for instructional use, the delivery of online education, web page production and design, and computer networking.

Learning Resource Center Distribution

Members of the Learning Resource Center staff are adequately prepared for work duties and responsibilities. They maintain currency by attending staff development workshops and professional conferences.

The Learning Resource Center contract classified staff is not sufficient to provide adequate coverage for hours the LRC is open. On Saturdays, the Distribution Desk hours are covered only by student assistants whose work is monitored by the Microcomputer Instructional Lab Technician, a duty that is not listed on the job description. This long-standing practice is becoming increasingly burdensome as the equipment and programs become more technologically sophisticated and as services expand. In addition, the work hours of the LRC Supervisor and LRC Operations Assistant do not overlap. This causes communication challenges and makes it difficult to fully integrate the Operations Assistant into full participation in department affairs.

A secondary effect of the limited staff is that several staff members have accumulated extensive vacation balances because when one is out, others must either work overtime to cover open hours, absorb parts of the workload of the absent staff member, or both. This creates difficulties in the effort to remain compliant with the California School Employees Association Contract.

The LRC has requested that the contract of the LRC Operations Assistant be extended from 19 to 30 hours per week to allow his work schedule to cover Saturday and to overlap with the LRC Supervisor. This would provide improved service, additional open hours on Saturday, and improved coordination between day and evening services.

When the LRC staff joins the library staff in the LRC building now under construction, duties will change. This merge must be planned carefully to provide adequate identification of appropriate duties,

relationships, lines of authority, and coordination.

Learning Resource Center Microcomputer Labs

The current classified staff manages to operate the computer labs during off-peak hours of operation. Additional student help from the Student Technology Assistant program is needed to manage the labs during morning peak hours. Currently, the LRC computer lab staff only has one Student Technology Assistance working a maximum of 20 hours per week to help manage the daily operations of the computer labs.

Media Production Lab and Student Technology Assistant Program

The breadth of services provided by the limited Media Production staff is extensive: curriculum development, streaming audio/video content, web development for faculty and staff, online classes and teleconferencing, distance education, and classroom hardware and software support. Project delays occur because of the lack of adequate number of personnel. In addition, the small, but highly effective, Student Technology Assistant Program is in need of expansion.

Action Plan:

Library

- Use the services of library adjunct faculty as presenters for the one-hour library orientation classes as part of the library's bibliographic instructional program.
- Develop a plan for staffing the new Learning Resource Center.

Learning Resource Center Distribution

- Continue to request increased hours in the contract of the Learning Resource Center Operations Assistant.
- Plan for staff changes that will be required

by the move to the new Library/Learning Resource Center.

Learning Resource Center Microcomputer Labs

- Continue to seek student assistance from the Student Technology Assistant Program.

Media Production Lab and Student Technology Assistant Program

- Increase Media Production staff to meet the demands of program offerings and requested services:
- One 19-hour Intern position.
- Four Student Technology Assistant Program positions.

6.5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Description:

Library

Financial support for information and learning resources is supplied through the College General Fund, State Library Materials and Instructional Equipment Funds, and various soft-money sources. The library has received consistent financial support for the effective maintenance and improvement of its information and learning resources during the past five years. Block Grant Funds from the Chancellor's Office furthered library automation and allowed purchases/replacements of electronic resources and equipment. The library also received an ongoing TTIP grant to meet statewide technology standards, including an automated online Z39.5 standard catalog accessible via the Internet.

Financial support for library equipment needs comes from either State or College Block Grant Funding. The Friends of the

Southwestern College Library organization provides support to the library and has assisted with the purchase of additional library equipment and materials. Most of the library databases have been purchased using TTIP grant funds from the State Chancellor's Office. The library has used Block Grant Funds to support the book collection, purchase materials for unfunded new academic programs, start an electronic book collection, and purchase accessibility software to improve access for disabled patrons.

Funding for the library is approximately 1.5% of the College general fund budget, well below the Association of College and Research Libraries (ACRL) standard of a minimum 6% of the College budget.

Learning Resource Center Distribution

The Learning Resource Center is provided with an adequate budget for the purchase of non-print media. In 2000-2001, 297 individual titles were purchased.

Equipment purchases are funded from the regular budget process and Block Grant Funds. Both are granted on a year-to-year basis with no guarantees as to the amount to be allocated.

Learning Resource Center Microcomputer Labs

The LRC has a small yearly supply budget, but no equipment budget. The only other funding available to the LRC for upgrading computers is through the College Leadership Council Block Grant program.

Media Production Lab and Student Technology Assistant Program

Presently, the budget for the Media Production Lab and the Student Technology Assistance Program fall under the Learning Resource Center. As of fall 2001, the Student Technology Assistance budget was separated

from Media Production, thus providing a more accurate picture of the funding allotted to each. However, the current funding allocated for these programs fails to meet needs for maintenance, equipment upgrades and security, improvement of services, and staffing.

Analysis:

Library

TTIP and Block Grant Funds have helped improve the library collection, purchase equipment, and improve accessibility for students. With the absence of an equipment budget, it has become difficult to plan for replacement and purchase of equipment. There is concern regarding the lack of long-term planning by the College for the replacement of the library's computers and for the maintenance, upgrade, and repair of software and hardware. This issue is not limited to the library but extends to all computer facilities across the District.

The library budget has not been augmented to accommodate new programs and courses. The existing budget is barely supporting ongoing programs and is unable to provide adequate resources for new programs and courses. The College has added 16 new academic programs since 1996.

Below is a comparison of SWC's library materials funding and the recommended community college library standards developed by the Association of College and Research Libraries:

ACRL minimum	ACRL excellent	Southwestern College
\$14.69/FTES	\$37.47/FTES	\$10.15/FTES
6% of College budget	9% of College budget	1.5% of College budget

The library used the TTIP grant to update its automated library system to meet State standards. Access to the automated online catalog over the Internet has been

problematic due to computer networking difficulties.

Due to two funding sources, TTIP/TECH II and College Leadership Council Block Grants, the College has not had to expend each year nearly \$43,000 of District funds to purchase or subscribe to electronic resources. Although the TTIP/TECH II program is expected to continue at least through June 2005, the College should be prepared to assume these costs at some point in the future.

Learning Resource Center Distribution

The Learning Resource Center media budget has been sufficient to maintain an up-to-date collection with sufficient breadth to satisfy most requests. The need to caption new purchases that are not closed-captioned will reduce purchasing power for captioned programs by 30% to 50%, since the costs are higher. The State Chancellor's Office is providing funds each year through 2004-2005 to caption programs that were already owned in 2001. Due to the size of Southwestern College's video collection, these funds will not be sufficient to complete this project; District funds will also be needed.

Maintaining current equipment, especially computer and computer-supported equipment, is problematic due to the way capital outlay funds are allocated. Since all decisions are made on a year-to-year basis, the Learning Resource Center staff cannot make multi-year plans for upgrades since they have no assurance that they will receive funds in any given year. This has resulted in outdated computers in the Microcomputer Labs and for circulation. Establishing an equipment replacement line item within the Learning Resource Center budget would alleviate this situation and allow long-range planning for equipment purchases.

Learning Resource Center Microcomputer Labs

With the absence of an equipment budget, it has been difficult to replace failing equipment. This has become increasingly more problematic as the staff tries to ensure efficient, effective operation of the computer labs as is discussed in Standard 6.1.

The Learning Resource Center has sought funding from the College Leadership Council Block Grants for the past three years with no success.

Media Production Lab and Student Technology Assistant Program

The placement of the Media Production/ Graphics Program and Student Technology Assistant budgets within the Learning Resource Center budget creates misconceptions and constraints with regard to expansion of staffing; scope of services, decentralization of program offerings and upgrading of vital state-of-the-art hardware and software. Under the current College Leadership Council Block Grant process, repeatedly the requests for funding augmentation for both programs have not been funded. Funding for these programs should not be part of the College Leadership Council Block Grant process but rather designated as separate budgets with on-going augmentation for program upgrades and needs.

Action Plan:

Library

- Develop a long-term plan for ongoing upgrade of computer equipment in the library, the Learning Resource Center, and College microcomputer labs.
- Explore alternative and ongoing methods of purchasing computer equipment.
- Work with the College planning and budget processes to address immediate and long-term funding requirements.
- Continue to address the financial need for the library to support new programs and

new courses via the College budget and planning processes.

Learning Resource Center Distribution

- Establish an equipment replacement line item within the Learning Resource Center budget.
- Explore additional funding sources for closed captioning of non-captioned videos.

Learning Resource Center Microcomputer Labs

- Request that an equipment budget be established to replace computers every three years to ensure ongoing upgrades of equipment

Media Production Lab and Student Technology Assistant Program

- Augment the Media Production and Student Technology Assistant budgets.

6.6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Description:

Library

The Library has a very active Interlibrary Loan program. In addition to the Interlibrary Loan program, agreements are in place for the use of databases for cataloging, for Internet delivery of periodicals, and for software licensing.

The College is a member of:

- The Library of California - Tierra del Sol Region.
- San Diego/Imperial County Community Colleges Learning Resources Consortium.
- Amigos Library Services.

- San Diego/Imperial County Disaster Response Network.

Learning Resource Center Distribution

SWC participates in the San Diego and Imperial Counties Community College Learning Resources Consortium (SDICCLRC). The contract that authorizes this group and establishes the basic operating policies and procedures is approved by the Governing Boards of the San Diego County Office of Education and all participating community college districts. Contracts are kept on file in the libraries and/or Learning Resource Centers of each college, and the campus representatives maintain minutes of both the Executive Committee and the Media Committee. The contract is revised periodically as the need arises.

SDICCLRC maintains a media collection that is housed and managed by the Media Services of the San Diego County Office of Education. Access to the catalog is through an online catalog and booking service contracted to MediaNet, a company based in Nova Scotia. The catalog is available to anyone through the web site of Media Services.

The LRC Supervisor places County media orders for professors either online or by telephone, and the programs are delivered to the LRC twice each week. Faculty is notified of their arrival in the most expeditious manner possible.

Learning Resource Center Microcomputer Labs Media Production Lab and Student Technology Assistant Program

The LRC computer labs, Media Production Lab, and Student Technology Assistant Program are not reliant on other institutions.

Analysis:Library

During FY2000-2001, the Library borrowed 138 items and lent 231 items through its Interlibrary Loan program. Since the last accreditation, the library has moved from being a net borrower (often indicating a weak collection) to being a net lender.

Purchases of periodicals delivered via the Internet are documented by contracts. Some of these contracts are between the College and vendors; some are through consortia such as the Council of Chief Librarians.

The agreement for use of the OCLC system for cataloging features a pre-paid deposit account and is documented by a contract.

Software licensing for the Horizon integrated library system is renewed annually and is documented by a contract.

The College recently entered into a contract to become a charter member of the Library of California.

Additionally, the College recently has become a member of the San Diego Imperial Counties Libraries Disaster Response Network.

The College has been a member of the SDICCLLRC for many years. Through this consortium, access is provided to the countywide media collection and to consortium purchases of some periodicals databases.

Learning Resource Center Distribution

The SDICCLLRC has been a resounding success over the 30 years of its existence. During the 2000-2001 school year, SWC faculty members used 277 programs from the media collection. The collection is the first resource to be consulted for media programs

when the on-campus collection does not contain a needed program. High-cost programs can be placed in this collection because of the larger number of possible patrons. Programs with sensitive content can also be placed in this collection since these programs are used almost exclusively in the classroom and receive instructor direction for their viewing.

The consortium has been very flexible in that the contract and procedures have been easily changed as technology and methods of delivering library services have changed. It has also promoted the practice of cooperation and collaboration among the member colleges that has fostered the improvement of services and procedures.

Action Plan:Library

- No action recommended.

Learning Resource Center Distribution

- Continue to participate in San Diego/Imperial Counties Community College Learning Resources Consortium and modify the procedures and contract as needed.

6.7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Description:Library

The Program Review process and periodic analyses necessary for WASC accreditation provide a regular systematic review of the library's collections and services.

Learning Resource Center Distribution
Learning Resource Center Microcomputer Labs

Media Production Lab and Student Technology Assistant Program

The Academic Information Services unit will undergo a Program Review in 2002-2003.

Analysis:

Library

The library as an academic department and Academic Information Systems division separately set annual goals and undergo Program Review. The academic program was reviewed in 2000-2001. Academic Information Systems will undergo Program Review in 2002-2003.

Mini-reviews of resources and services are conducted and action taken as need arises. Examples of the outcomes of such reviews include the following: adjusting exam week hours in response to student demand, changing hours of service to respond to class-time patterns at the Centers, adjusting staffing at the reference desk during times of peak demand, revising Internet policy to try to meet user demands (adding email and word processing computers), and changing circulation policies to better fit current student needs.

Proposals for new and modified courses should be used as planning tools for collection development, but there is no financial support for adding materials to support new courses and programs.

Librarians contact faculty in the various Schools in person, by e-mail or telephone for the purpose of soliciting suggestions for book orders. One librarian even attends School meetings for one of her assigned collection development areas.

The collection is not evaluated on a regular basis. Weeding has been neglected and no whole-collection inventory has been

conducted in at least 17 years. Motivated by the desire to have a more up-to-date collection when we move into the new building in 2003, deselection of materials has begun.

Department and division planning for increased services or staffing does not receive consistent fiscal support from the College. In order to provide adequate services in the new building, the division will need a staff reorganization and probably increases in both the number of staff and the types of staff positions.

Learning Resource Center Distribution Learning Resource Center Microcomputer Labs Media Production Lab and Student Technology Assistant Program

The Program Review planned for 2002-2003 should identify the strengths and weaknesses of media services, the Microcomputer Labs, Graphics Services, and the Student Technology Assistant Program.

Action Plan:

Library

- Develop a staffing plan for the new Learning Resource Center.
- Deselect materials from the existing collection by fall 2002.
- Increase outreach to other faculty by collection-development librarians.
- Establish a suggestion box and assign a librarian to respond to suggestions.
- Establish and maintain user surveys of faculty, students, and library patrons on a regular basis.

Learning Resource Center Distribution Learning Resource Center Microcomputer Labs Media Production Lab and Student Technology Assistant Program

- Train staff members to participate in the Program Review process.

STANDARD SIX: Reference List

- 6-1 *Brochure on Library Services*
- 6-2 *Library Services*, August 2001
- 6-3 *Southwestern College Library Remote Access*, Spring 2001
- 6-4 *"Finding Journal, Magazine, and Newspaper articles"*
- 6-5 *"Political Leaders: Library Resources"*
- 6-6 *Syllabus to Lib 110, Simplified Research: Print and Electronic*
- 6-7 *Syllabus to Lib/CIS 151, Research on the Internet*
- 6-8 *California Academic Library Report*, 1999-2000 and 2000-2001, Library Activities
- 6-9 *Learning Resource Center Statistics: Spring 2001, June 2001, Year 2000-2001, Lab Configurations*
- 6-10 Learning Resource Center Lab and File Server Configurations
- 6-11 Learning Resource Center Labs Open Hours, Fall 2002
- 6-12 *Association of College and Research Libraries Standards for Community, Junior, and Technical College Learning Resource Programs*
- 6-13 College Leadership Council Block Grants Awarded to AIS Division
- 6-14 *2000-2001 Telecommunications Technology Infrastructure Program, (TTIP) District/College Expenditure Plan and Library and Electronic Resources Supplemental to the 2000-2001 Telecommunications Certification*
- 6-15 *Learning Resource Center Selection Policy*
- 6-16 *California Community Colleges Guidelines for 2001-2002 State Funded Telecommunication and Technology Infrastructure Program (TTIP)*
- 6-17 *Southwestern College Library Technology Plan, 2000-2002*
- 6-18 *Southwestern Community College District Policy: Acceptable Use Policy; Internet and Other Computer Networks*
- 6-19 Southwestern College Student Assistant (STA) Program, January 2000
- 6-20 Learning Resource Center Hours in College Bulletin
- 6-21 *Survey Selection from Computer Systems and Services (CSS) Program Review*
- 6-22 *Southwestern College Library Staff Directory*
- 6-23 Academic Information Services Departments and Staff Assignments
- 6-24 *Academic Information Services Division Budgets, 1996 - 2002*
- 6-25 Friends of Library/Learning Resource Center Membership Drive
- 6-26 *Southwestern College Inter-Library Loan Policies and Procedures*
- 6-27 Tierra del Sol Regional Library Network: Membership Authorization Form
- 6-28 Community College Media Collection and Information Services Joint Powers Agreement - San Diego Superintendent of Schools and San Diego and Imperial Counties Community Colleges Association (SDICCCA), July 1994
- 6-29 *San Diego and Imperial Counties Community Colleges Association (SDICCCA) Community College Media Collection and Information Services Procedures*
- 6-30 Amigos Library Services Member Contact Form
- 6-31 San Diego/Imperial County Libraries Disaster Response Network (SILDRN) Mutual Aid Agreement
- 6-32 Online Computer Library Center, Inc. (OCLC) Discount Program
- 6-33 *Epixtech/Horizon* (Replacement for Dynix)
- 6-34 *Library Program Review*, November 2000
- 6-35 *About Southwestern College Library: Spring Semester, January 11 - May 21, 2002*
- 6-36 *Academic Information Services (AIS) Division Accomplishments, 2000 - 2001*

STANDARD SIX: Reference List, continued

- 6-37 *Academic Information Services Department Services and Activities*
- 6-38 *Academic Information Services Division Goals, 2001 - 2002*
- 6-39 *Academic Information Services Professional Affiliations, 2001 - 2002*
- 6-40 Composition of WASC Standard Committee
- 6-41 Initial Project Proposal 2002-2003 Community College Construction Act of 1980 Capital Outlay Budget Change Proposal for the Learning Assistance Center
- 6-42 Learning Resource Center Ground Breaking Ceremony, May 16, 2001
- 6-43 Library Monthly Statistical Overview for Year 2000 - 2001
- 6-44 McNaughton Book Service Subscription Renewal Form and Lease Agreement
- 6-45 New LRC Building Project Floor Plans
- 6-46 Proposed Construction Timeline for the new LRC building
- 6-47 South Bay Best of 2001 from *The Star-News* newspaper: Best Place to Study - Southwestern College Library
- 6-48 *Southwestern College Library Collection Development Policy, 2001-2002*
- 6-49 *Southwestern College Library Electronic Databases for Research, 2001 - 2002*
- 6-50 Southwestern Community College LRC Building Project, Revised February 1, 1998
- 6-51 *Update of Academic Computing Items on Southwestern College Technology Implementation Plan, November 20, 2000*

STANDARD SEVEN: Faculty & Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

Co-Chairs:

Valerie Goodwin-Colbert Faculty, School of Health, Physical Education & Athletics

Christine Rivera Director of Human Resources

Committee:

Margarita Andrade-Robledo ... Faculty, School of Languages & Humanities

Teri Ashabraner Classified Staff, Human Resources Technician - Academic

Judith Bornholdt Faculty, Staff Development

Steve Bossi Classified Manager (former), Director of Computer Systems & Services

Terry Davis Academic, Director of Athletics, School of Health, Physical Education & Athletics

Elsa Gerena Classified Staff, Secretary, Human Resources

Viviana Govea Student

Renee Kilmer Dean of School of Languages & Humanities

Arthur Lopez Classified Manager, Director of Financial Aid

Lorraine Rendon Classified Staff, Human Resources Technician - Classified

Rachelle Roulier Faculty, School of Technology & Human Services

Mike Smith Faculty, School of Health, Physical Education & Athletics

Janet Taylor Classified Supervisor, Payroll Services Supervisor

Virginia Watson Faculty, School of Technology & Human Services

STANDARD SEVEN: Faculty and Staff

7.A. Qualifications and Selection

7.A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Description:

Southwestern College (SWC) is committed to offering comprehensive transfer and vocational programs that will meet the needs of the students of this region and, toward this end, ensure that all faculty, administrators, and classified staff are well qualified in their respective fields and are appropriately placed. Since the 1997 Accreditation Visit, the District has increased its personnel by 26% for a current total of 238 full-time and 549 adjunct faculty, 348 full-time classified staff and 291 hourly-classified staff, 32 academic administrators and 41 classified managers/supervisors.

The District adheres to hiring policies and procedures based on shared governance philosophies. These policies require appropriate representation and voice in determining what vacancies should be filled at the College and in the selection of position finalists for recommendation to the Governing Board.

The District has made strong efforts to diversify College personnel through comprehensive staff diversity strategies in the recruitment and hiring phases among all levels of academic and classified employees. Academic Affairs oversees approximately 6,490 sections of courses per semester in 24 distinct academic departments, including transfer courses, vocational courses, and noncredit courses. Additional support services are provided to guide students through the matriculation process from admissions and registration to graduation and

transfer. Other support services include articulation, financial aid, counseling, career counseling, outreach, health services, tutorial, and student activities, offered by 7 distinct departments in Student Affairs.

All faculty must meet the standards outlined in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges." The credentials of prospective faculty undergo scrutiny to assure that they meet minimum qualifications to teach in their respective fields, holding either the minimum master's degree and/or community college teaching credential. Those who do not hold a master's degree in the field, undergo an equivalency process to verify their competency to teach based on additional educational and professional experience. The District maintains a biannual Staff Diversity Report detailing the demographics of College personnel. This Report is used for a comparative analysis of College personnel to its student constituency.

Analysis:

SWC's commitment to high academic standards is reflected in the face of its faculty, staff, and administrators. Full-time and part-time College personnel hold degrees appropriate to their respective fields. Those who do not fall strictly within the guidelines for teaching in a specific discipline undergo a thorough examination by the District Equivalency Committee. Many adjunct faculty are also working professionals outside academia who bring currency of the field and practical application to bear on their instruction in the classroom. Also of primary importance to the College is staff development for current employees, both academic and classified, to broaden their skills and to keep them current with the changes in technology. The increase of 26% in faculty and staff since the 1997

Accreditation Visit indicates the College's commitment to adequate staffing. The College has continued to increase its ratio of full-time to part-time faculty to ensure that the majority of classes taught in the District are staffed by full-time, tenured or tenure-track faculty. The 23 new faculty growth positions created since 1997 give further evidence of this commitment. The increase in enrollments of the College and expansion of the Centers has increased the need for non-instructional staff and administrators, a need that has also been addressed through the hiring of 53 additional employees among the classified and managerial ranks.

Action Plan:

- Establish a plan for increasing the percentage of classes taught by full-time faculty.
- Continue to offer sufficient staff development opportunities for the training, re-training, and cross training of existing staff.
- Maintain the existing selection process from application through hiring to assure that selected candidates fulfill the requirements necessitated by their positions.
- Establish policies for succession planning for the replacement of faculty retiring or leaving for other reasons.

7.A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Description:

Position qualifications and classification descriptions are clearly stated and publicly displayed for all academic, management, and classified positions. Faculty positions have prescribed State minimum qualifications as mandated by the California Community Colleges Chancellor's Office "Minimum Qualifications for Faculty & Administrators".

Faculty interviewing committees are established according to guidelines in the *District Staff Diversity Plan*. In addition to minimum qualifications, the District is dedicated to recruiting candidates who can display sensitivity to and understanding of diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students. The appropriate Vice President/Provost and School Dean review job announcements before they are advertised. Hiring procedures dictate a structured interview process in conjunction with teaching demonstrations or applicable simulation exercises to identify required skill-sets. The hiring selection process includes committee orientations provided by the Office of Human Resources. Orientations are mandatory for all members of selection committees to ensure that effective and fair hiring practices are being exercised and that applicable District hiring policies are being followed.

In addition, the District has recently implemented a practice of having a representative from Human Resources who serves in the role of the Hiring Compliance Officer (HCO). The HCO serves in a non-voting capacity and ensures that selection committees are following District hiring policies and procedures and fair employment practices. Classified job descriptions are kept on file for 159 classifications. Contract classification job descriptions may be reviewed at the request of either staff or management through a formal classification review process. This process is designed to ensure that the position is an accurate reflection of the current duties and required skills, is appropriate to support the Mission of the College, and is aligned appropriately internally and externally with similar positions.

Analysis:

Job responsibilities in job announcements are clearly stated. Job announcements are available from the Office of Human

Resources, by telephone, or web site. New positions are reviewed by the Governing Board to ensure they relate to institutional objectives. The District job application forms include sections that ask applicants to list relevant information related to their education/training, teaching, non-teaching and/or administrative experience, credentials, qualifications, and references.

Action Plan:

- Continue to monitor and evaluate procedures that govern hiring.
- Maintain current employment standards and respond to the evolving needs of the District.
- Maintain and improve the implementation of the Hiring Compliance Officer component and provide adequate training and guidance.
- Improve the quality of orientation materials and training for those participating on hiring committees and conduct orientations on a regularly scheduled basis.

7.A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Description:

The Office of Human Resources provides job announcements for faculty containing a section that includes State-mandated minimum qualifications for faculty hiring. Job announcements are published in a variety of professional journals and publications, including the College web site. Faculty and administration search committees are formed according to the *Staff Diversity Plan*.

Analysis:

The College maintains high standards for the employment of faculty and has developed a

formidable screening and selection process. Selection criteria and District hiring protocol are effective in identifying finalists resulting in effective hiring decisions. The District has established an effective means of evaluating candidates who may have the equivalent to the minimum qualifications as prescribed by State mandates and has established an Equivalency Committee that meets regularly to review materials of these candidates. The Equivalency Committee is responsible for making a determination of equivalency and monitoring continual progress of incumbents who have committed to a particular plan of action to eventually achieve State mandated minimums. The Equivalency Committee meets in a forum designed to allow for feedback from respective faculty and administrators.

Action Plan:

- Maintain and improve high standards in hiring policies and procedures.
- Implement a policy that would require a teaching demonstration for all faculty positions.
- Maintain the District's Equivalency Committee.

7.A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description:

The names of all administrators, full-time faculty members and emeritus faculty members are listed in the Southwestern College Catalog along with the individual's position or title and degrees held. The Human Resources Office verifies that all U.S. degrees and where possible, non-U.S. degrees, were awarded by accredited institutions prior to

employment or are deemed equivalent by certified evaluation services. The Equivalency Committee is charged with evaluating candidates who might be deemed as having temporary equivalency and have a proven commitment to eventually meeting the State mandated minimum qualifications. All previous teaching experience, work experience, and references are checked prior to employment and salary placement.

Analysis:

The *College Catalog*, which is updated yearly, contains the current list of degrees held by faculty. All listed degrees are from accredited U.S. institutions. Prior to the publication of the *Catalog* all departments are requested to submit updated information on new faculty in order to ensure accuracy.

Action Plan:

- Continue to publish appropriate faculty, administrator, and staff information in the *College Catalog*.

7.B. Evaluation

7.B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Description:

College personnel are evaluated regularly. Separate policies, including time frames and processes for evaluations, exist for different types of employees.

Administrators are evaluated each year during their first two years; once every three years thereafter. The process was revised and adopted January 16, 2002.

Non-tenured faculty are evaluated each year during their first four years of employment.

Tenured faculty are evaluated once every three years.

Adjunct instructional faculty are evaluated once in each of their first three semesters, and every six semesters thereafter (once every five semesters for non-instructional adjunct faculty).

Classified employees are evaluated three times during their first twelve months of probationary employment: at the end of their third, sixth and tenth month. Thereafter, classified employees are evaluated once a year during their first five years of employment and every three years after five years of service.

The Human Resources Office, Legal Affairs, Academic Affairs, and appropriate supervisors coordinate and administer the various aspects of the evaluation process. All supervisors and administrators were required to attend an employee evaluation workshop in the fall of 2001.

Analysis:

The performance evaluation of faculty and classified employees complies with procedures agreed upon between the District and the collective bargaining units. Administrative, faculty, classified, management, supervisory, and confidential employees are evaluated according to District procedures. Evaluations occur at regularly stated intervals. Evaluation processes for the classified bargaining unit was updated during the latest agreement period.

Although the performance evaluation procedures and processes are well structured and implemented for classified staff, there is a need for improvement for faculty personnel. The process has proven to be problematic in coordinating the dissemination of evaluation forms and having clear lines of communication with Deans and Department

Chairs in identifying which faculty are due an evaluation. In addition, the Human Resource Office has struggled with utilizing the existing information system to generate the necessary forms for dissemination and to track and monitor progress. There is an apparent need to make further progress in automating processes for both classified and academic employees. A complete assessment of resources and systems should be performed in order to make sound recommendations for improvement.

Action Plan:

- Continue to comply with employee evaluation procedures.
- Assess the employee evaluation process to identify areas that are problematic and require change or additional resources.
- Consider providing a faculty member with release time to assist with the coordination of the faculty evaluation process.
- Assess the current system for tracking and monitoring the evaluation process for classified and academic employees.
- Involve faculty and staff in the further development and improvement of guidelines and goals used to evaluate employees.

7.B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Description:

The evaluation processes for each category of staff is described in the various collective bargaining agreements and *District Policies*. Evaluations are designed to identify strengths and encourage improvement. Faculty must demonstrate effective performance in teaching and classified staff in carrying out assignment responsibilities.

Faculty evaluations are based on professional growth, College governance activities, classroom/work site visits, and student

evaluations. Classified evaluations are based on work performance in a variety of areas and the establishment of future work objectives.

A faculty or staff member who receives less than a satisfactory evaluation may be re-evaluated at the School or administrative level. The appropriate administrator/manager works constructively with the employee to encourage improvement.

Analysis:

Procedures for evaluation are reviewed and subject to change through the collective bargaining processes for both faculty and classified employees. Classified bargaining unit procedures have changed with the new contract.

Faculty and staff are encouraged to participate in self-initiated professional activities such as coursework, conferences, seminars, department and College meetings, publications, staff development, College governance, committee memberships, professional association memberships, curriculum development, scholarly publications, research, and other publications.

For the evaluation of faculty and tenure-review, annual training is provided to School Deans by the Office of the Vice President for Human Resources and Legal Affairs. The Deans are then held responsible for training those serving on tenure review committees and others who are involved in the evaluation of faculty. The Staff Development Office is also available for assistance.

There is concern that not all Schools are applying the same methodology or following the same schedule for the evaluation of part-time faculty.

Action Plan:

- Continue to provide annual training for all

those participating in the employee evaluation process.

- Provide more extensive in-house training on the faculty evaluation process and best practices for all tenure review committee members, School secretaries, department chairs, deans, and any new faculty members on a regular basis at the start of the fall semester.
- Ensure that all staff and faculty are evaluated using the same methodology and at regularly scheduled intervals.
- Create written guidelines to assist classified employees in assigned responsibilities.
- Ensure that new administrators and supervisors are trained in employee evaluation procedures and best practices.
- Develop a schedule for regular assessment of current evaluation procedures, criteria, forms, and guidelines to ensure continued effectiveness and efficiency.

7.B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Description:

The current Faculty evaluation procedures emphasize teaching excellence. The faculty evaluation process, in accordance with the current collective bargaining agreement, promotes enhanced performance, academic excellence, and innovation. The SWC Instructional and *Non-Instructional Faculty Evaluation and Tenure Review Policy Handbook* encourages faculty to become part of the community. The granting of tenure is deemed to be of equal importance as the initial decision to hire.

Tenure Review Guidelines outline the faculty members' duties and responsibilities including committee work, students, and shared governance activities. It also outlines

provisions that encourage conference attendance and similar endeavors that promote professional growth. The evaluation process includes requirements of professional growth, classroom/work site visits, student evaluations, an administrative evaluation, and peer evaluations.

Analysis:

Faculty members apply for local and national grants and receive awards not only for their teaching excellence but also for their expertise in their field.

Through staff development endeavors such as the Teaching and Learning Center (TLC), and the learning communities, the College will remain committed to promoting teaching excellence and scholarship.

Action Plan:

- Establish a regular schedule to reassess the criteria and forms used for the faculty evaluation process.
- Continue to encourage participation in staff development workshops/activities.
- Continue to encourage part-time faculty to participate in staff development activities and to use the Teaching Learning Center.
- Continue to recognize faculty for their professional accomplishments.
- Assess the outcome of the evaluation process by soliciting feedback from the administrators, tenure review committees, and faculty who are undergoing review.
- Encourage all faculty to meet goals and accomplishments that will ensure student success.

7.C. Staff Development

7.C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Description:

SWC offers a flexible, comprehensive staff development program for faculty members, administrators, and classified staff. The program provides an integrated and comprehensive collection of activities that enables participants: (1) to acquire knowledge about educational issues, (2) to develop and utilize new or improved skills and work methodologies, (3) to clarify their roles as members of the organization, and (4) to enhance their personal and professional growth.

To address the development and refinement of technical skills and work methodologies, technical training is provided on a regularly scheduled, competency-based system. It includes beginning through master skill levels.

The Staff Development Program is designed to help staff members develop and maintain positive attitudes towards the institution, its Mission, and its human resources. The program encourages lifelong learning and training based on adult learning principles and the recognition of diverse learning styles.

Although the primary focus of the program is on professional development activities, opportunities for social interaction among staff members are also provided. Within the professional development activities, emphasis is placed on the development of interpersonal skills, cooperation, and communication among the staff members and the departments that they represent. Staff members are encouraged to participate in customized, individualized, and structured professional development endeavors.

Since 1996, the Staff Development Program has been directed by a full-time coordinator reporting to the Vice President for Human Resources and Legal Affairs. Staff Development planning is done in consultation with the Academic Senate. Design,

implementation, and evaluation of the annual program involves the Academic Staff Development Committee, the Classified Staff Development Committee, and Training Services, while the day-to-day operational responsibility falls to the coordinator of the program. In addition, ad-hoc committees augment the planning and implementation of the Staff Development Program. The program is published in a 12-month calendar format as well as on the Staff Development web site.

An annual theme for the Staff Development Program is selected and activities to support the theme are planned on the basis of suggestions that come from the Program Review process, evaluations of staff development activities, and needs-assessments.

Incentives for attendance at staff development activities include the following:

- Flex credit for full-time faculty members.
- Hurdle credit (salary advancement credit) for full- and part-time faculty members.
- Educational incentive credit for classified staff.

Effective July 1, 2002, the Staff Development Department will be moved under the direction of Academic Affairs. This move will allow for a more focused effort on representing the needs of faculty and staff and follows a model typical of California Community Colleges.

Year 2000-2001 ushered in a revised flex calendar for full-time faculty. Eight hours are completed by attending two Opening Days (one in August and the second in January). The remaining 20 hours are fulfilled with discipline-based and staff development-sponsored activities. Administrators and classified staff are strongly encouraged to attend the two Opening Days but are not required.

Funding for the Staff Development Program is

available through AB 1725, District, and Telecommunication and Technology Infrastructure Program (TTIP/Human Resources) monies.

Sabbatical leaves for faculty is provided though Section 5.17.9.1 of the current faculty union contract. The Office of Instruction and the Sabbatical Leave Committee coordinate the planning, scheduling, and dissemination of sabbatical leave projects. Project results are submitted to the Vice President for Academic Affairs prior to October first of the year of return from leave. The projects are archived in the Office of Instruction. Funding resources will be augmented to further Staff Development efforts in the area of diversity/cultural competency and integration of technology through the U.S. Department of Education Title V Grant.

Analysis:

SWC has continued to provide a comprehensive and flexible staff development program. All full-time faculty is required to participate in a total of 28 hours of staff development activities each academic year. Classified staff is encouraged to attend all staff development activities but are not mandated to do so.

Under the direction of the full-time coordinator, the Staff Development Office has implemented new and innovative ideas for the faculty as well as the classified staff. Besides the professional development activities, staff members are encouraged to develop and participate in customized and individualized activities.

Under the direction of the Training Services Coordinator, training has been expanded to include proprietary, as well as, institutionally-supported software. In addition to face-to-face training, electronically mediated learning has been included.

Action Plan:

- Encourage tenure-track faculty in their pursuit of acquiring tenure with the District.
- Continue to provide and publicize professional development opportunities for faculty members, classified staff, and administrators.
- Increase District funding to support staff development activities in light of the instability of State funding.
- Design, implement, and evaluate a staff development program specific to the needs of supervisors, classified directors, and administrators.
- Continue to assess the timing of staff development activities and explore synchronous and asynchronous online methods of delivery.
- Continue to work with Academic and Classified Senates on training and development opportunities for faculty and classified staff.
- Explore paying part-time faculty for attending staff development activities.
- Continue to encourage the participation of part-time faculty in staff development activities by assessing their interests and needs.
- Encourage part-time faculty to pursue other relevant learning opportunities for hurdle credit.
- Update technical training content to be more relevant to changing hardware and software technologies.

7.C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Description:

Staff Development is responsible for the design, implementation, and evaluation of the Staff Development Program. The Academic and Classified Staff Development Committees, as well as ad-hoc committees,

work with the Staff Development Coordinator to plan activities that are offered for all staff and faculty. Individuals within disciplines and areas plan discipline- and area-specific activities and utilize AB1725 monies to accomplish these needs.

Staff Development distributes a needs assessment survey annually to all staff and faculty who attend Opening Days. A report that summarizes Opening Day evaluation results is created and distributed to Staff Development committee members. In addition, evaluation questionnaires and surveys are distributed at staff development-sponsored workshops, seminars, institutes, and lectures. These tools are used for future planning of events.

New software, scanning techniques and the use of employee identification numbers are being used to improve the evaluation process. A database is used to accurately process registration, attendance, evaluation, and reports.

Analysis:

Planning of the staff development program at SWC is a shared governance process. The Classified and Academic Staff Development Committees and ad-hoc committees are the responsible groups. The process works smoothly because of collaboration of faculty and staff committee members. The process falls short when the shared governance process is not honored.

Evaluation of the Staff Development Program is ongoing. Needs assessment surveys are administered annually to faculty and staff who attend Opening Days. A report that summarizes the results is distributed to Staff Development committee members.

Evaluation of the program is ongoing throughout the year. Evaluations of workshops, seminars, and other activities are

conducted at the conclusion of the activities. All evaluation instruments, in addition to informal conversations with staff and faculty, are used for making adjustments to the program and planning the upcoming academic year.

Action Plan:

- Improve the staff development evaluation process by assessing the applicability of knowledge and skills gained, perhaps by the use of electronic questionnaires.
- Continue to involve a broad base of participants in the staff development planning and evaluation process, gathering administrator input early in the planning process.
- Encourage supervisors to provide time and resources for their employees to participate in staff development activities.
- Provide expanded recognition of faculty for their contributions to the College.

7.D. General Personnel Provisions

7.D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Description:

SWC's employment procedures are outlined in detail in the *Staff Diversity Plan of the Policy Manual*. Great efforts are made to ensure that all parties, both applicant and committee member, are aware of the commitment made by the District to these guidelines and goals to support the College's Mission Statement.

Positions are advertised in various places depending on the need of the recruitment, and all advertisements include the caption EOE, (Equal Opportunity Employer). To ensure that the EOE standard is maintained, all selection committees are required to attend an orientation given by the Human Resources

Office. The orientation covers District employment policies and procedures, Affirmative Action, and best practices. Each selection committee member is provided with a packet of related reference materials. These materials include copies of classified and academic *Staff Diversity Reports* detailing the demographics of the employee population. In addition, all committee members are required to sign the District's "Statement of Understanding and Confidentiality Agreement". This statement of understanding includes the District's commitment to fair employment decisions and support of Affirmative Action.

Every recruitment is also assigned a representative from Human Resources who serves as the Hiring Compliance Officer (HCO).

Analysis:

All members of selection committees are oriented and are considered to be well versed in the District's employment policies, procedures, and fair employment practices. It is the shared responsibility of each member to remain objective and examine any and all questions in regard to fair practices in hiring. All selection committee members are advised to inform the Director of Human Resources or Vice President for Human Resources and Legal Affairs if they feel the process has been compromised.

Action Plan:

- Reassess the structure of, and materials presented during, selection committee orientations to ensure currency and effectiveness.
- Survey hiring committee members for feedback and recommendations after completion of service on a hiring committee.
- Evaluate and update the *District Staff Diversity Plan*.

7.D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Description:

SWC is committed to the concept and principles of Affirmative Action in providing equal opportunity in education and employment for all persons consistent with the institutional Mission. The District believes that in order to effectively address and comply with federal and State mandates and guidelines on achievement of its employment equity objectives, the Governing Board, administration, faculty, and classified staff must recognize that Affirmative Action is a shared responsibility and all must be held accountable for application and enforcement of the plan within their area of authority. It is through combined efforts that Southwestern College will continually achieve fairness and equity consistent with the institutional Mission. By adoption of the *Southwestern College Staff Diversity Plan*, members of the Governing Board reaffirm their commitment to equal opportunities in employment and education. In accordance with the *Governing Board Personnel Directive*, the Director of Human Resources prepares a semi-annual report that details the progress made during the previous year towards achieving Staff Diversity. The report is disseminated throughout the College community and is made available upon request. A copy of the most recent report is appended to the *Staff Diversity Plan*.

The Director of Human Resources includes the most recent *Staff Diversity Report*, in all recruitment orientations. The goal is to have the College staff reflect the ethnic distribution of the student body and campus community. District policies and literature consistently stress the importance of equal opportunity and the value of having a diverse employee population.

Analysis:

The District continues to make progress towards achieving the goals outlined in its *Staff Diversity Plan*. According to the *Fall 2001 Staff Diversity Report*, 59% of the total staff are women and 41% are men. Forty-seven percent of the total staff is made up of minorities and, of that percentage, two thirds are of Hispanic ethnicity. This is reflective of the District's student ethnic makeup.

The District will continue in its mission to have the current population of employees reflective of its student population through its recruitment and hiring process. The District has proven successful in improving the ratio of women to men in academic positions, thus complying with the Governing Board's directive.

Action Plan:

- Continue to monitor staff diversity through equal employment opportunity compliance.
- Reevaluate the *District Staff Diversity Plan* upon the receipt of guidance and information from the State Chancellor's Office regarding changes to the State regulations surrounding equal employment opportunity.

7.D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Description:

The Governing Board has adopted personnel policies and procedures for each category of employee: faculty, administration, and classified staff. These policies are readily available in the Office of Human Resource and Legal Affairs and in each School of the College.

Southwestern College is an equal opportunity employer and strives to meet all applicable statements printed in the *Policy Manual*, the *Faculty Handbook*, and in the SCEA and CSEA contracts.

Through its Governing Board, Superintendent/President, administrators, faculty, and classified staff, Southwestern Community College District develops, implements, monitors, and evaluates personnel policies and procedures that govern all categories of employees. Personnel policies, which comply with current federal and State Education Codes, are part of the *District Rules and Regulations* that are approved by the Governing Board.

Policies are reviewed on an as-needed basis. All new policies are developed through a shared governance process, and committees are formed to evaluate new policies. Administrators, Academic Senate, Classified Senate, and the bargaining union presidents (Southwestern College Education Association and California School Employees Association) are the College entities that review these policies.

Analysis:

Through the collective bargaining process, representatives of the District and its bargaining meet at clearly defined intervals. Through this process, the District and bargaining union representatives have come to satisfactory agreements in many areas as well as eliminating many existing ambiguities. Following some contentious negotiations, both the faculty representatives and the District have created a more positive negotiation atmosphere that has led to more productive negotiations.

Action Plan:

- Improve the faculty bargaining process with a commitment to reach agreement on a new

- contract before the previous one expires.
- Retain a copy of the *District Policy Manual* in the archive section of the College library.
- Continue to review, update, and disseminate all manuals, handbooks, and contracts on a routine basis.

7.D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Description:

The District is committed to maintaining a standard of record keeping that is confidential, accurate, and complete. Provisions are made for retention of inactive files.

The classified and certificated tenure-track personnel records are kept in a secure area of the Human Resources Office. Part-time academic files are maintained in files without locks. The personnel of Human Resources ensure that classified and certificated tenure-track personnel records are locked after business hours.

For certificated employees, the Southwestern College Education Association contract addresses personnel file contents, inspection, and what materials may be included within the

files. There are no such guidelines in the California School Employees Association contract for classified employees. Information pertaining to employee disability leaves is maintained separate and apart from employee personnel files.

Analysis:

The District has provided a secure place to store classified and full-time academic personnel records. All records are locked and secured away from public access. Although adjunct faculty records are stored within the Human Resources Office, they are not stored among the records of classified and full-time academic employees. Adjunct faculty records are more susceptible to being improperly accessed than those of classified and full-time academic employees.

Action Plan:

- Develop written guidelines addressing personnel file contents for classified employees.
- Provide locked cabinets for the personnel files of part-time faculty.
- Develop written guidelines for retention of personnel records.

STANDARD SEVEN: Reference List

- 7-1 *Administrators Evaluation*
- 7-2 *Administrators Mandatory Meeting Memorandum*
- 7-3 *California School Employees Association Contract*
- 7-4 *Classified Evaluation Process*
- 7-5 *Faculty Handbook*
- 7-6 *Instructional and Non-Instructional Faculty Evaluation and Tenure Review Policy and Procedures*
- 7-7 *Southwestern College Messenger*
- 7-8 *Southwestern College Education Association Contract*
- 7-9 *Southwestern Community College District Policy Manual*
- 7-10 *Southwestern Community College-Report of the Institutional Self-Study for Reaffirmation of Accreditation (March 1997)*
- 7-11 *Staff Diversity Plan*
- 7-12 *Staff Development Informational Brochures*
- 7-13 *Staff Development Evaluation and Questionnaire Forms*
- 7-14 *Staff Development Correspondence*
- 7-15 *Teaching for Success Bulletin*
- 7-16 *Staff Development News Bulletin*
- 7-17 *Staff Development Annual Report*
- 7-18 *STEPS to Success Brochure*

STANDARD EIGHT: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

Co-Chairs:

Robert Schneider Faculty, School of Arts & Communication

John M. Wilson Director of Business & Operations

Committee:

Cecilia Almaraz Classified Supervisor, Office Support Services Supervisor

Isabel Alvarez Student

Steve Bossi Classified Manager, Director of Computer Systems & Services

Corey Breininger Faculty, School of Technology & Human Services

Jack S. Ezroj Classified Supervisor, Purchasing & Material Control Supervisor,
Business & Operations

Linda Gilstrap Classified Manager, Director of Grants & Development

Linda Hernandez Classified Staff, Administrative Assistant, Higher Education Center at
National City

William Lawrence Faculty, School of Arts & Communication

James (Korky) Myers Classified Management, Assistant Director of Fiscal Services, Fiscal
Affairs

Gary Paulsen Classified Manager, Facilities & Operations Manager, Maintenance

Bruce Turner Dean of School of Health, Physical Education & Athletics

Lauren Zinola Faculty, School of Mathematics, Science & Engineering

STANDARD EIGHT: Physical Resources

8.1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Description:

The Southwestern Community College District has three main sites: its main campus in Chula Vista, the Higher Education Center at National City, and the Education Center at San Ysidro. The District also uses other sites throughout the South County for additional classes.

The main campus contains 57 buildings on 158 acres in support of educational programs and services. The main campus has permanent building structures that provide 546,046 square feet of space. The Southwestern College Education Center at San Ysidro (SCEC, SY) consists of approximately 6,700 assignable square feet in relocatable, temporary buildings. The Higher Education Center at National City (HEC, NC) consists of approximately 7,000 assignable square feet of space. This site also supports the collaborative agreement for programs and courses provided by San Diego State University (SDSU). This facility is located within a parking structure that also provides parking for staff and students.

Both of these Centers are a direct result of the District's desire to bring the educational services of the College closer to the large number of students for whom it would be difficult to attend classes on the main campus. The Centers also reduce the existing overcrowded conditions on the main campus.

Analysis:

The main campus currently serves approximately 19,000 students in day,

afternoon, and evening classes. The Higher Education Center at National City has topped 1,000 students since its inception in 1999 with approximately 300 students. The Southwestern College Education Center at San Ysidro, established in 1988 with approximately 300 students, now has an enrollment in excess of 2,000 students. Since this facility was designed for less than 1,000 students, this translates into approximately 200% of capacity. Many students are enrolled at both of the Centers.

By 2006, the District is expected to have approximately 25,000 students. The District can accommodate 20,000 students on the main campus and will need to provide facilities for an estimated 5,000 more students. As a result, the District will need either to build new buildings on the main campus or develop Centers in more logistically favorable locations.

Most buildings on the main campus are original buildings constructed in the early 1960's with a few newer buildings dating from the 1970's. These buildings face necessary repairs and retrofit due to aging and changes in educational pedagogy brought about by advances in technology.

The majority of the buildings on the main campus consist of structurally sound and aesthetically pleasing architecture with a Mayan motif. The majority of the building interiors have not been refurbished recently and will require modernization in the form of ceilings, lights, flooring, wall refinish, and retrofit to meet handicap access requirements. Advances in technology require that retrofits in both power and signal be accomplished to meet current and future technological advancements. Given the age of the main campus, much of the mechanical and electrical equipment has reached its

useful life expectancy and will need to be replaced.

In 1999, to address these concerns, a *Facilities Master Plan* was developed in consultation with Grillias/Pirc/Rosier/Alves, Architects, that has identified the issues stated above and describes a fifteen-year plan to correct deficiencies and anticipate new facilities. Approved by the Governing Board in August 2000, the *Facilities Master Plan* was used in making decisions on facility improvements and became the basis for the Proposition AA Bond list of projects (*Proposition AA Position Paper*).

Several types of facility projects were identified. These are:

- Capacity Projects that materially affect the District's capacity to load ratios as defined by the Community College Chancellor's Office.
- Non-capacity Projects that consist of spaces that do not affect the District's capacity to load ratios.
- Scheduled Maintenance involving ongoing maintenance such as mechanical and electrical equipment replacement and reroofing.
- Reconstruction and Efficiency Projects where the primary focus is to remodel spaces that do not meet current needs based on class size and instructional methods.
- Site Projects that involve access for the disabled, parking lots, roadways, campus entrances, campus signage, landscaping, and athletic fields.
- Modernization Projects that modernize and upgrade existing spaces that do not change the space classification.
- Asset Management Projects which are not defined in specific terms but indicate areas which of the campus are not required for instruction or support services and could be used to develop a source of revenue for facility needs.

To provide for the increase in student population beyond the capacity of the main campus, and make the educational services provided by the District available to the growing student population, the District has embarked on a campaign to build two Education Centers. One will replace the Higher Education Center at National City and the other will be an extension of the Southwestern College Education Center at San Ysidro and will be known as the Southwestern College, Otay Mesa Campus/ Project Synergy.

The Southwestern College Education Center at San Ysidro will remain as an outreach center for the main campus.

The Higher Education Center at National City will consist of 47,000 square feet to be built in one phase and be completed in 2004. The expected enrollment for this facility will be 5,000 students. San Diego State University will also utilize space at this Center in partnership with SWC.

The Southwestern College, Otay Mesa Campus first phase will have approximately 71,500 square feet for approximately 3,000 students. This location is expected to be completed for classes in fall 2005. Both the National City and Otay Mesa projects are funded through the Proposition AA Bond project.

Also funded and under construction is the new Learning Resource Center (LRC) that will provide approximately 87,000 square feet of highly advanced technology, media, and library space to house the current library and Learning Resource Center. This project is funded entirely with State construction funds and is expected to be completed by January 2003. The secondary effects of this project will allow for the eventual remodeling of the 420 Building that is used by Math, Science and Engineering laboratories for tutorial space and language laboratories. The existing library

will then be used to bring all Student Services Units into one building, creating a “one stop” facility for student services.

The main campus, with buildings dating back to 1962, has been engaged in upgrading all of the environmental controls, lighting, power distribution, and signal devices for the buildings using the funds available from the State for scheduled maintenance and repair on an ongoing basis. Buildings are being retrofitted to accommodate new technology-driven paradigms in education. Roofing repairs, painting, and replacement of weathered elements of the buildings has been an ongoing project using State provided-funds. Much has been accomplished since the last accreditation Self-Study.

The District identified the need for greater funding for capital construction improvements than that provided by ongoing State funding. To this end, the District placed a bond issue, Proposition AA, on the November 2000 election ballot for a capital construction program that was subsequently approved by more than a two-thirds majority of the voters. Proposition AA provides the funds to complete many repairs and improvements to buildings at the College.

Through a process that included input from most segments of the academic community, priorities were set for modernizing classrooms, laboratories and services with technology advancements and smart classrooms in mind. The District is committed to expanding web-enhanced instruction, asynchronous online instruction, and teleconferencing by providing the infrastructure and flexibility to support these educational delivery opportunities. The concept is that every classroom will be interconnected on the main campus as well as to the Higher Education Center at National City and Southwestern College, Otay Mesa Campus. Each classroom will have the same capabilities with smart boards, wireless

computer connections, web hookups, and classroom-to-classroom teleconferencing. The following is a list of projects that is expected to be funded from this bond issue:

- Southwestern College, Otay Mesa Campus
- Higher Education Center in National City
- Main Campus Parking Lots
- National City Child Care Center
- Southwestern College, Otay Mesa Campus Child Development Center
- Removal of Architectural Barriers
- Campus Signage
- Building AA Main Campus Utilities Distribution Point
- Emergency Vehicle Access Road and Infrastructure
- College Police Department Facility
- Main Campus Classroom Buildings Remodeling

Twenty classroom buildings were identified to receive \$5,190,000 for modernization that includes dropping the ceilings to allow for additional technology, painting, updating the lighting, replacing chalkboards with whiteboards, carpeting, and installing ceiling-mounted LCD projectors. Reconstruction for efficiency will include remodeling and renovating teaching areas, including the physics laboratory, surgical technology laboratory, and several art classrooms that have become out-of-date with current teaching practices and technology changes. An additional \$6M has been dedicated to remodel the music buildings, and \$50,000 has been set aside to modernize faculty offices in the 400 Building.

When the new Learning Resource Center/Library opens, the current Library will become a new Student Services “One Stop” Center. This is a major project that has been allocated \$12,620,000 from the Proposition AA Bond funds. When Student Services vacates their current spaces, additional classrooms and faculty offices (including some for adjunct faculty) will move into this vacated space.

Another \$3,468,000 has been set aside for the remodeling of the existing 420 Building, which houses the Learning Resource Center (LRC) and the Learning Assistance Center (LAC). Additionally, \$6,001,000 has been allocated for the design and construction of a new Child Development Center that will serve 125 children and provide child development classrooms on the main campus.

The District Governing Board has entered into an agreement with Vestar Development Co. to develop a unique Educational/Commercial Joint Venture that will maximize the potential of 15 acres of vacant College property on the corner of Otay Lakes Road and East “H” Street. This joint venture fulfills the District’s responsibility to manage College assets for the greatest benefit and is expected to generate approximately \$500,000 annually in lease-revenue income for the College. The decision was made in 2000 after two years of planning, receiving input at community forums, and consulting with the local municipality.

The project will include approximately 160,670 square feet of retail space, 4,000 square feet for a cultural arts center, and 13,000 square feet for a campus bookstore. The cultural arts center and the bookstore will be built by Vestar and leased back to SWC at a rate of \$1 per year.

All of the repairs, remodeling, and renovations to the existing and projected buildings need to be monitored and maintained. To this end, the *Facilities Master Plan* calls for a schedule of maintenance and inspection to identify problems so that repairs can be made quickly. One issue will be the level of State funding for this process. The level of funding will have to increase as the number of buildings increases and are included in the maintenance budget. The current State level of funding limits the speed at which the College can respond to maintenance issues.

Action Plan:

- Continue implementation of the Facilities Master Plan.
- Develop a review process for the Facilities Master Plan in order to maintain and update the Plan as technology and course delivery methods change.
- Analyze funding requests for State Capital Outlay Projects with regard to future changes in technology and course delivery methods.
- Implement a *Room Utilization Data Report* in order to make informed decisions regarding facilities development and utilization.

8.2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Description:

The Director of Business and Operations has administrative responsibility for plant maintenance and operations for the main campus, Southwestern College Education Center at San Ysidro and Higher Education Center at National City. The organizational structure of the department has a Facilities and Operations Manager, Custodial Supervisor, and Grounds Supervisor reporting to the Director. The Facilities and Operations Manager has the responsibility for the Maintenance Department, which consists of 15 employees. The department also has responsibility for maintenance of the District’s audio/visual equipment, telephone system, energy management system, and for the coordination of all major facility issues.

The Custodial Department is responsible for the cleanliness of all of the facilities, which consists of over 540,000 square feet of space and has 20 employees. This includes one full time custodian at Higher Education Center at

National City and one at Southwestern College Education Center at San Ysidro. Custodial services are provided from 10:00 p.m. to 6:00 a.m. Monday through Friday and from 7:00 a.m. through 4:30 p.m. on Saturday and Sunday. The Grounds Department Supervisor has the responsibility for all the landscaping and sports field maintenance on the 158 acres at the main campus and the Centers and has seven employees. All support services are centralized at the main campus and services are provided seven days a week.

Analysis:

The District Facilities and Operations Departments are concerned with the quality, efficiency, and functionality of the physical environment as it relates to the support of the institutional and instructional goals. In 2000, the District updated the *Educational and Facilities Master Plans*. In this planning process, a thorough review with the Schools, administration, student services departments, and other support operations was undertaken by the Facilities department. The assessment included the physical classroom environment, utilization of classroom space, and forecasting of future academic programs within the District. In addition, all classroom space was reviewed to determine remodeling opportunities to increase efficiency. This comprehensive analysis became the foundation of the master planning efforts. The District has also made progress by implementing computerized tracking of work order requests, preventative maintenance scheduling, and a proactive approach to facilities maintenance.

With the passage of Proposition AA, the facilities bond, and grants through the State Scheduled Maintenance program, the District has begun an aggressive maintenance improvement program. The District has completed several projects and is beginning other scheduled maintenance projects.

Several projects are also currently underway with the funding made available through Proposition AA, State scheduled maintenance funds, and District monies.

The District has completed the re-roofing of 21 buildings and 40 overhangs on campus. A \$5.6M project is currently underway to replace the heating ventilation and air conditioning equipment on 57 buildings. This project, when completed, will replace 30-40 year-old equipment with energy efficient units saving the District approximately \$230,000 annually in utility costs.

The District is also upgrading all entrance, walkway, and parking lot lighting, to provide increased light levels for safety. New campus signage is also being developed.

Students and staff at the main campus and the Centers were recently surveyed by the Standard 8 committee to provide input on how well the physical resources supported the District's educational mission. A survey was circulated within the campus community rating the effectiveness of maintenance, grounds, and custodial services. A majority of respondents rated the overall maintenance, grounds and custodial services as above average. However concerns were raised that afternoon custodial services for classrooms and restrooms need improvement.

With increased demand due to increased enrollments, new instructional programs, and additional facilities, expansion of the maintenance and operations staff will be necessary to continue an acceptable level of cleaning services.

Action Plan:

- Continue effective planning by evaluating facilities needs.

8.3. Physical facilities at all site locations where courses, programs, and services are

offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

Description:

The College is constructed in a Neo-Mayan style of architecture. Many of these concrete buildings are over forty years old. Since nearly all of the buildings on the main campus were constructed prior to the enactment of many of today's access regulations, it was necessary to upgrade a majority of these facilities to new American Disabilities Act (ADA) standards. The College has, however, with State Construction money, been able to build several new buildings and begin construction on a new library. These new additions have and are being constructed under the California Building Code's strict Title 24 guidelines as well as meeting the additional requirements set forth by the Office of State Architect for school construction.

The Director of Business and Operations and the Facilities and Operations Manager oversee the planning and construction of all District facilities, including new construction, renovations, scheduled maintenance, and hazardous substance abatement projects.

The College maintains a comprehensive space inventory and produces a yearly *Five-Year Construction Plan*. Reports documenting the progress of construction, project costs for grant applications, plus initial and final project proposals for project funding are painstakingly maintained. The physical facilities at all sites have been studied and reviewed for access/barrier removal, safety, and a healthful environment. Since access is a primary concern, every attempt is made to upgrade offices, computer labs, and classrooms when they are scheduled for remodeling. The *Facilities Master Plan* addresses a number of critical needs such as the need for painting, carpeting, furniture

replacement, as well as electro-mechanical upgrades and additional parking.

Many recent projects have been geared to address access and safety by adding ramps, handrails, improved lighting, plumbing, and electrical systems.

Additional practice fields have been added and the installation of an improved signage program has begun. The renovation of all classrooms and offices is now in the program-planning phase as a result of the passage of the recent capital bond measure. The District is aggressively pursuing comprehensive Scheduled Maintenance funding for numerous projects. Safety, access, and security are the driving forces behind priority projects and their scheduling.

SWC makes effective use of recommendations that are made by a District Safety Committee that reviews any incident resulting in injury, illness or exposure to hazardous substances. The Committee reviews the results of all periodic scheduled workplace inspections and, at times, will conduct site inspections or investigations when deemed necessary to assist in correcting hazardous conditions.

In August 2000, the College established the full time position of an Environmental Health & Safety Coordinator under the supervision of the District's Chief of Police. This coordinator performs a variety of specialized environmental health and safety duties to help insure the District's compliance with federal, State, county, and city environmental health and safety regulations. The Environmental Health and Safety Coordinator provides training in hazard communication as well as information regarding the proper disposal and handling techniques of hazardous materials. This individual also inventories and restocks all first aid supplies and makes safety glasses and gloves available.

The College has upgraded underground fuel storage tanks to double wall construction with a sophisticated overfill and leakage protection system. Spill kits for hazardous substances have been purchased and the College's Safety Coordinator conducted a campus-wide safety inspection in November 2001.

Safety for Staff and Students

SWC prides itself on the safety provided to all people who study, visit, or work at the College. The College recently upgraded the Panic Alarm system that protects all Student Services Offices, with new state-of-the-art transmitters that send a silent alarm directly to the College Police. The passage of the Proposition AA Bond measure has also given the District the funding to replace its inadequate phone system. This will allow the District to install emergency telephones in all classrooms on campus to further enhance student, faculty, and staff safety. All exterior doors of buildings are scannable by a state-of-the-art bar code system that identifies the locations of officers as they conduct their patrols.

SWC is protected by law enforcement officers who carry non-lethal, less lethal, and sidearm weapons. These law enforcement officers patrol the campus seven days a week from 6:00 a.m. to 10:30 p.m., 365 days a year, by foot, electric cart, and automobile. In an emergency, District public telephones provide for automatic connection to the College Police Department dispatcher by dialing *81. This allows dispatchers to send armed officers immediately to any part of the campus where assistance is needed. The District also employs 24 Public Safety Assistants who patrol the campus. Their responsibilities include, but are not limited to, enforcing parking regulations throughout the campus; providing escort assistance; assisting students who are locked out of their cars; and providing emergency battery service for faculty, staff, students, and administrators.

The SWC Police Department maintains comprehensive statistics on all campus crimes. The District's current crime rate is extremely low, although vandalism has increased in 2001 from 2000. According to the Chief of Police, appointed in May 2000, this increase is largely due to new reporting guidelines that increase the documentation of campus crimes that previously went unreported.

All officers are police academy graduates or have passed the appropriate course of study for police officers. They possess the same skills, rights, and responsibilities granted to any other municipal law enforcement officers. The SWC police department works in partnership with the Chula Vista Police Department. The two departments recently completed the Immediate Action/Rapid Deployment training presented by the San Diego County Sheriff's Department. This ten hour training program concentrated on handling emergency situations that may occur in school buildings.

Our police officers make a conscious attempt to become integrated with the College community. They go out of their way to be friendly to everybody on a daily basis. Without compromising their responsibilities or their ability to perform them, they have made the college community perceive them not as law enforcement agents but as friends whom you might meet on the street. The Police Department has implemented an anonymous tip line for reporting suspicious activities or crimes on campus.

Analysis:

With the passage of Proposition AA, a systematic plan was implemented to address those issues identified in the *Educational Master Plan* relating to facilities and safety. Faculty, staff, and students were surveyed to determine areas where safety, access, and

security were of concern. Respondents gave many examples of campus facilities that they felt were not safe and/or healthy. Some of the problems cited were poor ventilation, inadequate lighting, classroom doors that do not lock, lack of signage and maps, and no control over temperatures in classrooms. Bond-funded construction projects have been implemented to address these concerns.

Specific activities included the construction of walkways, the improvement of campus lighting, and the addition of new parking lots with clear signage and properly-marked disabled parking spaces. These lots will ease the parking situation for the growing student population. The College has embarked on an extremely aggressive heating-ventilation-air conditioning retrofit program to improve the comfort and air quality of the faculty, staff, and students. This \$5.6M project is currently underway and nearing completion. All campus restrooms are scheduled for renovation. Nine were completed in summer 2001, and the balance are now in the planning stages. Physical Education facilities have been remodeled to provide access for all students. Many of the classrooms and laboratory spaces have been remodeled with the remainder scheduled to start in summer 2002, to be completed over the next 4 years. An interior campus signage program to help students find their way around campus has been started.

Action Plan:

- Implement the plan to refurbish classrooms and offices as outlined in the *Proposition AA Position Paper* and American Disabilities Act requirements.
- Continue to seek State Scheduled Maintenance funding to upgrade electrical infrastructure, campus lighting, signage, and accessibility.
- Develop and implement a computerized preventive-maintenance program to improve communication and accountability as well as

to monitor and address the maintenance needs in each building more effectively.

- Continue to explore energy-saving initiatives, not only to conserve resources but also to enhance the learning environment by improving lighting and indoor air quality.

8.4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Description:

Selection

Procurement of equipment at SWC is based on information and specifications provided by the end-user. The Purchasing Department utilizes its expertise to assist in the selection process and facilitates acquisition. SWC updates its policies and develops more effective procedures for determining priorities in equipment purchases and facility remodeling through an ongoing Program Review and planning process. Faculty, the Curriculum and Instruction Subcommittee E (Technology), along with the Staff Development and Academic Information Services staff, are responsible for developing criteria for the selection of equipment.

Computer Systems and Services and areas of the administrative Business and Operations unit work with the Executive Management Team (EMT) to recommend College-wide policies such as computer replacement contracts and new facility construction needs.

The Purchasing Department performs research to determine which products meet the requesters' specifications, as well as determining if the items match the District's standards for uniformity, maintainability, and cost. The responsible Budget Administrator then authorizes the purchase. An additional purchasing step is required for computer and technological items used in areas such as

computer labs and distance education in order to insure compatibility of electronic components. The Supervisor of Computer Operations makes these recommendations and authorizes the purchase orders. The Director of Business and Operations reviews all expenditures. The Governing Board reviews these expenditures on a monthly basis.

The District funds the replacement of equipment. New equipment, both instructional and non-instructional, is funded through a combination of District funds, College Leadership Council Block Grant funds, and categorical funds. The process for requesting District funds is accomplished via a request to the Vice President for Fiscal Affairs. Block grant acquisitions are made through requests submitted to the College Leadership Council, which determines funding based on criteria that include responses to changing enrollment patterns, collaborative relationships, program growth, departmental goals, and contributions to student success.

The grant proposal contains a timetable for implementation, a description of objectives, a method of evaluation, and identifies the costs of training, support, site preparation, and staffing.

The College Leadership Council Committee distributes available Block Grant funds that vary widely from year to year. It distributed approximately \$2.8M for FY2000-2001 and approximately \$260,000 the following year. These allocations are based upon the Block Grant awarded to SWC by the State of California.

Plant Maintenance

Maintenance of the physical plant is funded through three primary sources: District funds, the State of California Scheduled Maintenance Program, and \$89M from the recently approved Proposition AA Bond.

The computer resources of the District are protected through a variety of mechanisms. Tape backups are run on a nightly, weekly and monthly rotation. There is redundancy within the servers and an uninterrupted power source. An integrated firewall and router filters are used to protect Internet security. There are plans to improve those mechanisms with additional tape backup systems, new servers with hardware redundancy, room-based uninterrupted power sources, redundant firewalls, and router-filters.

District resources have been set aside to upgrade hardware in the District-wide computer network and to purchase a new telephone system. The College is also upgrading and standardizing most PC systems to Microsoft Windows 2000 and Office 2000.

The District employs one full-time classified person to make in-house repairs of equipment. This person is also responsible for microphone and media projection setups at the main campus and the Centers.

Inventory

Maintenance contracts purchased from outside vendors are an important factor in the readiness of Southwestern College's physical plant and equipment. Each year administrators compile a list of equipment that they consider appropriate for regular third-party maintenance. That list is given to the Purchasing Department and the necessary contracts are negotiated and drawn up. The District has used Escape Technology software since 1992 to maintain a tag and scan inventory system. Tagging of capital equipment with a value greater than \$500 is accomplished by warehouse personnel. A wall-to-wall inventory is completed on a yearly basis. Discrepancies are reported to the responsible department administrator. Warehouse personnel then make follow-up

investigations. Discrepancies are resolved and the inventory is finalized. Unaccounted-for equipment is reported to the Director of Business Operations and is removed from the active inventory. Notice is made to the Governing Board.

Replacement

Equipment that is missing or beyond repair may be replaced. A District Survey Form for the replacement of an item is sent to the Director of Business Operations for authorization or rejection. Some technology is replaced on an ongoing basis in order to assure that equipment is current.

Analysis:

The analysis phase of SWC's Self-Study was conducted via informal inquiry of staff members and a staff survey. The following items of concern were noted:

- Funding for instruction is facilitated primarily through the College Leadership Council (CLC) grant process. The CLC has taken great care in creating a viable and fair process that awards funding based on the worthiness of grant proposals, perceived need, and consideration of Program Review. Notwithstanding efforts to make this a fair process, it remains essentially a competition for available funds among all of the College's instructional programs, institutional agencies, and support services. Student Services and institutional entities such as the Learning Resource Center, library, theater, and art gallery also compete for the same available funds. Though the CLC is made up of representatives from throughout the institution, it is a centralized body that, to a large extent, determines the financial support provided to each instructional program, institutional agency, and support service. Inherent in this charge is a funding process that is dependent on the grant writing skills of applicants and the perception of readers. This process results in uncertain support, which

makes it difficult for instructional programs, institutional agencies and support services to formulate student-centered goals and plans to achieve them.

- Discrepancies in equipment inventory and the number of missing items are increasing and are extraordinarily high with regard to computers and highly mobile equipment. Additionally, the inventory process takes a long time to accomplish. This is due, in large part, to a lack of communication regarding changes in the location of equipment and the growth of the District, including its satellite facilities. During the course of the accreditation analysis period, the Business and Operations Department has instituted an equipment transfer system to help track the movement of equipment.

- The use of audiovisual technologies has grown dramatically without a corresponding increase in technical support staffing. Institutional audiovisual technologies are supported by one individual. His responsibilities include the maintenance and repair of audiovisual equipment and setup of public address systems at all of the institution's sites. The understaffing of technical support in this area can result in long delays in the repair and maintenance of heavily used technology.

The Web Development Team and Staff Development assist staff and students with questions and problems associated with electronically mediated learning and provide direction to appropriate technical support.

Computer Systems and Services technicians, Data technicians, Office Support Services personnel, the Audio Visual technician, Learning Resource Center personnel and Student Technical Assistants provide a network of support to keep systems operational for staff and students.

Given the rapid pace of change in modern

information technology, the District should have adequate policies and procedures in place to keep the infrastructure reasonably up-to-date.

Ad-hoc committees and technology planning efforts have addressed the need for distance learning capabilities. These expressed needs must be tied to an overall mission and plan for distance learning. The initial work of the Teaching Learning Technology Roundtable and the training it provided for selected members of the faculty has helped in getting the planning process started.

The Teaching Learning Technology Roundtable was an initial effort by faculty, staff and students to develop an *Institutional Technology Plan*. The first attempt was followed by several revisions. These efforts were important steps in developing an understanding of technology needs on campus.

Action Plan:

- Establish minimum baseline funding for instructional programs so that a percentage of available funds can be counted on each year.
- Consider establishing a grant process similar to the College Leadership Council process but administered at the School level to facilitate the targeting of funds to the areas of greatest need.
- Continue the College Leadership Council Block Grant process with remaining funds targeted specifically toward extraordinary projects.
- Utilize yearly updates to the Program Review process to identify needs and foster continuity in the instructional planning process.
- Staff and support the newly formed system to track highly mobile equipment.
- Increase technical support staff to provide for more timely repair of equipment.
- Formulate a clear strategy for the

implementation of technology-based education.

- Re-examine the *Technology Plan* to address technology related to student success and the Mission of the College.

8.5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Description:

With the numerous changes in SWC's physical plant since the *1996 Accreditation Self-Study*, the College continues to make physical resource planning and evaluation a priority. The *Facilities Master Plan* and the *Educational Master Plan* serve as the planning documents for the physical resource needs for the District. These documents, driven by increased enrollment patterns, contain plans for new and renovated facilities that will meet the projected growth patterns of the communities served by the District.

Under the direction of the Vice President for Fiscal Affairs and the Director of Business and Operations, the *Facilities Master Plan* is updated every five (5) years. The process of updating the *Facilities Master Plan* includes review of the chronicled improvements by senior management in conjunction with review of the *Educational Master Plan* and the budget.

The *Facilities Master Plan*, works hand in hand with the Educational Master Plan to set goals for the creation of a better College-wide strategy for the benefit of the student, faculty, and staff. As the education programs are reviewed and evaluated for their needs, there must be a constant reminder that the courses taught at SWC are only as good as the quality of the classrooms, laboratories, and sports fields that are provided for the student's educational needs.

A draft report is written that considers available funding, educational needs, institutional goals and initiatives, and physical plant resources. This report is compiled by the President's Task Force in consultation with the faculty and staff, and is ultimately reviewed and approved by the Executive Management Team (EMT) and the Superintendent/President. The final *Facilities Master Plan* is presented for Governing Board approval every five years.

Analysis:

The growth in physical resources of the College over the past four years has been incredible. The College meticulously tracks and monitors all projects and is involved in all aspects of building and renovation projects. Planning, design, securing outside funding and building permits, and actual construction of all projects are the responsibility of the Director of Business and Operations. All projects to date have been completed on time and within the budget allotment.

It is extremely important that the Director of Business and Operations and the Vice President for Fiscal Affairs have open communication with the Vice President for Academic Affairs. Exchange of information is vital for the success of all upgrades and remodels. Only through the information provided can the facilities be kept current with the latest technology and state-of-the-art equipment hookups. All improvements must be calculated to be current five to ten years from today.

The preliminary planning is very important. The faculty will bring their ideas to their respective dean and the deans will find funding sources for their upgrades. This information is passed along to the Vice President for Academic Affairs who then has the responsibility of prioritizing and justifying all requests.

The District was successful in passing Proposition AA in 2000. The \$89M is to be used exclusively for building and infrastructure upgrades. The District has been making repairs to its existing buildings by repairing leaky roofs that had hindered the quality of education during the winter. Another large problem that the District has faced is the lack of parking spaces. Thanks to Proposition AA, the District was able to build additional parking lots to relieve the problem of traffic congestion.

Action Plan:

- Monitor timelines for current construction projects for budget compliance and completion dates.
- Monitor enrollment patterns and community growth in conjunction with current facilities and physical plant resources to ensure the optimal student learning environment.
- Continue to provide venues for input and feedback from students, faculty, and staff regarding construction projects.
- Continue to have the Vice President for Fiscal Affairs and the Director of Business and Operations serve on key committees that plan and evaluate physical plant resources.

STANDARD EIGHT: Reference List

- 8-1 *Southwestern College Educational Master Plan*
- 8-2 *Southwestern College Facilities Master Plan*
- 8-3 *Five Year Construction Plan*
- 8-4 *Standard 8 Accreditation Survey*
- 8-5 *Five Year Deferred Maintenance/Scheduled Maintenance Plan*
- 8-6 *Emergency Preparedness Plan*
- 8-7 *Facilities Use Handbook*
- 8-8 *Hazardous Communication Plan*
- 8-9 *Southwestern College Emergency Procedures*
- 8-10 *Southwestern College Security Manual*
- 8-11 *Southwestern College Space Inventory*
- 8-12 *Summary Report - Incidents*

STANDARD NINE: Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

Co-Chairs:

Ken Fite Vice President for Fiscal Affairs

Randy Krauss Faculty, School of Mathematics, Science & Engineering

Committee:

Cynthia Baez Student

Tom Beasley Classified Manager, Director of Fiscal Services

Dolores Christiansen Faculty, School of Mathematics, Science & Engineering

Richard Dittbenner Faculty, School of Business & Information Systems

Joe Figuera Classified Manager, Director of Food Service/Contracts Food Program Projects

Betty Havey Classified Staff, Clerical Assistant III, Business & Operations

Diane Martini Faculty, School of Mathematics, Science & Engineering

Lourdes Sevilla Classified Staff, Administrative Secretary II, School of Mathematics, Science & Engineering

Mei-lan Shaw Faculty, School of Mathematics, Science & Engineering

Andrew Shim Faculty, School of Health, Physical Education & Athletics

STANDARD NINE: Financial Resources

9.A. Financial Planning

9.A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Description:

The *Three Year Institutional Plan* is developed with widespread input from all sectors of the College and the community, and it will be updated after the conclusion of the Accreditation Self-Study. The planning process will be coordinated by the Vice President for Institutional Advancement. Planning includes School and department plans, the *Educational Master Plan*, the *Facilities Master Plan*, and Program Review. Program Review is completed by each unit every five years. The Program Review process is a planning tool in which individual programs do their own self-study to evaluate fiscal and other needs. The College Leadership Council (CLC) has allocated instructional equipment funds for needs identified in the Program Review process. Financial planning is based on the Mission, goals, and objectives of the *Master Plans*.

Analysis:

There has been a serious attempt to link funding to the Program Review process. The Achieving Institutional Mission Committee (AIM), an outgrowth of a grant-funded project, spent much effort on this issue and, in conjunction with the Academic Senate and other College components, agreed to a system in which the College Leadership Council would take the lead in dispensing instructional equipment funds identified as important within this process. While the College Leadership Council allocates some funds based on self-analysis as reflected in this process, these funds have come from “soft monies” and hence are extremely

variable. Discussion and effort have gone into attempting to link the Program Review process to more secure sources of funding.

Action Plan:

- Review the role of the College Leadership Council in the distribution of funds based on Program Review.
- Clarify the sources of both current and ongoing funding for these necessary discretionary expenditures.
- Validate the budget process for timeliness, fairness, and effectiveness in meeting needs.

9.A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Description:

The College carefully follows the State budget development process each year. As the lowest funded district in the State, SWC has become very active politically in order to secure additional funding to serve student needs. Estimates of revenue are based on realistic projections of State apportionment, local property taxes, and student fees. Given the recent downturn in the State’s economy and revenue, it has been difficult to provide expenditure increases to serve growing student enrollment.

The College does not have a *Technology Plan* to address present and future needs in the area of technology, although a consultant is in the process of developing such a plan.

Analysis:

The District attempts to identify the areas that are essential to maintaining academic and operational integrity. Due to external constraints, however, continuity of funding can be difficult. SWC is at the bottom of the State in per-student funding. In order to provide a consistently high quality learning environment, additional revenue sources must be garnered. These include categorical funds as well as general operating funds.

Proposition AA, recently passed by local residents, provides funds for certain restricted facility needs.

An important component of fiscal planning is guaranteeing that the District has the monetary resources to satisfy the technological needs of the College. These needs include repairing existing computers and peripherals, acquiring new technologies to remain state-of-the-art, and providing technical support.

Another critical component of state-of-the-art technology is faculty and staff development and training. Currently the District has no long-range *Technology Plan*. Without such a plan, certain past technological decisions may have not left the District in the best position to remain current in this fast-changing technological environment. Consultants have been hired to develop a long-range *Technology Plan*. There should be broad-based input into priorities and funding for such a plan. It is important to have institutional commitment of necessary resources. Input from faculty could come through Subcommittee E (Technology) of the Curriculum and Instruction Committee, whose mandate is to address academic computing issues.

The recently-approved facility bonds will provide significant resources that are to be used for very specific purposes. While Proposition AA provides funds for badly

needed expansion and renovation, expenditures must fall into specific categories. Funds may not be used for general budget expenditures, but they may indirectly remove some pressure on the general fund budget. Some monies spent, however, could result in additional ongoing expenditures that would have to come from the general fund in the future.

Action Plan:

- Continue to pursue political strategies to increase College funding and diminish inequities in per-student funding by the State of California.
- Implement a constituency review of the *Technology Plan* so that long-range funding can be guaranteed.
- Guarantee sufficient long-range funding for required equipment replacements/upgrade in the budget process.
- Expand the role of faculty in issues of academic computing.

9.A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.**Description:**

The College has a long-range *Facilities Master Plan* that is based on the programs and space needs of the *Educational Master Plan*. A bond issue of \$89.3M (Proposition AA) was approved by voters in 2000 to renovate aging facilities, provide for necessary capital repairs, and add new buildings.

Analysis:

Work is in progress on a new Learning Resource Center, funded with State dollars. In addition, bond-financed renovation and modernization projects are underway for main campus buildings. New facility plans are being developed, using Proposition AA bond funds, for the National City and Otay Mesa sites.

Action Plan:

- Use faculty input to prioritize plan, monitor, and coordinate the successful completion of the many capital construction projects within the allocated budget.
- Routinely inform the College community of capital construction progress and seek input from facility users.

9.A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Description:

Budget development is described in a formal procedure that outlines the specific guidelines, forms, and calendar. This document is published and distributed to all budget managers each January and includes guidelines for ongoing baseline operational budgets and new expenditure allocation requests. Details include planning steps, budget assumptions and activities, responsibilities, consultation, and deadlines.

The College Leadership Council is designated as the steering committee for institutional planning and budget development. It should provide input to the Superintendent/President and the Executive Management Team about general priorities for allocation of available resources based on the Mission, strategic goals, planning assumptions, and external information about the status of State community college funding. The College Leadership Council is part of the shared governance process and includes a cross section of College constituencies.

Budgeting begins with all units providing input for prioritized needs to managers, directors, and area deans. Vice Presidents/Provosts in turn consult with managers, directors, and deans regarding budget requests and overall prioritization. Finally, prioritized sector

requests are submitted by the Vice Presidents/Provosts to the College Leadership Council for consideration and general prioritization input for new expenditures. The College Leadership Council then makes recommendations to the Superintendent/ President and a final budget is presented by the Superintendent/President to the Governing Board for consideration and approval.

Input about certain specific decisions, such as the relative allocation of new faculty positions within disciplines, is provided by the Academic Senate and other components of the College community.

Analysis:

Until its reactivation in spring 2002, the College Leadership Council had not recently actively served as a Budget Committee for general input and priority recommendations. Instead it had served as an allocating committee for capital acquisition funds for instruction needs, utilizing categorical funds, the Block Grant funds provided by the State. In this role, it has administered an instructional proposal system and provided major expenditure allocations to faculty/staff proposals for instructional and student services' capital needs, based largely on the Program Review process.

The budget process is not widely known or understood, particularly by faculty. Some have concerns that priorities relative to hiring established by the Academic Senate have been rearranged when decisions were made on the funding of new faculty positions.

Action Plan:

- Consider creating a College Budget Committee with a well-defined function that would represent the educational priorities of all segments of the College, or clarify the role of the College Leadership Council in

- serving such a function.
- Place the document describing the budget process online.
- Provide an explanation for changes to recommendations made by the Academic Senate in the matter of new faculty hires.

9.A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Description:

In the *Annual Budget Preparation Procedure*, the budget process requires that budget managers/deans solicit input and priority needs from the constituents in their units as a part of budget development. The budget requests are then submitted to the appropriate Vice President/Provost, who in turn consults with budget managers to develop a prioritized list of new expenditure requests for presentation to the College Leadership Council. As part of its input, the College Leadership Council then provides a recommendation of general priorities to the Superintendent/ President and Executive Management Team (EMT) for final allocation deliberations. The Superintendent/President then sends the final recommended budget to the Governing Board for approval.

The College Leadership Council was established with representatives on the Committee from all components of the College. One of the original mandates of this committee was to serve as a Campus Planning and Budget Committee and to recommend general budget priorities each year.

Analysis:

The faculty has expressed confusion about the structure of the budget process and the timing associated with it. Recently the College Leadership Council has met only to dispense

soft monies and not to consider philosophical issues of fiscal spending. These resources vary significantly from year to year and depend upon politics and government. In recent years, the Superintendent/President has strongly supported the concept of linking the allocation of funds to the results of the Program Review process. This would provide a mechanism by which programs/disciplines may solicit funding and then justify these requests based on facts. While most consider this a positive step, a major problem remains: no hard-monies are allocated for this process. Some feel that the College Leadership Council is not currently serving as a College-wide budget committee. It does not meet frequently and only addresses the issues mentioned above.

Action Plan:

- See action plans for 9.A.4.

9.B. FINANCIAL MANAGEMENT

9.B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Description:

The Vice President for Fiscal Affairs is responsible for the fiscal management of the District and provides monthly, quarterly, and annual reports to the Governing Board. The monthly report contains all funds, cash balances, and current and year-to-date income and expenses by funding source. All the financial transactions at the College are monitored using the Colleague System (Datatel). Budget managers have access to their own budgets via the Colleague System. District accounting adheres to the *California Community College Budget and Accounting Manual*.

Analysis:

The District's financial records and internal fiscal control system are subjected to an independent audit by a certified public accountant on a yearly basis. The audit covers all funds under the jurisdiction of the District, including trust accounts and the Associated Student Organization funds. The independent CPA indicated that SWC is in compliance with the requirements mandated by State and federal regulations.

The Fiscal Services Office provides oversight of all financial operations, including management of financial aid disbursements and categorically funded programs. The Office assures compliance with requirements for internal controls in accordance with the U.S. Office of Management and Budget (OMB) and the Governmental Accounting Standards Board (GASB).

Action Plan:

- Implement Governmental Accounting Standards Board (GASB) 34 and 35 Rules, which require changes from a governmental accounting system to a financial accounting system more similar to the private sector.

9.B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Description:

The Education Code sets the requirements for annual audits and budgets. Each fiscal year the Governing Board provides for an audit of District financial transactions, including income and expenditures by funding source. Each audit encompasses all District funds, including those of the student body, cafeteria,

and all other funds under the control or jurisdiction of the District. Audits are conducted by a certified public accountant licensed by the State Board of Accountancy. The report includes a statement that the audit was conducted according to standards and procedures developed from Education Code §84040.5, a summary of audit exceptions, and management improvement recommendations.

Analysis:

The Governing Board annually approves the budget as well as the auditor's appointment and fee. Southwestern College's records are currently audited by Patel & Associates, Certified Public Accountants. The Findings and Recommendations section of the *Audit Report* concludes that SWC is in compliance and conformity with generally accepted accounting principles. *Annual Audit Reports* are filed with the County Clerk and the County Superintendent of Schools, the Board of Governors, and the Department of Finance. Southwestern College takes action to eliminate audit exceptions and comply with improvement recommendations when noted.

Action Plan:

- No action recommended.

9.B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Description:

District policy assigns financial administration to the Vice President for Fiscal Affairs. Daily financial supervision takes place in the Fiscal Services department, with managers monitoring and auditing compliance with

federal, State, and District regulations on a continuous basis.

All budgetary and financial transactions require two or more signatures and are based upon written documentation, including grant letters, agreements, contracts, purchase requisitions, etc. The Fiscal Services Office provides the financial oversight, record keeping, audit, and reporting services for financial aid. Budgets, claims, and reports for all categorically funded programs are reviewed and approved by Fiscal Services.

Analysis:

The College has effective financial oversight. The Financial Aid Office awards, and the Fiscal Services Office disburses, funds to students. Grant expenditures are reviewed to insure adherence to grant provisions. Contracts are reviewed by the Vice President for Human Resources and Legal Affairs prior to approval. All bookstore and food services accounting transactions are processed by the Fiscal Services Office. Investments are administered by the San Diego County Treasurer, with the exception of auxiliary services which are handled by the Fiscal Services Office.

The Southwestern College Foundation is administered by the Vice President for Institutional Advancement, and a separate and independent audit of Foundation funds is also required and conducted each year.

Action Plan:

- No action recommended.

9.B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Description:

The Associated Student Organization, Bookstore, and Food Services are administered by the College, with the same fiscal control procedures and independent audit requirements as all other College functions.

The Southwestern College Foundation is an independent organization, established as a California not-for-profit organization, which the Internal Revenue Service has designated as a 501(c)(3) tax-deductible charitable organization. It assists the College with funding needs. Foundation funds are primarily used for student scholarships, campus activities that cannot be funded through State appropriations, community events, and to build the College's endowment.

Analysis:

The Superintendent/President and the Vice President for Institutional Advancement serve as ex-officio members of the Foundation Board, and the Vice President oversees daily operations. Board members are elected to serve three-year terms and officers are elected annually. The Foundation sets annual goals and develops an annual budget that is supported through fundraising activities and interest income earned from its investments. Disbursements are made in accordance with established guidelines and procedures and reviewed at the monthly Board meetings from September to June. *Independent Annual Audits* are conducted by the firm Armando Martinez & Company, CPAs.

Action Plan:

- Continue to develop the Southwestern College Foundation's capabilities to support College needs.

9.B.5 Contractual agreements with external entities are governed by

institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Description:

The College engages in a number of programs and activities involving contracts with federal, State, and local agencies, organizations, and foundations. Programs include vocational programs, childcare, financial aid, community services, and contract education.

The District has a formal process in place for contract processing and approval that requires a review and sign off by the Director of the requesting unit, the Director of Business and Operations, Vice President for Human Resources and Legal Affairs, and the Superintendent/President. The final review and approval is given by the Governing Board at its monthly public meeting.

Analysis:

The Business and Operations Office administers the contracting function, including routine purchase orders. The Office works with requesting units regarding procedural requirements as to form, specific provisions, financial limits, and legal review. After completion, Governing Board approval of all contracts is processed by this Office.

Action Plan:

- No action recommended.

9.B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Description:

Financial management evaluation is performed regularly through the monthly financial system reporting. The State

Chancellor's Office also requires quarterly and annual reporting to evaluate the financial health of the College and serve as an early warning of impending problems. In addition, the County Office of Education serves an ongoing audit function in reviewing all College payroll and commercial transactions. Finally, the independent *Audit Report* reviews and tests transactions of all funds under College control.

Analysis:

The Office of Fiscal Services is charged with the responsibility for correcting any material weaknesses or deficiencies in the financial system. In addition, the Vice President for Fiscal Affairs has the responsibility to review the system with the Office of Fiscal Services to insure that State Budget and Accounting guidelines as well as Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) rules are being followed.

Action Plan:

- Continue to monitor financial practices and follow up on implementation of necessary corrections.

9.C. FINANCIAL STABILITY

9.C.1 Future obligations are clearly identified and plans exist for payment.

Description:

The District provides for future obligations for operational needs through the general fund. These include multi-year employee contracts for salary and benefits, contract services, and equipment needs.

Anticipated fixed asset costs have been identified in the *Facilities Master Plan* for a fifteen-year period, and voters have approved an \$89M bond tax override (Proposition AA).

The new buildings, renovations, and capital repairs will be completed over a 12-15 year period of time, and a facilities management team will plan and coordinate the effort in order to minimize disruption to campus activities.

Outstanding debt includes the costs to cover accrued vacation and lease obligations for relocatable buildings and equipment. An actuarial study of employee retirement health benefits has been completed, although no funding has been set aside. The College provides for annual payment from the general fund budget.

Analysis:

The responsibility for anticipating, planning, and managing District resources so that these obligations can be met in a timely manner rests with the Fiscal Affairs Office. Adherence to provisions of the *State Budgeting and Accounting Manual* as well as close monitoring of changes in financial resources and institutional needs are critical. The College is committed to providing the sound internal fiscal controls necessary to fulfill its obligation.

Action Plan:

- No action recommended.

9.C.2 The institution has policies for appropriate risk management.

Description:

The College provides, in accordance with the Education Code, insurance for all real and personal District property to insure the District, Governing Board members, and employees against liability for damages to persons and property arising out of their employment and/or service and to insure the District from losses due to dishonesty, injury, or death.

The safety and health of students, staff, and the public, as well as the protection of District property and assets from accident or incidental losses, are primary concerns. SWC takes responsibility to develop and maintain adequate safety and loss practices to protect students, staff, the public, and the District.

Analysis:

The District participates in a comprehensive property, liability and workers' compensation joint powers agency (JPA) for public community institutions within California. It has a risk management program to identify and reduce hazards, that has resulted in a minimum of injuries, claims, and expenses. The College Safety Committee meets regularly to identify concerns and make recommendations.

Action Plan:

- Continue to provide for comprehensive risk management needs in an environment of change.

9.C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Description:

Each year the final budget includes an adequate cash reserve as required by the state Chancellor's Office. Cash flow is regularly monitored. When necessary, tax and revenue anticipation notes have been issued to insure liquidity.

Analysis:

SWC has been able to maintain a prudent reserve level, even during economic downturns. The uncertainty of income levels has placed great importance on maintaining a sufficient reserve level to protect economic

viability and maintain a stable educational program for students.

Action Plan:

- Continue to maintain an adequate cash reserve for cash flow needs and contingencies.

9.C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Description:

The College maintains a 7% reserve, which includes \$2.5 million designated by Governing

Board resolution as a contingency for catastrophic disaster. An *Emergency Plan* is in place to guide the operation of the District during physical plant emergencies.

Analysis:

Reasonable fiscal resources and organizational processes are available for short-term emergencies and unforeseen occurrences.

Action Plan:

- No action recommended.

STANDARD NINE: Reference List

- 9-1 *Budget Preparation Procedure/Process Memorandum, January 25, 2002*
- 9-2 *California Community Colleges Budget and Accounting Manual, Board of Governors (current)*
- 9-3 *San Diego County Business Services Guide, (current)*
- 9-4 *Southwestern Community College District Adopted Budgets, 1999-2000, 2000-2001, 2001-2002*
- 9-5 *Southwestern Community College District Audit Reports, 1998-1999, 1999-2000, 2000-2001*
- 9-6 *Southwestern Community College District Five-Year Deferred Maintenance Plan, 2001-2006*
- 9-7 *Southwestern Community College District Foundation Audit Report, 1998-1999, 1999-2000, 2000-2001*
- 9-8 *Southwestern College Three-Year Plan, 1998-2001*
- 9-9 *Statewide Association of Community Colleges Joint Powers Agreement for Property and Liability Insurance (present agreement)*
- 9-10 *Southwestern Community College District Year-End Fiscal Reports, 1998-1999, 1999-2000, 2000-2001*
- 9-11 *Southwestern Community College District, Achieving Institutional Mission: Program Review/Procedures Guide*
- 9-12 *Grants - Annual Report, 1999-2000, 2000-2001, 2001-2002*
- 9-13 *Grants - Indirect Cost Report, 1999-2000, 2000-2001, 2001-2002*

STANDARD TEN: Governance & Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.

Co-Chairs:

William C. Kinney Provost of Higher Education Center at National City

Joan Stroh Faculty, School of Business & Information Services

Committee:

Denis Callahan Faculty, School of Languages & Humanities

Patricia Elmore Faculty, School of Arts & Communication

Michelle Fellona Faculty, Higher Education Center at National City

Carolyn Harmon Classified Staff, Administrative Assistant, Higher Education Center at National City

Andre Harris Classified Staff, Administrative Secretary II, School of Arts & Communication

Patti Larkin Classified Manager, Director of Bookstore, Campus Store

Nancy Mulcahy Governing Board Member

Evana Peinado Classified Staff, Education Center Technician, Higher Education Center at National City

Rich Sluys Classified Supervisor, Systems & Programming Supervisor, Computer Systems & Services

Patrick Staley Faculty, School of Mathematics, Science & Engineering

Nicholas Stong Student

STANDARD TEN: Governance and Administration

10.A. Governing Board

10.A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description:

The Governing Board of the Southwestern Community College District is unique in that four of the five members' employment background is in some segment of education. These members come to the Board with knowledge of how an educational system functions. This Board is active in both community and College events as indicated by their frequent participation.

The Governing Board allows public participation in developing goals and policies by holding regular public meetings so the public can address College issues. Board meetings are held, generally, on the second Wednesday of each month, and at least one meeting each year is held at each of the Centers. Decisions of the Governing Board are by majority vote. There is a mechanism in place to allow for members of the community, students, faculty, and staff to address the Governing Board for three minutes each at the beginning of these monthly meetings.

The Office of Institutional Advancement annually provides Board members and staff with research showing occupational and demographic trends in the communities served and in the student body. This allows the College to plan instruction and curriculum to meet changing needs.

Term of office for Board members is four

years, and the terms are staggered to provide for continuity. Three are elected in one biennium and two in the next. Years of service for existing members are 16, 4, 4, 2, and 2. Members and candidates seek election by numbered chairs rather than by an at-large list on the ballot. District Policy allows the Associated Student Organization (ASO) President to have an advisory vote on Governing Board agenda items with the exception of those items discussed in closed session.

The Board reflects the cultural diversity of the community.

Analysis:

The Superintendent/President and the Governing Board prefer that all communication with the Board go through the Superintendent/President's office. On the other hand, many people at the College feel that an elected official must be available to his/her constituency via telephone, e-mail, or face-to-face contact.

Direct communication with the Governing Board is now limited to three minutes per person at the monthly meetings. There is a concern that the ability of the Board to be fully informed is compromised by this limitation. It has been suggested that there be wider access and variety of communication with the Board.

Although the agendas for Governing Board meetings are posted on at least two bulletin boards and are circulated among the staff in many offices, there should be a wider dissemination of the agendas in advance of the meetings. Also, the *Minutes of the Governing Board Meetings* are not generally available nor are they housed in the archives of the library.

Action Plan:

- Post the *Governing Board Meeting Agendas and Minutes* (except for closed sessions) on the College web site and in a public folder on Outlook.
- Maintain hard copies of *Governing Board Minutes* in the archives of the library.
- Explore ways for Governing Board members to be more accessible to their constituents.

10.A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

Description:

The Governing Board reviews, at its monthly public meetings, current revenue and expenditures. They conduct an in-depth review of the College's financial status when State budget allocations are approved. In-depth Board planning sessions are held during the first quarter of the year.

Budget planning starts with the staff and individual departments, filters through leadership committees, and culminates in a public budget hearing, followed by revisions and approval by the Board.

The Vice President for Academic Affairs and staff present an annual review of the instructional program wherein new programs are proposed and courses are added or dropped. Staff, advisory committees, and transfer institutions establish minimum competencies and skills for certificate and degree programs. The Board approves academic programs, making sure that the College programs meet the Board-approved institutional Mission.

The Board has entered a long-term land lease for the development of College property at the corner of East "H" Street and Otay Lakes Road. When completed, this project will provide funds for capital improvements and maintenance of the College beyond what is allocated by the State. The project is intended to be an educational-commercial venture, allowing job opportunities for students as well as a venue for cultural programs.

Analysis:

The Governing Board's current process to ensure quality educational programs is appropriate and effective. In addition to the Academic Affairs report, each Vice President and Provost makes regular institutional reports to the Board.

The Board, faculty/staff, and students were instrumental in passage of Proposition AA in fall 2000. This bond issue of \$89M will meet immediate needs on the forty-year old main campus and provide funds for the expansion of the Higher Education Center at National City and the purchase of land for the proposed Otay Mesa site. These funds will help provide a quality educational environment for all District students. The Proposition AA Advisory Committee, with wide representation, ensures that the will of the electorate is followed.

SWC has a well-defined curriculum review process through which all new courses and course modifications pass, resulting ultimately in approval by the Governing Board. Because the College is aggressively providing for new programs and because of Program Review, the amount of work done by the subcommittee is, at times, almost overwhelming.

The Curriculum and Instruction Committee is developing course outlines online with the hope that eventually all course outlines will be converted to an online database. The

Governing Board has approved the hiring of a new articulation officer who is a faculty member.

Action Plan:

- Continue to have the Proposition AA Advisory Committee make its reports available on the College web site and on Outlook.
- Incorporate electronic processes into the redesign of the curriculum approval system and make its funding a priority.
- Disseminate articulation information required for the curriculum review process.

10.A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Description:

Changes in *District Policies* are recommended to the Governing Board using a shared governance model that includes consultation with, and input from, the Academic Senate, Associated Student Organization, Classified Senate, administrators, faculty, staff, and students.

Although sometimes cumbersome, the process for development and review of policies in the District does create a sense of “buy in” by most constituency groups. In addition to regular policy review, the College staff is in the process of revising and updating its handbooks for faculty, administrators, and classified staff, using extensive consultation with constituency groups.

Additionally, the Board approves all changes in District structure, the most recent being the addition of Provosts as the administrators in charge of the Centers.

Analysis:

The handbooks for administrators, faculty, and classified staff need to be in a format that can be updated regularly, quickly, and at minimal cost.

Action Plan:

- Place the *Faculty Handbook* online.
- Place *District Policies* online.

10.A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Description:

The Governing Board’s evaluation of the Superintendent/President requires that he/she be evaluated on items closely related to the goals established by the College and his/her contract. This procedure involves ongoing interaction between the Superintendent/President and the Board as well as open and positive communication prior to the formal annual evaluation.

The Interview Screening Committee for selection of the current Superintendent/President (hired in 1997) included representation from the administrators, community members, Governing Board members, faculty, staff, and students as constituent groups. The candidates spent two days as interviewees, and each finalist spent a day on campus conducting a number of forums for the constituent groups. Each finalist was then interviewed by the entire Governing Board before the final selection.

The Governing Board confirms the candidates selected for all positions at the College based upon recommendations submitted by the Superintendent/President. This action is preceded by hiring committees and interviews

with the appropriate administrators and Vice President or Provost.

Analysis:

The College has sent various administrators, faculty, and staff to Covey training, which promotes “360 degree” evaluations, but until recently, the Superintendent/President has been evaluated by the Governing Board without direct constituent input. The current Superintendent/President has solicited broader participation in his own evaluation. Additionally the Academic Senate has provided the Governing Board with the results of its own evaluation of the Superintendent/President. Although all information is useful, District Policy #3029 assigns the Governing Board sole responsibility to evaluate the Superintendent/President.

All administrators, with the exception of the Superintendent/President, are evaluated on a regular basis. This evaluation includes input from all of the people who report directly to the administrator.

A new Vice President for Academic Affairs was hired in January 2002. In the past, there had been forums to introduce the finalists to the College community and to solicit input, but this time the procedure was not followed.

Action Plan:

- Explore changing District Policy No. 3029 to include solicitation of input from faculty, staff, students, and community members in the evaluation of the Superintendent/President.
- Arrange for the final candidates for Vice President positions to be introduced to the college community at announced public forums as a means of soliciting input.
- Communicate how and when administrators are evaluated.

10.A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Description:

The *SWC Policy Handbook* is available in the library and most College offices. It clearly describes operating procedures of the Governing Board.

Analysis:

The processes by which the Board evaluates itself and by which it is evaluated are not generally known by the College community.

Action Plan:

- Study other community colleges to find if there is a mechanism for employee evaluation of Governing Boards.

10.A.6 The governing board has a program for new member orientation and governing board development.

Description:

The Superintendent/President has established an orientation procedure by which newly elected trustees are familiarized with the policies and procedures and introduced to selected staff members and representatives/leaders of the governance bodies.

Board retreats are held during the year to provide time to reflect on the District activities and atmosphere. Trustees are encouraged to attend workshops that are given for new Board members in Sacramento by the Community College League of California (CCLC) each February. Trustees receive

training and development as well as the chance to interact with constituent group members while attending College-centered activities and when attending regional, State, or national Trustee conferences.

This Board continues to take advantage of developmental workshops. It fully understands the important role that the Governing Board plays in the governance of Southwestern College and strives to improve its collective knowledge of both College operations and statewide issues affecting the California Community College system.

Board members have also remained active community leaders.

Analysis:

The student trustee needs orientation and teambuilding with the Board. New Board members receive an orientation but are still somewhat overwhelmed by the amount of information.

Action Plan:

- Include the student trustee in retreats with costs paid by the District and initiate an orientation done by the Board for the purpose of team-building.
- Establish a program for a veteran Board member to mentor a new member.

10.A.7 The board is informed about and involved in the accreditation process.

Description:

The Governing Board looks upon the accreditation process as the opportunity to bring together the College community to benefit from the Self-Study and to strive to exceed student and community expectations regarding facilitating and ensuring student success. A member of the Governing Board served on the Standard Ten Self-Study

Committee. Committee co-chairs remain committed to the Self-Study and provided the Institutional Advancement Office with detailed information via the MS Outlook Public Folder set up for Standard Ten. The folder included the committee meeting schedule, meeting minutes, and a draft of the Standard Ten Self-Study findings to date. This procedure provided the Institutional Advancement Office with important information required for regular reports to the Governing Board on the progress of the Self-Study.

Analysis:

The MS Outlook Public Folder has the potential to be an excellent tool in keeping the Governing Board and other constituencies informed on the progress of the entire accreditation process. All members of the College community should have access to the work being done by each of the Accreditation subcommittees in order to make recommendations to improve the Accreditation Report. The Board has been kept informed through reports by the Superintendent/ President as well as at public Board meetings. The Governing Board also held its annual retreat on June 8-9, 2001 and the Self-Study was on the agenda. In January 2002, the Self-Study was again on the Governing Board agenda in a session in which all administrators presented overviews of their respective areas.

Action Plan:

- Continue to provide the Governing Board with periodic reports on all Standards during the self-study process.

10.B. INSTITUTIONAL ADMINISTRATION AND GOVERNANCE

10.B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Description:

The Superintendent/President is the District's Chief Executive Officer (CEO). He provides leadership to define goals, develop plans, and establish institutional priorities. His role is central to the operation of the institution.

In an effort to improve communication throughout the institution, the Superintendent/President has expanded the membership of the College Management Team (CMT) from deans and directors to include all management personnel, from supervisors to vice presidents. The CMT serves as a conduit of information from the CEO to the rank and file, as well as a means for the various areas of the College community to express issues to the Superintendent/President. In an effort to improve College-wide communication, the Superintendent/President regularly addresses and exchanges ideas with both the Classified and Academic Senates.

As a former president of an Academic Senate, the current Superintendent/President understands and supports shared governance.

The Superintendent/President relies on the expertise of members of his cabinet, the Executive Management Team (EMT) when making decisions and planning for the future of Southwestern College. The EMT is comprised of the Vice Presidents for Academic Affairs, Student Services, Fiscal Affairs, Human Services and Legal Affairs, and Institutional Advancement, as well as the Provosts of the Centers, and the Chief Technology Officer. Additionally, with the exception of personnel matters, the presidents of the Academic and Classified Senates are included as members of the Cabinet.

In addition to weekly cabinet meetings, the Superintendent/President meets individually with EMT members twice a month to give

guidance to them and to receive advice from them.

The Superintendent/President initiated the development of the *Educational Master Plan*, a comprehensive document that was prepared with wide input from the various Schools and the Centers. The Governing Board approved the *Educational Master Plan* in summer 2000.

The Superintendent/President also initiated plans for developing the area on the corner of Otay Lakes Road and "H" Street as a joint venture with Vestar Development, Inc. for an educational/retail complex.

Analysis:

The Superintendent/President title is a holdover from the early days of the College when the superintendent of the local high school district was also the president of the College. It is a cumbersome title, which may not adequately reflect the nature of the position.

The roles of the Executive Management Team (EMT) and the College Management Team (CMT) are still not clearly understood by the rank and file of the College and should be explained.

Latest editions of the *Technology Plan* should be made available on Outlook in a public folder, or, if that isn't possible, on reserve in the Library, and input should be widely sought from various constituencies at the College. The *Technology Plan* has not yet been approved by Governing Board and is currently undergoing review by the Academic Senate.

Action Plan:

- Review the appropriateness of the title Superintendent/President of the College's Chief Executive Officer.
- Coordinate the *Facilities Master Plan* with

the Educational Master Plan and place them in a public folder on Outlook.

- Place the *Technology Plan* updates in a public folder on Outlook.

10.B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Description:

The Superintendent/President has provided leadership to integrate budgeting into the planning process with allocations based on College goals. This has been accomplished during times of prosperity as well as times of reduced State allocations.

Under his leadership, an \$89M bond measure (Proposition AA) was presented to the community and approved by 70% of the electorate. A committee, which includes community leaders, has been formed to oversee the expenditure of these funds.

All grant-seeking is now consolidated through the Office of Institutional Advancement.

Analysis:

The Superintendent/President has been diligent in keeping the ongoing problem of equalization before those who might be able to bring about change.

Units at SWC have had to resort to applying for College Leadership Council grants for projects that ordinarily the College, if funded equally with other community colleges, would be expected to fund.

Action Plan:

- Continue to publicize the disparity in funding among the California community colleges

and work with other colleges in similar straits to bring about change.

- Continue to inform the community on the progress of Proposition AA projects.

10.B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management, which makes possible an effective teaching and learning environment.

Description:

The administrative organization has recently been altered to include departments within Schools with authority for department chairs in matters of hiring and evaluating faculty, establishing schedules, and proposing new and modified courses. Provosts and operational directors at the two Centers have been added in recognition of the numbers of programs and students at those sites.

Analysis:

The addition of departments and chairs has taken some of the responsibilities from the deans; however, many people at the College do not understand the present responsibilities of the deans.

Full-time faculty were hired for the Centers before protocols for interaction between the Centers and the main campus were formulated. The operational protocols were written by administrators after solicitation of input from department chairs.

Department chairs report a wide variation in their relationship to the School Deans and in their ability to bring the entire department together for a meeting. Some Schools have a short School-wide meeting, then "break out" for department meetings. Some departments are not able to meet at all.

The “College Hour” (Tuesdays and Thursdays between 11 a.m. and 12 noon) was supposed to be kept free of classes so that faculty and student clubs could meet at that hour. In reality, there are many classes held at 11 a.m.

Action Plan:

- Reinstate the sanctity of the College Hour and, if that is impossible, have department chairs schedule only part-time faculty during that hour so that full-time faculty can attend School and department meetings.
- Standardize the meeting schedule for Schools and departments.

10.B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Description:

The job descriptions of all administrators are part of the *Faculty Handbook*, copies of which will be made available online and in hard copy in all School offices.

Each hiring committee for an administrator has wide representation from faculty, staff, and students.

Administrators are encouraged to pursue a doctoral-level degree and receive an additional stipend per year upon attainment of that degree.

Analysis:

Southwestern College has sent its administrators to Covey Training, which advocates “360 degree” evaluations (by peers, superiors, and those who report to the evaluatee). Currently the administrator evaluation process requires only people who

report directly to that administrator to evaluate their administrator.

Action Plan:

- Remove administrative job descriptions from the *Faculty Handbook* and place them in a public folder on Outlook.

10.B.5 Administration has a substantive and clearly defined role in institutional governance.

Description:

Opening Day addresses by the Superintendent/President each semester provides faculty and staff with a vision of what the administration has planned for the coming semester.

Analysis:

Many faculty members and staff do not understand the role of the Executive Management Team and College Management Team.

Action Plan:

- Incorporate into the *Faculty Handbook* the definitions, functions, and membership of the Executive Management Team, the College Management Team, and the College Leadership Council.

10.B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Description:

Faculty members at SWC participate on all subcommittees of the Curriculum and

Instruction Committee (C&I) and on hiring, tenure review, and peer review committees. A recent survey of full-time faculty conducted by the Staff Development office indicate the following faculty involvement: 50% serve on standing committees; 41% serve on tenure review committees; and 33% serve on faculty hiring committees. The President of the Academic Senate meets weekly with the Superintendent/President and addresses the Governing Board at every meeting. He/she also attends meetings of the Executive Management Team, the College Management Team, and the Proposition AA Advisory Committee.

In addition, the Superintendent/President is invited to, and attends, meetings of the Academic Senate and its Executive Committee.

The Academic Senate prioritizes the “A-list” for new hires as proposed by the various Schools and sends this prioritized list to the Superintendent/President. The responsibility for which positions are recommended to the Governing Board rests with the Superintendent/President.

Analysis:

Some faculty members serve on many committees, but there are others who are not interested in serving outside the classroom and office hours.

Sadly, relations between the Faculty Union (SCEA) and the administration/Governing Board have been acrimonious for many years. It is not unusual for the faculty to work a year or more without a contract. Many faculty members question the need for an outside legal firm to aid the District in its negotiations with the faculty union but not with the classified union, which enjoys a far better relationship with the administration.

Action Plan:

- Have the Academic Senate and the administration jointly explore ways to draw more faculty members into committee service.
- Explore the feasibility of dealing with the faculty union and the classified union in the same manner.

10.B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Description:

The Academic Senate meets three times per month on Tuesdays from 11:00 a.m. to 12 noon in a room set aside for Senate meetings. Senators are chosen by their respective departments and have staggered terms of office to provide for continuity.

The agenda for each upcoming Senate meeting is sent to all faculty via e-mail. Department and School meetings provide the venue for discussion by individual senators with their constituents.

The Executive Committee of the Academic Senate consists of the President, President-Elect, Vice President, Secretary, State Delegate, Faculty Association of California Community Colleges Delegate, and Staff Development Coordinator. This group meets twice per month during the fall and spring semesters and works on special projects (such as updating the *Faculty Handbook*) during the summer, for which the College administration arranges compensation.

Analysis:

As stated earlier, there is not a clearly defined

policy about departmental meetings and practice varies from School to School. Some faculty are unable to serve on the Academic Senate because of School/department commitments.

Action Plan:

- See action plans for 10.B.3.

10.B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Description:

Since the last accreditation, a shared governance policy has been adopted by the Governing Board, defining the areas of “mutual agreement” and “rely primarily” between the Board and the Academic Senate. This agreement has been published in a small, wallet-size card that is distributed to faculty as they are hired.

New faculty are given an orientation, and the College administration pays the hourly rate for adjuncts that can attend.

Analysis:

While some members of the Academic Senate Executive Committee receive release time for their service, others do not.

In recent years, the Academic Senate has found its funds for attending conferences greatly reduced, and this is due in large part to the higher costs of the conferences. In 2001, for the first time in many years, the Senate was unable to send a member of the College faculty to the acclaimed Great Teachers’ Seminar in Santa Barbara.

Action Plan:

- Have the Academic Senate and administration jointly re-examine the issues of release time and funding for attending conferences.

10.B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Description:

It is the policy of the Governing Board to provide for staff to effectively participate in College governance. Classified staff are represented by the Classified Senate and serve on most of the standing committees on campus. The Classified and Academic Senate Presidents serve on the Executive Management Team. The Board directs the Superintendent/President or his/her designee to provide appropriate opportunities for jointly developing policy and procedure recommendations to the Governing Board in cases where the Board reasonably determines, in consultation with staff, that such policies or procedures have or will have a significant effect on staff. Except for emergency situations, the Governing Board will not act on matters significantly affecting staff until appropriate opportunity for consultation has been provided.

Analysis:

Although the role in governance for classified staff is not as clearly defined in legislation as the role of faculty, SWC’s administration and Governing Board have continued to seek consultation with classified staff on all important issues facing the College. This administration believes that the classified staff plays an essential role in participatory governance.

Action Plan:

- Formalize, in writing, the role of classified staff in shared governance as it presently exists.

10.B.10 The institution clearly states and publicizes the role of students in institutional governance.**Description:**

The Associated Student Organization is recognized as the representative body of students to offer opinions and to make recommendations to the administration of the College and to the Governing Board with regard to policies and procedures that have the potential to significantly affect students. The Associated Student Organization President serves as the student Board member on the Governing Board and all College standing committees. The Vice President for Student Affairs is responsible for facilitating student involvement in the institutional governance process by helping to recruit students to serve on various College committees and informing students of the various opportunities they have for input into College governance.

Analysis:

Although members of the Associated Student Organization are included as members of the College's Standing Committees and are also invited to participate in hiring committees, aside from the Executive Officers, their attendance and participation is minimal at best. Although most important committees meet in the afternoon when there are fewer conflicts with classes, many Southwestern College students are employed (53%) in addition to attending classes which might hinder their involvement. At the April 2002 Governing Board meeting, the Student Trustee (Associated Student Organization President) was granted an Advisory vote on Board agenda items.

Action Plan:

- Provide a list of all committees requesting student representatives to the Associated Student Organization at the beginning of each semester so that appointments can be made as quickly as possible.

STANDARD TEN: Reference List

- 10-1 *Shared Governance Agreement*
- 10-2 *Staff Development Survey of Faculty Participation*
- 10-3 *Executive Management Team Minutes*
- 10-4 *Southwestern Community College District Policy Manual*
- 10-5 *Faculty Handbook*
- 10-6 *Administrative Handbook*
- 10-7 *Classified Handbook*
- 10-8 *Organizational Chart*

INSTITUTIONAL PLANNING SUMMARY

In the six years since the last WASC visit, the College has developed an Educational Master Plan, a Facilities Plan, a Technology Plan, and a Program Review process for every unit of the College (academic units, student services units, and administrative units). However, these various plans have not yet been integrated into a Master Institutional Plan. At the beginning of the Self-Study process in 2001, the Governing Board and the College decided to delay the updating of the Institutional Plan in order to incorporate the results of the Self-Study process into the planning efforts.

The Self-Study drafts were completed by summer 2002 and disseminated to the College community on the Opening Day for Faculty/Staff, August 16, 2002. Simultaneously, the College embarked upon the updating of its Institutional Master Plan, tying it into the budget process, with a goal of completing the document by spring 2003.

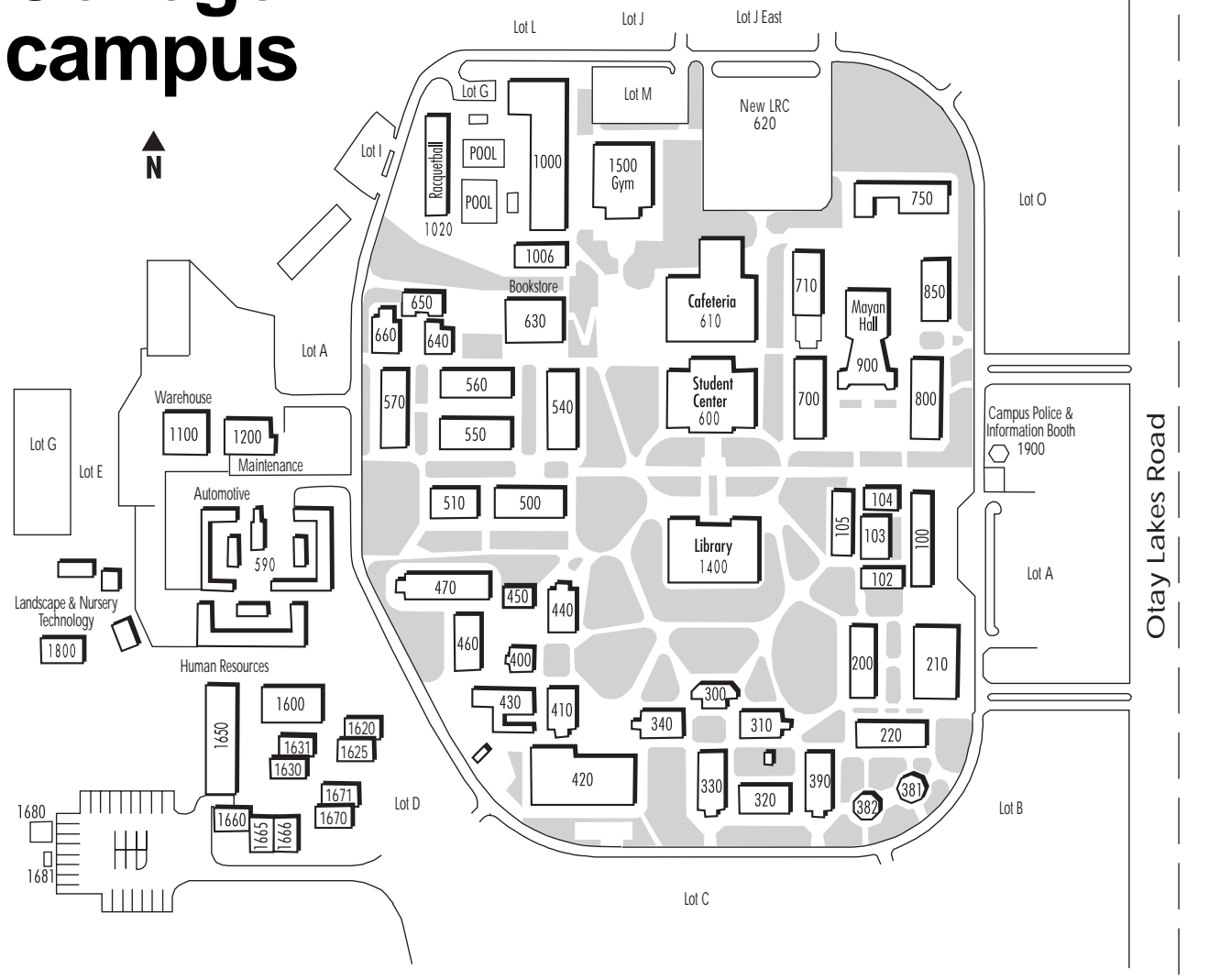
Acronyms Used in SWC Self Study

AACC	American Association of Community Colleges	EOE	Equal Opportunity Employer
ABLE	Abilities Beyond Limitations through Education	EOPS	Extended Opportunity Program and Services
ACCJC	Accrediting Commission for Community and Junior Colleges	FERPA	Family Educational Rights and Privacy Act
ACRL	Association of College and Research Libraries	GAAP	Generally Accepted Accounting Principles
ADA	American Disabilities Act	GATE	Guaranteed Admission for Transfer Entry
AICCU	Association of Independent California Colleges and Universities	GE	General Education
AIM	Achieving Institutional Mission	HCO	Hiring Compliance Officer
ALA	American Library Association	HEC, NC	Higher Education Center at National City
ASO	Associated Student Organization	HSI	Hispanic Serving Institution
ASSIST	Articulation System Stimulating Intersegmental Student Transfer	ICA	Intersegmental Committee of Academic Senates
CalWORKs	California Work Opportunity and Responsibility to Kids	ICC	Intersegmental Coordinating Council
CAN	California Articulation Number System	IDNM	Interdisciplinary New Media
C&I	Curriculum and Instruction Committee	IGETC	Intersegmental General Education Transfer Core Curriculum
CCLC	Community College League of California	ILL	Interlibrary Loan
CEO	Chief Executive Officer	IMPAC	Intersegmental Major Preparation Articulated Curriculum
CIAC	California Intersegmental Articulation Council	JAM	Joint Administrators Meeting
CLC	College Leadership Council	JPA	Joint Powers Agency
CMT	College Management Team	LRC	Learning Resources Center
COA	Commission on Athletics	MDTP	Math Diagnostic Testing Project
CPEC	California Postsecondary Education Commission	MECha	Movimiento Estudiantil Chicano de Atzlan
CSEA	California School Employees Association	MESA	Math, Engineering, Science Achievement
CSS	Computer Systems Services	MIS	Management Information Systems
CSU	California State University	PCC	Pacific Coast Conference
CTEP	College Tests for English Placement	POWER	Partnership Organization with Empowering Resources
CWEE	Cooperative Work Experience Education	RFP	Request for Proposal
CWI	Campus Works, Inc.	SANDAG	San Diego County Associated Governments
DA	Discipline Assessment	SCCD	Southwestern Community College District
DSS	Disability Support Services	SCEC, SY	Southwestern College Education Center at San Ysidro
EMT	Executive Management Team	SCEA	Southwestern College Education Association

APPENDICES

SDICCCA	San Diego/Imperial Counties Community College Association	TAG	Transfer Admission Guarantee
SDICCLRC	San Diego/Imperial Counties Community College Learning Resources Consortium	TCDA	Transfer Center Directors Association
SDSU	San Diego State University	TLC	Teaching and Learning Center
SEP	Student Educational Plan	TTIP	Telecommunications and Technology Infrastructure Program
SHPE	Society of Hispanic Professional Engineers	TTY	Tele Communication Device for the Deaf
SMART	Science Math Articulation Resource Technology	UCSD	University of California, San Diego
SRTK	Student Right to Know	UCTCA	University of California Transfer Course Agreement
SUHSD	Sweetwater Union High School District	WASC	Western Association of Schools and Colleges
SWC	Southwestern College		

Southwestern College campus



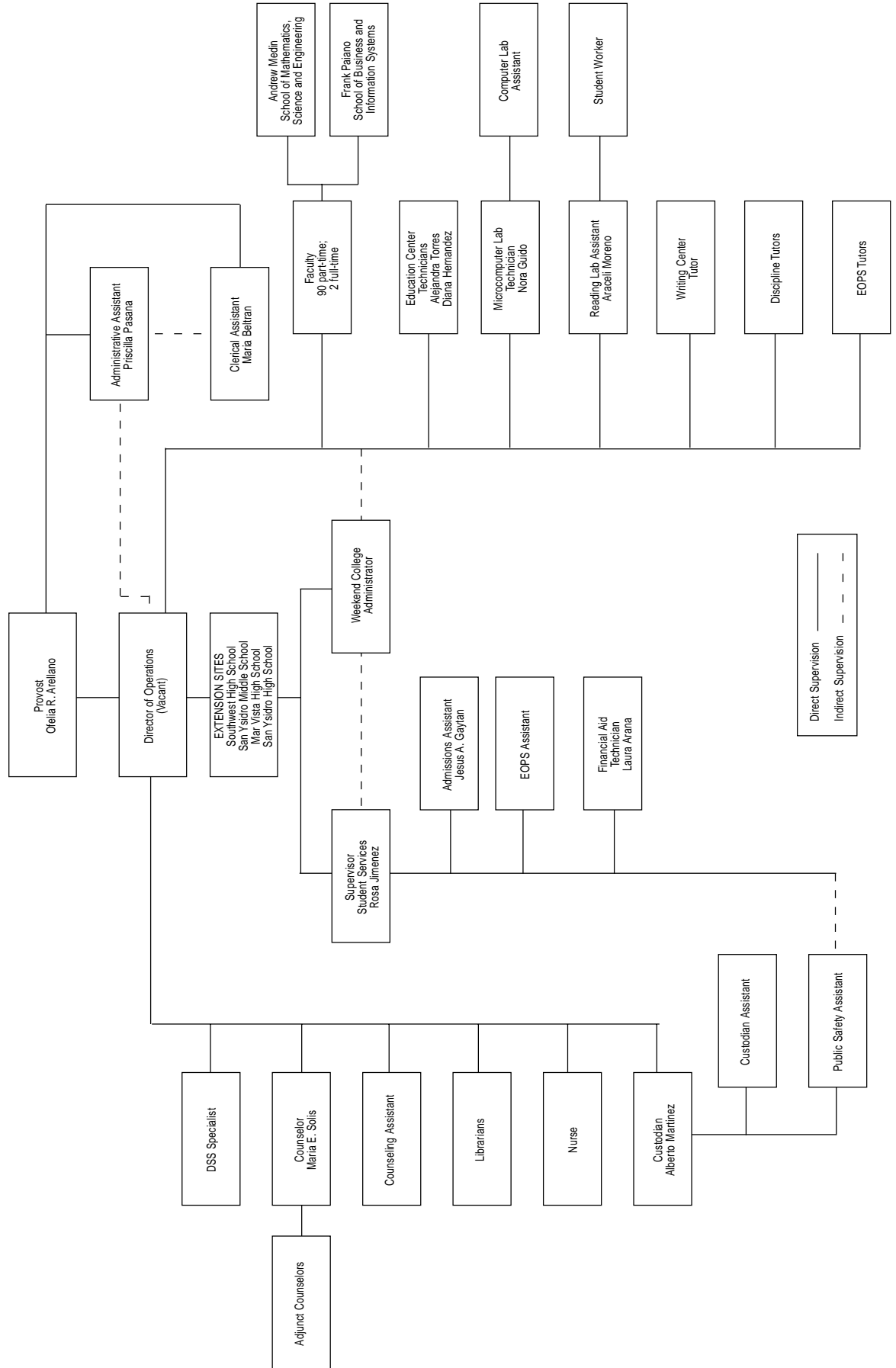
Academic Affairs - 210
 Academic Info Services - 1400
 Administration - 100
 Admissions Center - 103
 Architecture - 500
 Arts & Communication - 700
 Art - 700
 Art Gallery - 710
 Assessment - 104
 Associated Student Organization - 600
 Astronomy - 381
 Automotive - 590
 Basic Police Academy - 560
 Behavioral Sciences - 460
 Biology - 310
 Bookstore - 630
 Business Classrooms - 220
 Business & Information Systems - 210
 Business & Operations - 1650

Cafeteria - 610
 Campus Police - 1900
 Career Center - 105
 Center for Technical Education - 650
 Central Mailroom - 102
 Chemistry - 330
 Community Relations - 210
 Continuing Education - 1600
 Counseling Center - 105
 Dance - 1006
 Disability Support Services - 420
 Economic Development & Customized Training - 1600
 Electronics - 540
 English - 410
 EOPS - 105
 Faculty Offices - 400 & 450
 Financial Aid - 660
 Fiscal Services - 1666
 Foreign Languages - 440

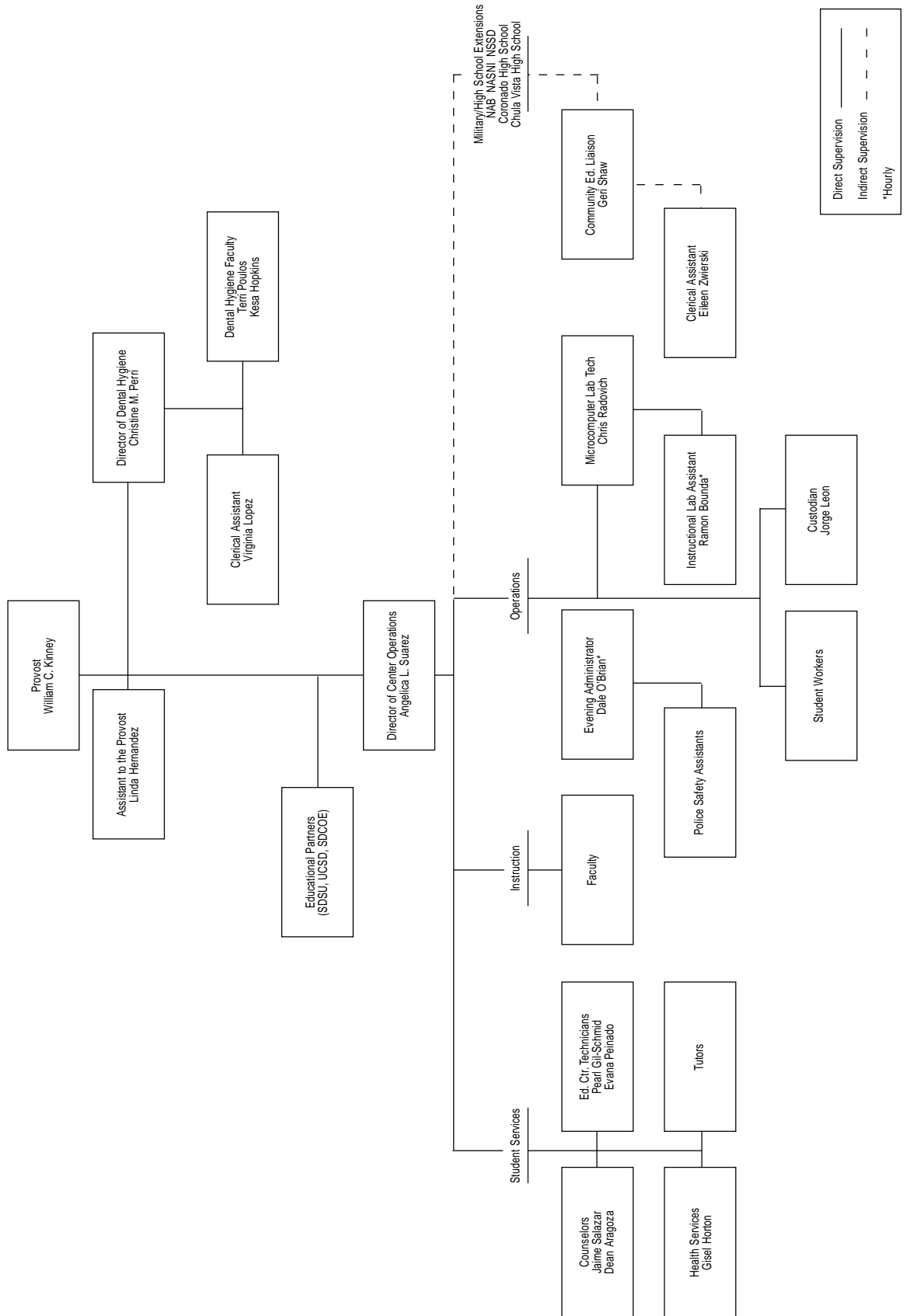
Gymnasium - 1500
 Health, PE, & Athletics - 1000
 Health Services - 600
 Human Resources - 1650
 Information Booth - 1900
 Landscape & Nursery Technology - 1800
 Language, Humanities & International Programs - 430
 Learning Resource Center - 620
 Lecture Hall - 300
 Library - 1400
 Life Sciences - 320
 Maintenance - 1200
 Math, Science & Engineering - 345
 Mayan Hall - 900
 Music - 800 & 850
 Outreach - 800
 Payroll - 1660
 Photography - 510

Physics - 340
 Planetarium - 382
 Racquetball Courts - 1020
 ROP - 210
 Small Business Development & International Trade - 1620
 Social Sciences & Multicultural Studies - 470
 Student Accounts - 104
 Student Activities - 600
 Student Affairs - 600
 Student Employment - 660
 Superintendent/President - 100
 SWC Foundation - 100
 Swimming Pool - 1000
 Technology & Human Svcs - 570
 Transfer Center - 640
 Tutorial Center - 420
 Veterans Office - 105
 Warehouse - 1100
 Women's Resource Center - 650

Education Center at San Ysidro Organizational Chart



Higher Education Center at National City Organizational Chart





900 Otay Lakes Road
Chula Vista, CA 91910-7299

www.swc.cc.ca.us