Iowa State Board of Education

Executive Summary

March 23, 2023

Framework for Board Policy Development and Decision Making
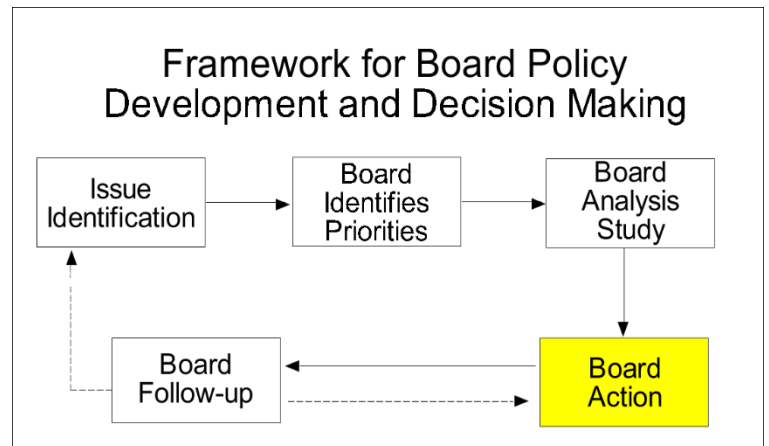
Agenda Item:	Southwestern Community College Interim Accreditation Report	

State Board Priority: Preparing Learners for Tomorrow's Workforce
Ensuring Equity in Education

State Board Role/Authority: Iowa Code section 260C.47(3) grants authority to the State Board of Education to determine whether the programs of a community college shall remain accredited.

Presenter(s): Amy Gieseke, Chief
Bureau of Community Colleges

Marge Welch, President
Southwestern Community College

Attachment(s): One

Recommendation: It is recommended that the State Board grant continued accreditation for Southwestern Community College (SWCC). A state comprehensive visit will be conducted in fiscal year 2028.

Background: Attached is a report of the evaluation of SWCC for continued state accreditation as an associate degree-granting institution. The Department of Education conducted the interview portion of the evaluation on October 5-6, 2022. This report reflects the review team's

observations and determinations made during SWCC's interim visit. As mandated by Iowa Code section 260C.47, the accreditation team, including two external peer reviewers, assessed SWCC's compliance with eight Iowa State Accreditation Standards via a structured process of document review and interviews. The team also reviewed the most recent Higher Learning Commission (HLC) regional accreditation report to ensure that any findings have been addressed. Iowa's process has been designed not to duplicate the HLC accreditation process.

Accreditation Report Interim State Evaluation

Southwestern Community College

October 5-6, 2022 – Fiscal Year 2022-2023

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Interim Accreditation Evaluation

FY 2023 (Academic Year 2022-2023)

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Southwestern Community College
Interim State Accreditation Evaluation
FY 2022-2023
Conducted October 5-6, 2022

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Purpose of the Evaluation

The purpose of this review was a scheduled interim accreditation evaluation of Southwestern Community College (SWCC) by the Iowa Department of Education (Department) as mandated by Iowa Code Section 260C.47.

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INSTITUTIONAL OVERVIEW

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College History[1]

SWCC began operation as an Iowa community college on July 1, 1966. In assuming its role as a new institution, SWCC inherited the facilities and instructional programs of Creston Community College which had been operated by the Creston Community School District since 1926.

A 406-acre campus site was purchased in 1966, and the first new building was occupied in the summer of 1970. Over the next two decades, the campus expanded with the addition of the Student Center, Administration Center and Technical Center, followed in 1995 by the Arts and Wellness Center. This facility houses SWCC's adult and continuing education department and performing arts auditorium; as well as the Southern Prairie Family Fitness Center, complete with gymnasium, Olympic-size pool and other recreation and fitness facilities. The Creston Campus also includes outdoor facilities for tennis, baseball, softball and recreational facilities to house intercollegiate and intramural activities. SWCC's campus is home to hundreds of students living in their residence halls, so the college expends financial and staff resources to provide a robust campus environment conducive to student learning and personal development. Since 2000, SWCC has added an Allied Health and Science Center, Technical Center II, and several apartment-style residence halls.

SWCC has a strong arts and sciences program complimented by an array of career and technical education (CTE) programs, a comprehensive adult and continuing education program and just-in-time industrial training dedicated to their service area's economic development. In addition to programs offered at the main campus in Creston, the Red Oak Center was opened in 1985 to serve the growing needs in Montgomery County. The center moved to a permanent location in 1991, where staff provide customized training for local businesses and industries, as well as adult and continuing education classes, including high school equivalency diploma classes and testing.

In 1992, SWCC opened another center in Osceola in collaboration with the Job Training Partnership Act (JTPA) program. The Osceola facility was expanded by 8,000 square feet in 1999, making more room to offer high-quality CTE classes, customized training, adult and continuing education classes and select arts and science classes.

In 2000, in an effort to increase the accessibility of coursework to students across the college's service region, SWCC joined with six Iowa community colleges to organize the Iowa Community College Online Consortium (ICCOC). The consortium offers online courses taught by instructors at the six colleges that lead to various degree program options, accompanied by a robust offering of educational services for students. This is just one of the many ways SWCC has used its limited resources to expand its programs and services to residents in southwest Iowa and beyond.

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[1]Information for this section was primarily obtained from: http://www.swcciowa.edu/about/general-college-information/college-history

Institutional Profile[2]

SWCC exists to provide community members with opportunities to gain skills and knowledge necessary for successful employment, higher education achievement and lifelong learning. SWCC is a comprehensive two-year degree-granting institution accredited by the Higher Learning Commission. The college offers 18 CTE programs (with 38 award types), 17 transfer majors and the Associate in Arts (AA), Associate in Science (AS) and Associate of General Studies (AGS) degrees at its three locations: Creston (main) Campus, Osceola Center and Red Oak Center. In addition to its centers, SWCC extends educational opportunities and services within its region, which includes portions of 10 counties and 24 school districts, through regional centers that offer career academies and concurrent enrollment courses offered in partnership with area high schools. The percentage of students jointly enrolled in high school and college is 44.6 percent, which ranks fourth among Iowa's community colleges.

SWCC enrolls over 1,945 students annually in degrees leading to university transfer and preparation for the workforce. The institution's Enrollment Management, Institutional Effectiveness, Assessment and Strategic Planning committees have implemented numerous initiatives to assist students in reaching their academic and career goals while enjoying college life and personal development activities. These efforts have led to SWCC's students achieving a 45.8 percent graduation rate, which is third highest in the state; a 33.9 percent transfer rate, which is first in the state and a 59.1 percent success rate (program completion and/or transfer), which is second highest in the state (College Profile, 2021). SWCC also ranks fourth among Iowa's 15 community colleges in credit student awards as a percentage of total enrollment (College Profile, 2021). These are outstanding accomplishments for the smallest college in the state.

In addition to its success with credit students, SWCC provided 3,787 individuals with noncredit business and industry training through its adult and continuing education division (College Profile, 2021). These statistics speak well about the responsiveness and quality of the academic, career and personal development opportunities that SWCC offers its students.

Visit Overview

Staff from the Department's Division of Community Colleges and Workforce Preparation performed an interim accreditation and equity review and site visit of SWCC on October 5-6, 2022. During the on-site visit, the Department accreditation team was overall impressed with SWCC. It was apparent during the visit that there is a very strong commitment to student success, as evidenced by SWCC's high transfer, success and graduation rates. The team was impressed with how SWCC accommodates students' needs, as well as SWCC's commitment to diversity, equity and inclusion. The team was pleased with SWCC's program review process and concurrent enrollment program and considers elements of those areas of the college as best practices in the state. Overall, the Department team found SWCC to be a welcoming environment.

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[2]Information for this section was obtained from the 2021 SWCC Community College Profile report

ASSURANCE SUMMARY STATE STANDARDS

Compliance with Higher Learning Commission (HLC) Criteria

The Department's state accreditation team reviewed the most recent report and information from the HLC available at the time of this evaluation. SWCC's HLC accreditation letter provided adequate evidence that the college has continuing regional accreditation with no issues, concerns or findings documented. SWCC's next comprehensive accreditation review is scheduled for 2025-2026.

The HLC review team from the most recent reaffirmation of accreditation noted how SWCC routinely performs near the top of Iowa's 15 community colleges in metrics such as transfer, student satisfaction, persistence and graduation. This was confirmed during the opening meeting with SWCC's president and leadership. For example, SWCC leads the community colleges in transfer rate at 33.9 percent, which is up 4.5 percent from the previous year. They are also ranked second in the state for success rate at 59.1 percent (up 5 percent from the previous year) and third in the state for graduation rate at 45.8 percent (up 2.4 percent from the previous year). The team also noted that SWCC focuses on serving a diverse student population and addresses its role in a multicultural society by infusing inclusion into its institutional, programmatic and course values, outcomes, policies and activities. SWCC demonstrates strong assessment of student learning by conducting assessment at the course and program level and using these results from a combination of internal and external assessment measurements to improve student learning.

SWCC is currently focusing on their Quality Initiative, with their proposal due in June 2023. For their Quality Initiative, SWCC is considering creating a student hub on a larger scale. They have recently created a cross-representative committee and researched best practices for this project. They also solicited feedback from students, who mentioned a welcome desk, advising separate from admissions and mental health services, among other things, to be included in this student hub.

Faculty Qualifications

All community college-employed instructors who are under contract as of July 1, 2011, who teach in career and technical education (CTE) or arts and sciences (including adjuncts) are required to meet minimum faculty standards (Iowa Code, Section 260C.48). To ensure compliance with the standard, the Department team provided a random list of 20 faculty members who taught credit courses in the previous year for whom SWCC provided personnel files regarding qualifications, with applicable supporting documentation such as college transcripts, employment applications and third-party licensure/certification. Members of the Department team then examined the files to determine whether the qualifications of each faculty member complied with current Iowa Code faculty standards for the courses they taught during FY21 (i.e., fall term 2020 and spring 2021).

Following a thorough review of SWCC's 20 faculty personnel files, members of the Department team met with the Vice President of Instruction (CAO), the Assistant Vice President of Instruction and the Administrative Assistant for Instruction to learn more about the college's faculty qualification review process. The faculty files reviewed showed that faculty members were well qualified for the courses being taught and the Department team appreciated SWCC's use of the Department's faculty qualification review form for the review and approval of all faculty. All files provided were in order and the Department team was able to easily identify discipline areas, required graduate credits for faculty teaching arts and sciences courses and recent/relevant work experience for faculty teaching CTE courses. Within the few faculty assignments reviewed that appeared borderline in meeting current Iowa Code faculty standards, thorough documentation and rationale was provided within the files to support the approval of the faculty.

Finding: No compliance issues were noted during the evaluation.

Faculty Teaching Load

The teaching loads of full-time instructors must not exceed the faculty load limits set forth in Iowa Code. This is the case for CTE instructors, as well as for college parallel (arts and sciences) instructors (Iowa Code, Section 260C.48). To check compliance with this standard, the Department accreditation team reviewed the instructional loads of a random sample of 20 faculty members for whom SWCC provided documentation of their FY21 (i.e., fall 2020 and spring 2021 terms) teaching loads.

SWCC provided adequate documentation of the FY21 teaching loads for faculty under review. The Department team requested additional documentation on loading procedures and practices and after review of information provided, all faculty appear to be compliant and consistently within the state's arts and science credit hour and CTE contact hour requirements/load limits. The Department team would like to commend SWCC for the mutual consent process they have established with regard to instructor approval for additional assignment/course overload.

Finding: No compliance issues were noted during the evaluation.

Special Needs

Community colleges shall provide equal access to the full range of program offerings and services including, but not limited to, recruitment, enrollment and placement activities for students with special education needs or protected by state or federal civil rights regulation. Students with disabilities shall be given access to the full range of program offerings at a college through reasonable accommodations (Iowa Administrative Code 24.5(3)), with information regarding how to access such accommodations provided in a disability statement. In addition, community colleges shall have nondiscrimination statements ensuring access to educational programs and employment for state and federally protected classes. This nondiscrimination statement must list all state and federally protected classes; provide the name/title and contact information of the person(s) designated to coordinate equity, Title IX and Section 504 compliance; and provide contact information for the Office for Civil Rights (OCR) in Chicago. The nondiscrimination and disability statements may be separate or the college may choose to combine them.

The Department accreditation team conducted a desk review prior to the onsite visit in which they reviewed SWCC's Americans with Disabilities Act (ADA) and nondiscrimination policies, statements and practices in marketing and recruitment publications, handbooks, the college catalog, the college's website and sampled course syllabi. During the onsite visit, the team reviewed additional documentation and conducted interviews with faculty, students and staff associated with accessibility services to ensure compliance with the standard.

The Department team found adequate evidence to determine that SWCC is using a consistent, compliant continuous nondiscrimination statement in all appropriate publications. A discussion with marketing and student services staff confirmed that they understand the statement should be prevalent in any publications that are designed for student recruiting or that provide information about student programs and services. The annual nondiscrimination statement is available on the website, includes all required components and is published in both English and Spanish to meet the needs of their student population.

In both the desk review and onsite visit, the Department team saw evidence of numerous collegewide efforts to create a welcoming environment for all students, to provide accommodations for students with special needs and to provide opportunities for special populations of underrepresented students in particular programs of study. Some of these observed efforts include the following:

- Developing a comprehensive student handbook that clearly communicates relevant information, especially the difference between mandatory reporting and a confidential source for students. Inclusion

of this information in the student handbook is considered a best practice.
- Utilizing Kurzweil 3,000 assistive technology software for literacy-related accommodations and making the software available to all students through the SWCCyou student portal.
- Creating an overlay of all accessible entrances on the online campus map.
- Providing translated materials and services in Spanish, such as:
    o Annual nondiscrimination statement on website
    o Free speech statement on website
    o College viewbook
    o TRiO brochure
    o Google Translate on website (multiple languages available)
    o Bilingual tutor
    o Bilingual staff to meet with students and their families
    o Zoom translation for courses (multiple languages available)
    o Immersive reader in Canvas LMS (multiple languages available)
- Demonstrating a strong commitment to diversity, equity and inclusion by having a DEI committee, a student senate, an allies club for students, displays and events facilitated by the library and a partnership with the Creston community to hold an annual Hispanic Celebration.

The Department team held a discussion with student services staff about meeting the needs of international students on their campus, specifically in regards to their plans following graduation. While not a part of the accreditation process, the guidance shared should prove beneficial to their students.

Finding: No compliance issues were noted during the evaluation.

CTE Program Evaluations and Timelines

A variety of state standards exist related to the offering of CTE programs included in Iowa Code Chapter 258, 281—IAC 46.7(4), and 281—IAC 24.5(4). These standards include numerous requirements related to program and award length, program content, labor market demand, articulation, advisory committees and more. All CTE programs (including new programs and changes to existing programs) must be approved by the Department. Standards for CTE programs are included in the Program Approval: Guidelines for Iowa Community Colleges and in the State Accreditation Guide on the Department website.

The Department utilizes a web-based platform (State of Iowa Curriculum System, or STICS) for its CTE program approval process and maintains a database of approved programs and courses. This platform performs compliance checks on all CTE programs offered by each college. The Department accreditation team reviewed SWCC's CTE programs to ensure compliance with the state program standards. For the standards regarding program advisory committees' composition, roles and responsibilities, the Department team reviewed a random sample of CTE advisory committee membership lists and meeting minutes to ensure compliance.

Additionally, community colleges are required to review at least 20 percent of their CTE programs annually, standards for which are provided in the aforementioned program approval guideline on the Department website. The Department team reviewed SWCC's CTE program review process, schedule and a random sample of recent CTE program reviews to ensure compliance with the CTE program review standards.

The program review documents submitted for desk review from the past five years showed improvement in the consistency and quality of SWCC's evaluation process, especially for those completed in the past two years. The college has developed a collegewide process for a committee to review program evaluations and provide feedback to the program's faculty who, in turn, incorporate the feedback into their review documentation and process. The team was impressed with the following positive efforts associated with SWCC's program review process:

- Academic as well as institutional strategic plan components are reviewed within the program evaluation process. The program review template is also connected to state code, budget and values.
- Enrollment management meetings provide demographic, graduation, success and retention data to make decisions about recruitment, retention, admissions and advising processes. These meetings, during which every CTE program is analyzed every other year, involve representation from marketing, instruction and academic affairs.
- Ongoing tracking of program review recommendations involves yearly informal meetings, advisory committee input and assessment of student learning.
- The college also reviews A&S programs using similar processes and stakeholders.
- Secondary partnership information is included in the review process with emphasis on career academy enrollment data and partnerships with schools from within the region.
- Continued refinement of the program review process includes development of cohorts and seeking out input from all stakeholders.
- An emphasis on career and technical student organizations is emerging as an integral part of CTE program development.
- The progress monitoring of goals and recommendations through the various documentation samples provided shows strong evidence of a continuous improvement process.
- Advisory meetings have evolved to include hybrid formats, targeted collaboration between programs, credit and noncredit representatives and secondary program partners. The results of the program review are shared with advisory committees. This is contributing to substantial and quality feedback for CTE programming.

Overall, the Department team was very impressed with SWCC's program review processes and **recommends** that the college continue to pursue strategies to recruit diverse and underrepresented students into CTE programs and diverse and underrepresented advisory committee members. While state code only requires that CTE programs be reviewed every five years, the team **recommends** that the college consider a more formal process for reviewing program goals on a regular basis to ensure the goals remain fresh and continuously reviewed.

Finding: No compliance issues were noted during the evaluation.

STICS Curriculum Review

The Department quality program consultant conducted a manual comparison of SWCC's approved academic programs in the state's database with those provided in their college catalog. The college uses a manual process for the catalog and for approving internal curriculum. Curriculum changes start at the instructor level and are vetted by the Vice President of Instruction or the Assistant Vice President of Instruction, advisory committees, department faculty, and college curriculum committee. All new programs are approved by the board. Overall, very minimal edits were needed to align the catalog with the STICS. For the few minor instances where the courses in programs did not match the state curriculum system, the college ensured the Department team that they plan to make the changes needed to align those programs with STICS. There were no instances of CTE programs or transfer majors being advertised in the catalog that were not in STICS. There were also no instances of issues with the percentage of technical core or number of general education credits in CTE programs, and there were no discrepancies in program descriptions between the catalog and STICS. The team commended for their effort stacking credentials in CTE programs and for displaying this visually and clearly in their catalog.

Finding: No compliance issues were noted during the evaluation.

Strategic Plan

Community colleges are required to update their strategic plans at least every five years as a guide for the community and its decision-making (Iowa Code section 256.31(4)(a)). The Department accreditation team reviewed SWCC's most recent strategic plan and interviewed selected staff to ensure compliance with this standard. SWCC's current strategic plan, which has five initiatives, started in FY21 and ends in FY25. The plan was approved by the board in February 2021. Not only does the current plan meet compliance requirements with measurable and outcome-based goals, but it also is apparent that the plan drives the college forward. Based on feedback from the most recent HLC report, SWCC developed the strategic plan with input from a wide variety of both internal and external stakeholders.

The team noted several strengths with SWCC's strategic plan and overall strategic planning process, including:

- The college's strategic plan is incorporated into several aspects of the college, including individual departments, assessment processes, CTE program review, budgeting requests and facilities plans.
- The college has a strategic plan update/progress/feedback form for faculty and staff to include updates on advancements and accomplishments made within the goals of the strategic plan. The updates are compiled and analyzed for improvement.
- Non-instructional staff discuss and use outcomes data for improvement. This analysis includes discussions involving the President and Vice President of Institutional Effectiveness and the presentation of improvements made.
- The strategic plan has a clear focus on student success, including a DEI focus.
- Due to strategic planning initiatives, SWCC is seeing success in its outcomes:
  - Transfer rate is first among Iowa's community colleges (up 4.5 percent from previous year)
  - Success rate is second among Iowa's community colleges (up 5 percent from previous year)

  - Graduation rate is third among Iowa's community colleges (up 2.5 percent from previous year).

Finding: No compliance issues were noted during the evaluation.

Physical Plant and Facilities

Each community college must present evidence of adequate planning, including a board-approved facilities plan. The community college's plan must meet state and federal requirements as outlined in the state accreditation guide. The Department accreditation team reviewed SWCC's facilities plan and interviewed the college president and the director of plant services regarding the college's facility planning process and decision-making structure to ensure compliance with this standard.

SWCC utilizes a rolling five-year facilities plan (updated each year) that was last approved by the board of trustees in August 2022. In preparing their annual updates, college leadership seeks input from several stakeholders including, but not limited to, faculty, staff and students. Involvement of industry and local agencies is also evident in matters such as emergency response procedures and decision-making on such things as canceling classes due to weather.

It was evident that SWCC places a high priority on ADA compliance and campus safety matters. Large-scale requests for ADA-related accommodations or renovations are taken to the president's cabinet for alignment with the strategic plan and to identify resources. A current security initiative is to install security cameras across all campus locations. SWCC has a process for staff and students to submit non-emergency maintenance requests

that are attended to in a timely manner and are then shared with administration in order to analyze patterns and identify potential larger-priced repairs or budget items.

The Department team also received updates on the technology plan SWCC has in place. The plan calls for the computers in student learning labs to be upgraded on a three-year cycle. A standing committee monitors computer lab and classroom technology needs on an annual basis for both the physical and virtual learning environment to prioritize the purchases to maintain the three-year replacement cycle. This was just one more demonstration that SWCC staff consistently and conscientiously places learning at the center of facility and operational decision-making.

Finding: No compliance issues were noted during the evaluation.

Quality Faculty Plans

Iowa law establishes the process for community colleges to plan for the hiring and professional development of faculty. Institutional quality faculty plans (QFP) are required to meet the standards of 281-IAC 24.5(5). The Department accreditation team reviewed SWCC's QFP and interviewed members of the QFP Committee to ensure compliance with this standard.

SWCC's QFP was last approved by the Board of Trustees in November 2021, and is maintained by a seven-member committee consisting of four faculty members and three administrators that frequently meet to review and revise the plan, as necessary. The Department team met with the committee to discuss key components such as faculty orientation, mentoring, professional development opportunities and record-keeping.

The Department team would like to commend SWCC on a number of faculty development and QFP best practices:

- The QFP is embedded in both the CTE and A&S program review processes.
- New faculty orientation includes an introduction to postsecondary teaching and history of community colleges.
- Concurrent enrollment instructors are held to the same expectations as adjunct faculty on campus with regard to the QFP. Concurrent enrollment faculty are also required to attend meetings with faculty liaisons to discuss course specific assessment, pedagogy and philosophy.
- CTE instructors are allowed to complete micro-externships to fulfill QFP required professional development units.
- QFP meeting minutes are very comprehensive and QFP reports submitted to the Department were very thorough.

While SWCC assigns mentors to all new full-time instructors, there does not appear to be a formal mentoring process or system in place. The Department team **recommended** that the college consider a more formal mentoring process to ensure all faculty are receiving a quality, intentionally-designed mentoring experience. The Department team also **recommends** that the college consider moving to a digital process so that QFP documentation and tracking is more readily accessible to various stakeholders.

Finding: No compliance issues were noted during the evaluation.

Senior Year Plus Programs

There are a variety of requirements for Senior Year Plus (SYP) programs offered to high school students jointly enrolled in Iowa's community colleges. These requirements are included in Iowa Code Chapter 261E. Currently,

the Department utilizes the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation process to ensure compliance with many statutory requirements (legislated Postsecondary Course Audit Committee). The Department accreditation team reviewed SWCC's accreditation status with NACEP, interviewed selected staff and reviewed documentation to ensure compliance with this standard.

SWCC's Concurrent Enrollment program, titled College Connection, has maintained NACEP accreditation and is approved through Academic Year 2026-2027. The College Connection program involves partnerships with 24 school districts and has 18 high school instructors teaching postsecondary courses within area high schools. Through this program the college serves over 850 high school students annually with 155 students enrolling in a variety of CTE programs referred to as "career academies". Additionally, high school students have opportunities to access face-to-face college classes offered on the Creston Campus and the two satellite locations in Osceola and Red Oak as well as shared online courses through the ICCOC.

Overall, the Department team saw evidence of an organized and well-run program garnering support from multiple stakeholders across the institution. The Department commends the institution for the level of importance they place on the NACEP accreditation process which is evident by the level of faculty engagement in supporting high school concurrent enrollment instructors and school districts' awareness of the NACEP accreditation process.

The Department accreditation team would like to commend SWCC's College Connection program on a number of observed best practices:

- School districts and college faculty are aware of NACEP requirements and understand the importance of the process.
- The educational services contract is comprehensive, updated annually, outlines contracted courses between the school district and community college and clearly identifies expectations and responsibilities for instructors, school districts and the community college.
- The onboarding process for new concurrent enrollment instructors is well-developed and includes an online instructor orientation course in Canvas which supports new instructors and serves as a platform for obtaining continued resources. Additionally, the orientation includes quizzes for accountability.
- The instructor appointment letter is thorough, outlines specific courses being taught, indicates the term courses are taught, identifies the faculty liaison and provides next steps in the onboarding process.
- Strong effort to prioritize and ensure high school students taking college courses have a clear understanding that they are enrolled in a college level course and not a high school course even though the class may be taught at a high school location.
- Concurrent Enrollment students utilize the same accommodation process and receive support services in the same manner as regularly enrolled students.

Although the Department accreditation team commends the program for having a comprehensive educational services contract, the team **recommends** the program remove language within their contract regarding a district's ability to utilize a concurrent enrollment course to meet a district's accreditation/offer-and-teach requirement. While the Department team understands the institutions rationale for including this information, districts have local authority to determine the use of such contracted courses, not the community college.

It was identified on the dual credit registration form that SWCC requires a student to release educational records to the student's parent and/or legal guardian. The team **strongly recommends** that the college revise its dual credit registration form to make it clear that the student signature is simply requested (i.e., voluntary with the student's approval) and not required (as it is currently outlined) with regard to consent to release educational records to parents under FERPA. Due to the unique nature of the concurrent enrollment program, the institution may consider consulting legal counsel to ensure practices and policies related to student rights under FERPA are in line with federal requirements.

Finding: No compliance issues were noted during the evaluation.

Compliance with Non-Accreditation State or Federal Requirements

Finding: No compliance issues were noted during the evaluation.

Evaluation Team Recommendations

The Department's community college accreditation team recommends continued accreditation for SWCC.

A state comprehensive accreditation evaluation is scheduled for FY28 (i.e., Academic Year 2027-2028).