

The background of the cover is a photograph of a campus walkway. A large, circular mural is superimposed over the scene, depicting a Native American figure in traditional attire. The scene is bathed in a warm, golden light, suggesting a sunset or sunrise. In the foreground, a young woman with long dark hair, wearing a red tank top and blue jeans, is walking towards the camera. Other students are visible in the background, some walking and some sitting on a bench.

2016-2017 | SOUTHWESTERN COLLEGE
ANNUAL FACT BOOK

MISSION STATEMENT

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

Southwestern Community College District promotes student learning and success and prepares students to become engaged global citizens by committing to continuous improvement that includes planning, implementation and evaluation. The College District provides educational opportunities in the following areas: associate degree and certificate programs, transfer, professional, technical, and career advancement, basic skills, personal enrichment and continuing education.

*Governing Board Policy 1200
Revised and Adopted January 14, 2015*



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INTRODUCTION

The 2016–17 Southwestern College Annual Fact Book provides a snapshot of college and student information, including descriptive data related to our community and service area, student profiles, student support services, student achievement, employee demographics, and other institutional and budget information. The data contained within this book provides information to support college planning and decision-making and serves as an informational resource for our students, staff and community.

The majority of student and employee information presented in this report was obtained from the California Community College Chancellor’s Office (CCCCO) DataMart. Other data resources include the Community College League of California “Fast Facts 2016,” the Southwestern College Data Warehouse, Southwestern College Evaluations Office Data, National Student Clearinghouse, San Diego Association of Governments (SANDAG), California Community Colleges Geographic Information Systems and the California State University (CSU) and University of California (UC) Transfer Reports. Data sources are cited to ensure data validation and to facilitate replication in future years.

The 2016-17 Southwestern College Annual Fact Book was prepared by the Office of Institutional Effectiveness in collaboration with the Office of Communications, Community & Government Relations at Southwestern College. Please direct any comments or feedback regarding this document to Linda Hensley, Director of Institutional Research, Planning, & Grants, Office of Institutional Effectiveness, at lhensley@swccd.edu.



STATE OF THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

Southwestern Community College District (SCCD) serves one of the most racially, ethnically and culturally diverse communities among the 113 colleges and 72 districts comprising the California Community College (CCC) system. Of the 2.1 million students enrolled in a California community college, our District serves approximately 30,000 students each academic year. Some of our system-wide highlights over recent years include:



- While the CCC system currently serves 2,102,318, students we are still recovering from the 21 percent drop in enrollments between 2008–09 and 2012–13 due to the economic recession.
- Community colleges awarded 201,473 certificates and degrees in 2014–15, a fifty five percent (55%) increase from 2009–10 and an all-time high for the system.
- The number of Associate of Arts for Transfer and Associate of Science for Transfer degrees nearly doubled from 2013–14 to 2014-15.
- California community colleges train 80 percent of firefighters, law enforcement personnel and emergency medical technicians in the state.
- California Community Colleges received the highest level of funding in 2015–16 in over four years, with \$7.7 billion in total funding and \$4.7 billion of state general fund contribution, resulting in \$6,650 of per-student (FTES) funding.

Source: California Community College Chancellor's Office State of the System Report 2015, Fast Facts 2016



SOUTHWESTERN COLLEGE

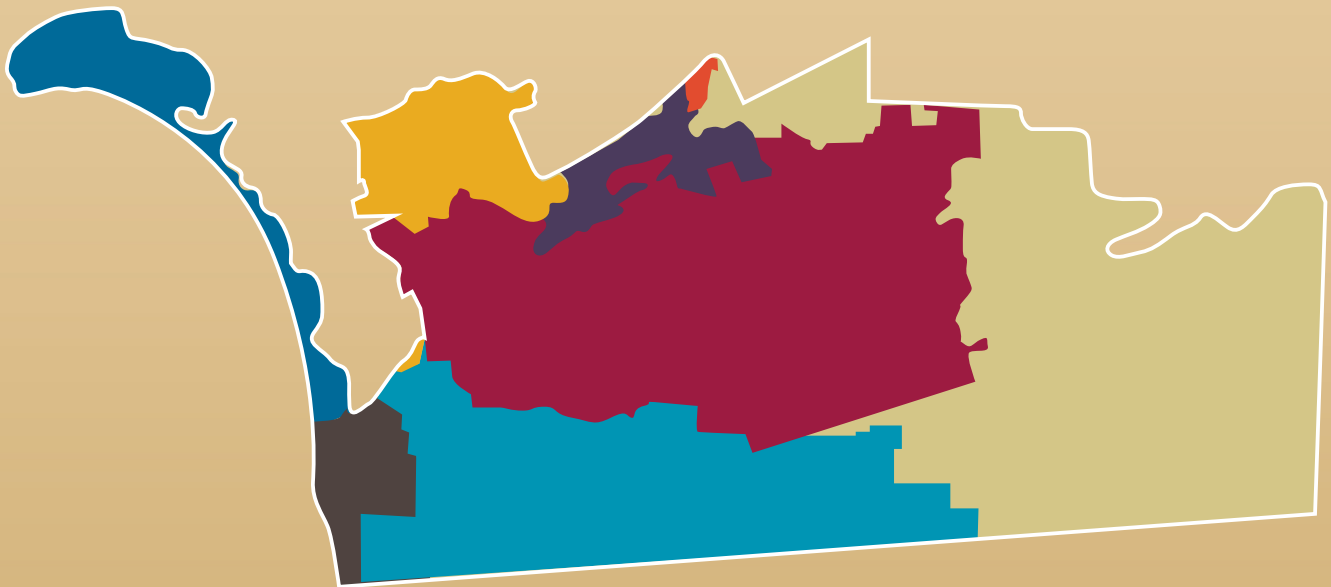
SERVICE AREA



SOUTHWESTERN COMMUNITY COLLEGE DISTRICT SERVICE AREA

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT MAP

The Southwestern Community College District (SCCD) encompasses 10 communities within San Diego County: Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro and Sunnyside. The map below illustrates the areas of San Diego County in which the official service area for SCCD overlaps with these communities.



- BONITA
- CHULA VISTA
- CORONADO
- IMPERIAL BEACH
- LA PRESA
- NATIONAL CITY
- SAN DIEGO

Source: California Community Colleges Geographic Information Systems

SOUTHWESTERN COLLEGE HIGHER EDUCATION CENTERS

In order to serve the diverse educational needs throughout the District in addition to the original Chula Vista Campus, Southwestern College has four satellite education centers located in Otay Mesa, National City, San Ysidro and Coronado.

CROWN COVE AQUATIC CENTER

- Lifeguard Training
- CPR Certification
- EMT Refresher Courses
- Surfing, Sailing, Canoe, Kayak and Outrigger Courses

HIGHER EDUCATION CENTER AT NATIONAL CITY

- Dental Hygiene
- Medical Laboratory Technician (MLT)
- Medical Office Professional
- Family Resource Center
- Southwest Regional Apprenticeship Program

HIGHER EDUCATION CENTER AT OTAY MESA

- Police Academy
- Nursing
- Fire Science Technology
- Paramedic and Emergency Medical Technician
- International Business, Logistics and Community Development

HIGHER EDUCATION CENTER AT SAN YSIDRO

- Child Development Program
- Legal Interpretation and Translation Program



COMMUNITY OVERVIEW

The current population of the SCCD service area is estimated to be 499,917 and is projected to grow to 550,888 by 2020. The area that SCCD serves is predominantly Hispanic, 60% compared to 33% countywide, and that figure is expected to increase to 70% by 2050. Other highlights of the SCCD service region include:

- A service area population that comprises about 16% of the county population, and 13% of the county's labor force. Unemployment rates for cities within the district are Chula Vista at 10.8%, Coronado at 5.9%, Imperial Beach at 14.8%, and National City at 17.7%; the countywide unemployment rate stands at 9.2%.
- Median household income within the district service area is slightly lower than that of the county as a whole. Service area median household income is \$59,219, while for the entire county it is \$66,199. About 25% of households earn less than \$30,000 per year, while 25% earn more than \$100,000 per year; this compares to countywide household income percentages of 23% and 29%, respectively.
- Residents of the district tend to have lower educational attainment. Seventy-nine percent (79%) of the population who are twenty-five years old or older have completed high school, compared to 86% of the county as a whole. About 17% of the population has earned a Bachelor's degree, compared to 21% of the county as a whole.
- A slightly lower proportion of service area residents are employed in executive, technical and professional fields as compared to the county (27% vs. 30%), and a higher proportion of residents are employed in service occupations (42% vs. 39%).

As the only public institution of higher education in southern San Diego County, Southwestern College continues to play a vital role in helping local residents achieve their education and career goals.

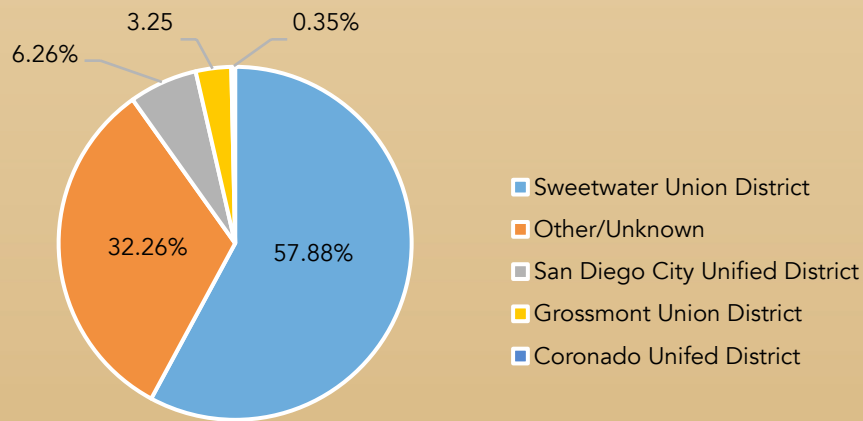
Source: SANDAG Series 13 Regional Growth Forecast (October 2013); SANDAG Current Estimates (February 2016); SANDAG 2010 Census



LOCAL HIGH SCHOOL MATRICULATION

In fall 2015, the Sweetwater Union High School District provided the largest number of incoming students to Southwestern College compared to other districts (see pie chart). Most students matriculating from the Sweetwater Union High School District have graduated from Eastlake High School, Bonita Vista High School, Chula Vista High School, Hilltop High School, and Sweetwater High School (see table).

HIGH SCHOOL DISTRICT ATTENDED (AS REPORTED BY STUDENT):



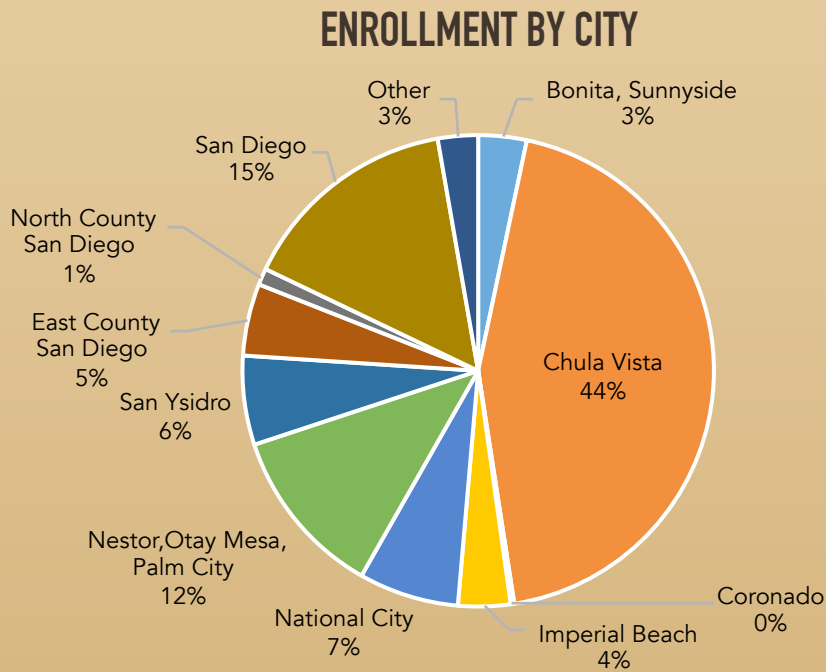
NUMBER OF STUDENTS FROM SWEETWATER UNION HIGH SCHOOL DISTRICT ENTERING SOUTHWESTERN COLLEGE

Eastlake High School	873
Bonita Vista High School	847
Chula Vista High School	791
Hilltop High School	768
Sweetwater High School	753
Otay Ranch High School	697
Montgomery High School	572
San Ysidro High School	569
Southwest High School	561
Castle Park High School	549
Mar Vista High School	470
Olympian High School	421
Palomar High School	113

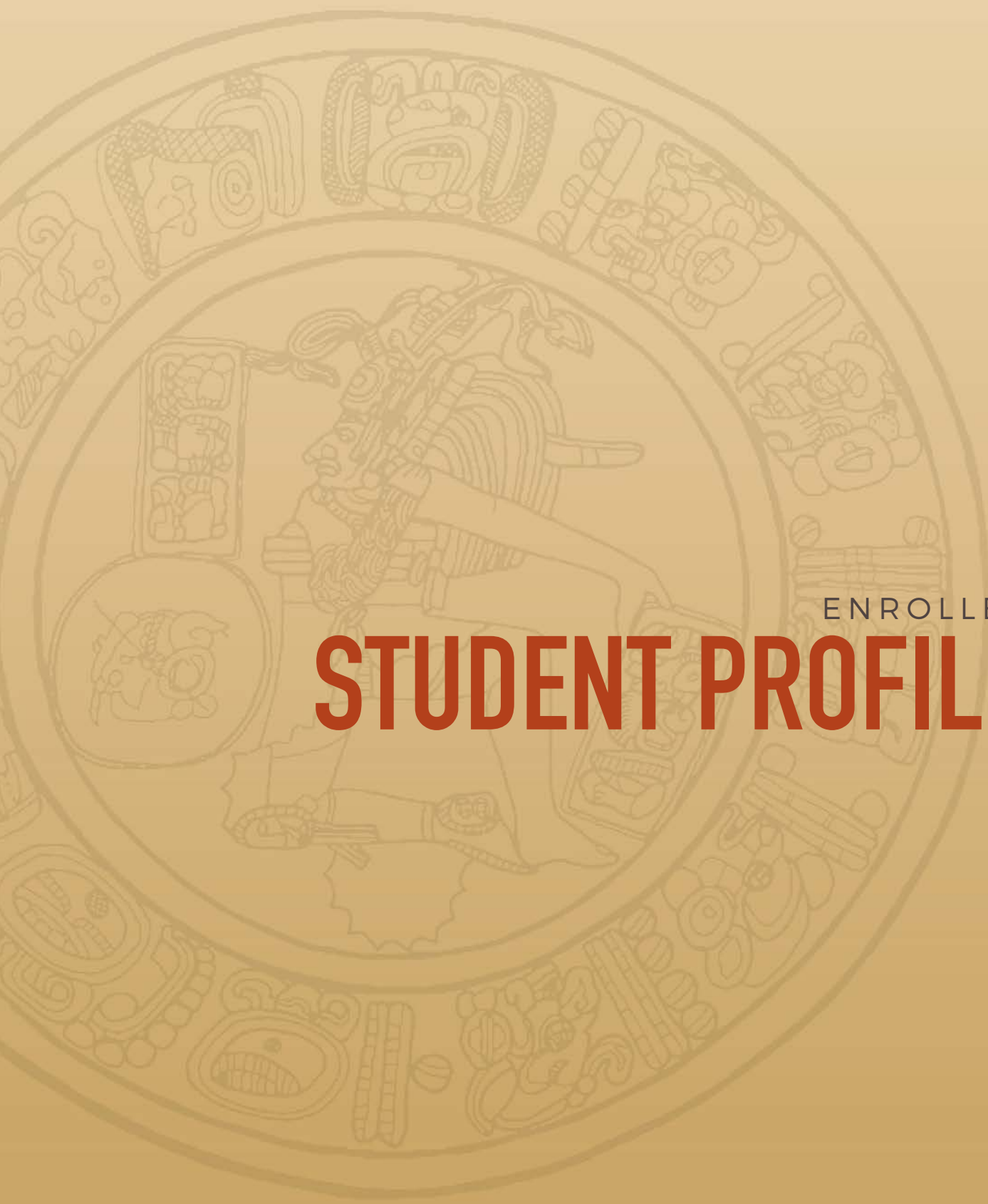
Source: Southwestern College Data Warehouse, Snapshot file

INCOMING STUDENT CITY OF RESIDENCE

In fall 2015, approximately 76% of incoming students reported living within the Southwestern Community College District. Approximately 21% reported living in another area of San Diego County and are likely commuting to SCCD, though they may be within close proximity to another community college.



Source: Southwestern College Data Warehouse, Snapshot files



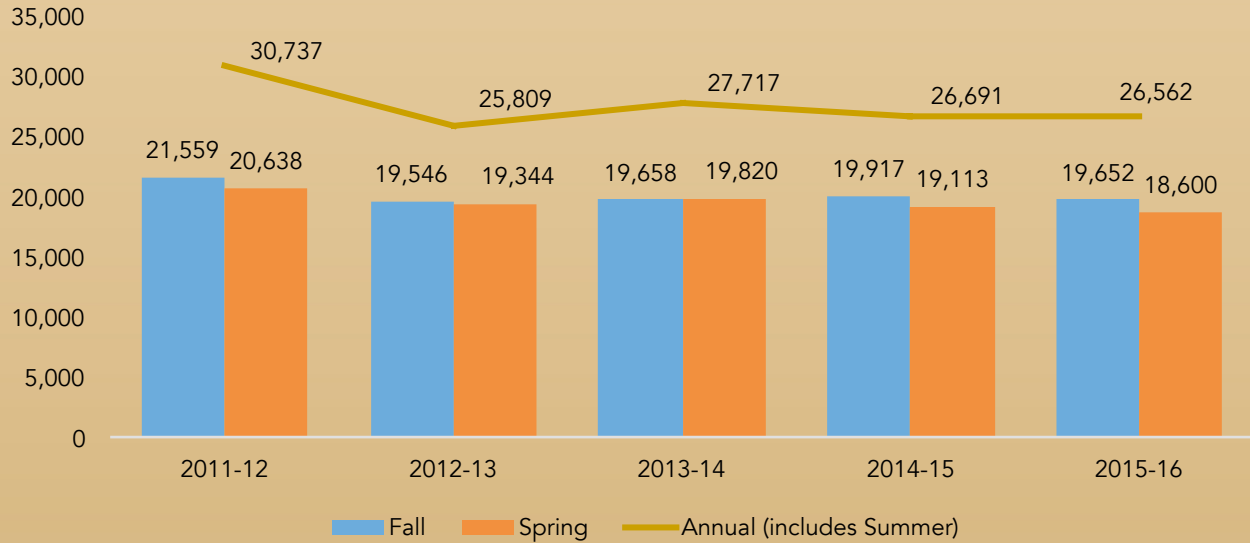
ENROLLED

STUDENT PROFILE

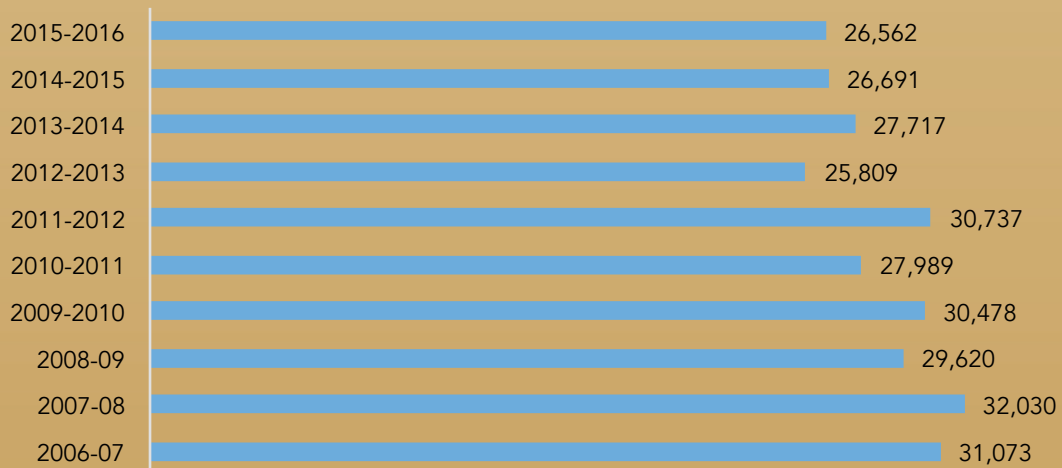


STUDENT ENROLLMENT HISTORY

Over the last five years, Southwestern College has served an average of about 20,000 students each term and about 28,000 unduplicated students per academic year. The 2012-13 academic year had the lowest enrollment, which was similar to statewide trends and attributable to the economic recession. There has only been a modest increase to enrollments in the academic years since 2012-13. Annual unduplicated headcounts presented in the graphics below include summer session in addition to the fall and spring primary terms.



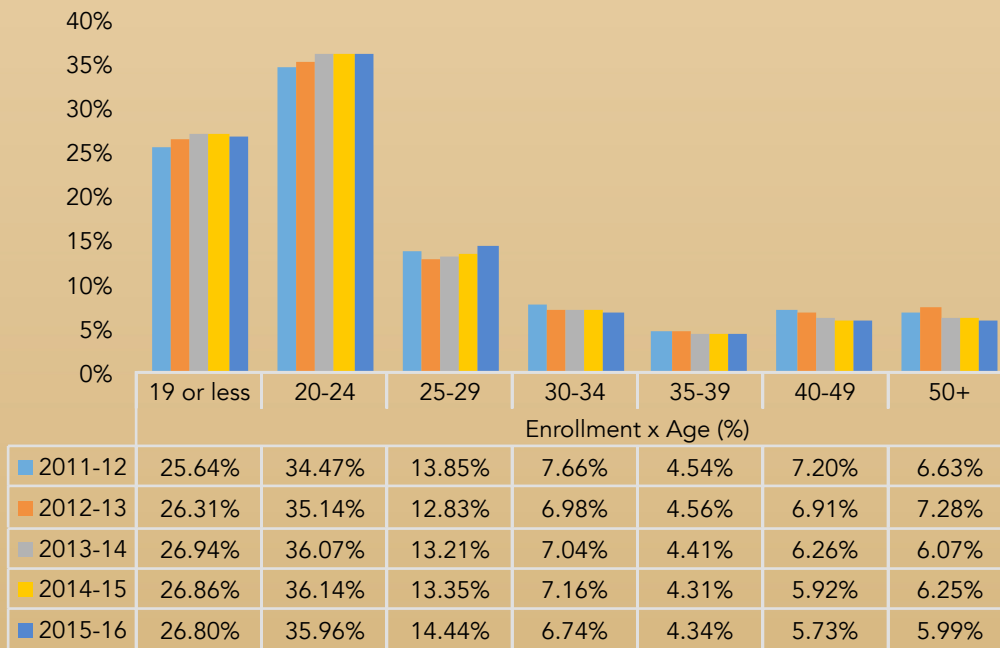
ANNUAL UNDUPLICATED HEADCOUNTS



Source: California Community College Chancellor's Office DataMart

STUDENT ENROLLMENT BY AGE

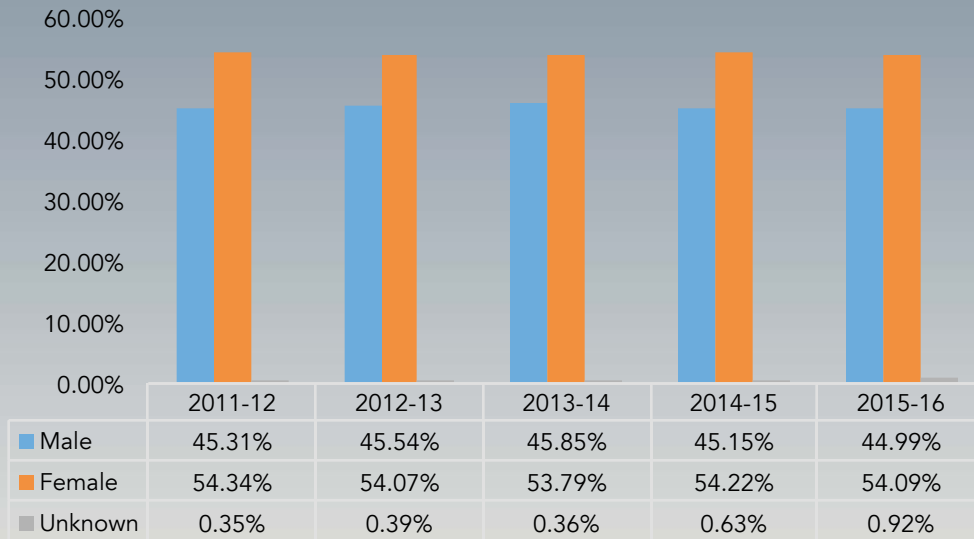
The median age of Southwestern College students is approximately 22 years old, with the 20- to 24 year-old age group comprising about one-third (34%) of the College's student population over the last five years. The distribution of age, which has remained relatively unchanged over the years, is typical of a community college as the diverse courses and programs offered target recent high school graduates as well as returning and non-traditional students.



Source: California Community College Chancellor's Office DataMart

STUDENT ENROLLMENT BY GENDER

Statewide community college enrollment distributions by gender have remained relatively consistent at 53% female to 46% male and 1% unknown. The five-year average at Southwestern College is 54% female to 45% male and less than 1% unknown, indicating a gender gap of 8%.

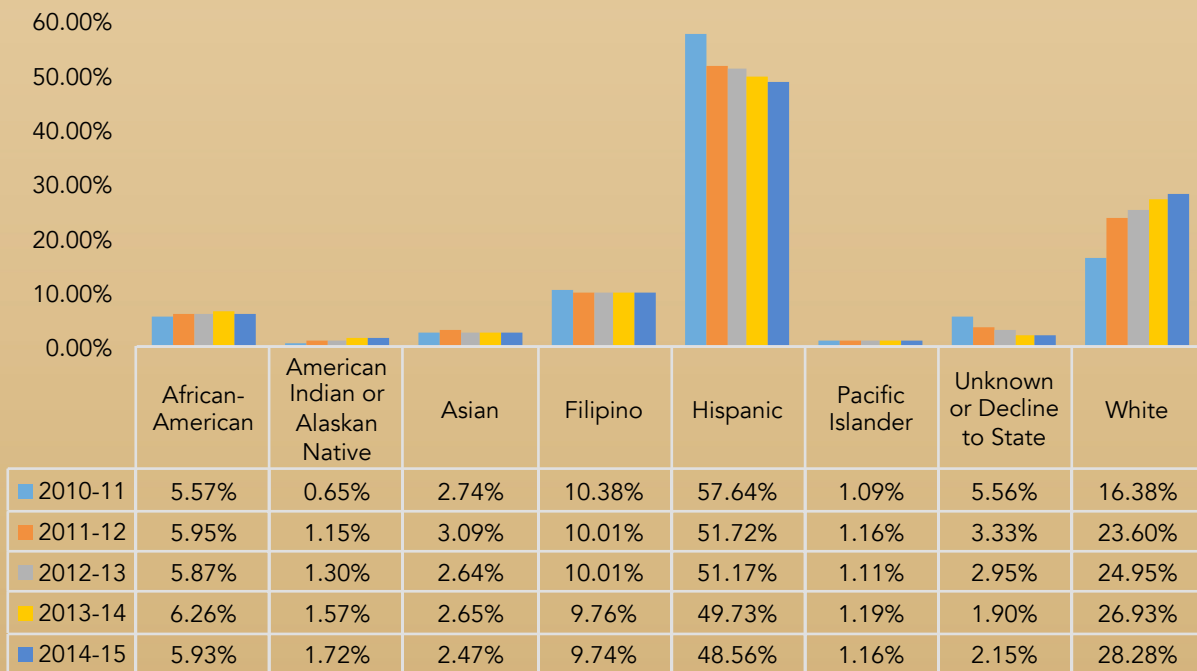


Source: California Community College Chancellor's Office DataMart



STUDENT ENROLLMENT BY ETHNICITY

Over the last five years, the diverse student population within the Southwestern College District has been characterized by a Hispanic student majority (averaging 53% during this period); however, this figure has declined since the 2010–11 academic year. Though the district is predominantly Hispanic, it nevertheless underrepresents the proportion of Hispanic residents living within its service community. Additionally, the proportion of Filipino student enrollments in the district has declined over the same period. Efforts are currently in place to address the substantial decrease in Hispanic student enrollments and other disproportionate enrollments among ethnic subgroups (see 2015 Student Equity Plan: <http://www.swccd.edu/studentequityplan>)



Source: California Community College Chancellor's Office DataMart

DID YOU KNOW?

Nearly 1/4 of all Chicanas and Chicanos who receive doctoral (degrees) first attend a community college.

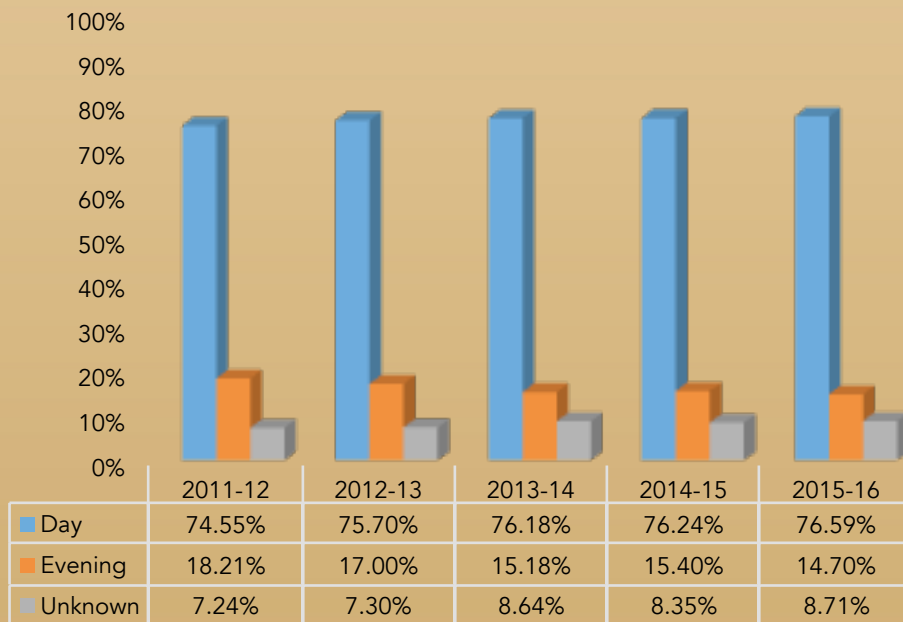
– Community College League of California, Fast Facts 2015

DAY AND EVENING ENROLLMENT

A student is considered a “daytime enrollment” if he or she is registered in at least one class section that meets before 4:00 pm. A student is designated an “evening enrollment” if he or she does not meet the criteria for daytime enrollment and has registered in at least one class section that meets after 4:00 pm. The “unknown” designation results when the class section does not have a day or evening status (i.e. a distance education course).

At Southwestern College, daytime enrollment accounts for approximately 75% of enrollments over the most recent five academic years. This figure aligns with community colleges system-wide. From 2011-12 to 2015-16, daytime enrollments decreased by about 6%, evening enrollments decreased by about 26%, and the unknown status increased by 33%. It is possible that the rise in unknown status enrollments is due to a growing popularity in online/distance education courses.

ENROLLMENT BY DAY AND EVENING

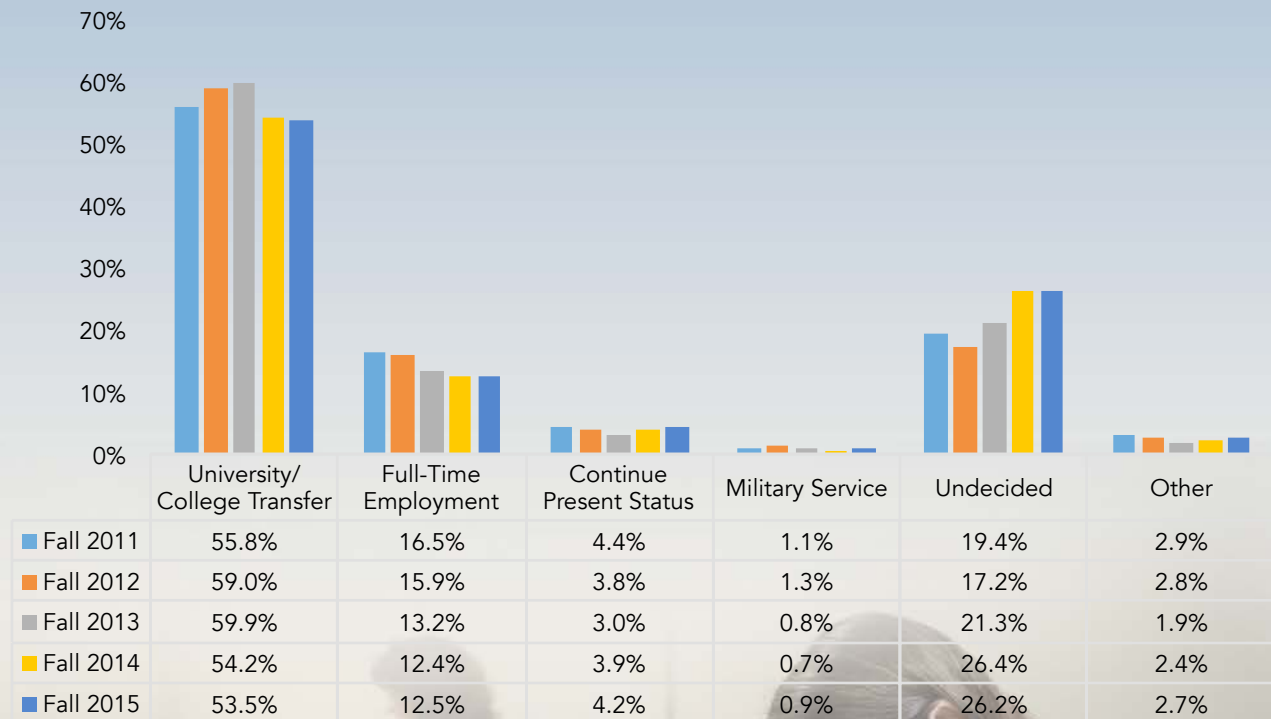


Source: California Community College Chancellor's Office DataMart

EDUCATIONAL GOALS

A student's educational goal is captured at the time of application for a given semester. Over the last five years, a majority of incoming or returning students have indicated their intent for transfer to a college or university after attending Southwestern College. Of the students who completed an application in fall 2015, about 26% of students reported being "undecided" regarding their future plans. Additionally, about 12% of students in fall 2015 indicated an intent to seek full-time employment after attending Southwestern College. Since fall 2011, the percentage of students indicating their intent to seek full-time employment after attending Southwestern College has decreased. This decline may be reflective of a higher interest among prospective students, in seeking university or college transfer.

POST-SWC EDUCATION PLANS



Source: Southwestern College Data Warehouse, Snapshot files



MOST POPULAR MAJORS

Southwestern College offers over 300 majors and more than 50 different Associate of Arts (AA) degrees, 80 Associate of Science (AS) degrees, and over 100 Career Technical Education (CTE) certificates. Several of these degrees are available as an ADT, or Associate Degree for Transfer, which guarantee admission into the California State University (CSU) system. The College also offers a host of non-credit offerings for personal and professional development through its Continuing Education department.

The **five most popular majors** of the 2015-16 academic year are:

1. Nursing
2. Business Administration
3. Psychology
4. Criminal Justice
5. Family Studies

MEDIAN ANNUAL SALARY FOR MOST POPULAR MAJORS

The percent median annual salary increase after 5 years of receiving an award ranged from 27.4% (for Family Studies certificate) to 184.7% (for Licensed Vocational Nursing (LVN) degree).

MAJOR	AWARD TYPE	MEDIAN ANNUAL SALARY		
		2 years before	2 years after	5 years after
Nursing	Licensed Vocational Nursing (Degree)	\$18,448	\$44,802	\$52,527
Nursing	Licensed Vocational Nursing (Certificate)	\$18,176	\$43,540	\$47,111
Business Administration	Degree	\$25,534	\$37,198	\$44,499
Psychology	Degree	\$18,276	\$25,163	\$33,740
Criminal Justice	Degree	\$24,198	\$36,780	\$41,799
Family Studies (Formerly known as Child Development)	Degree	\$17,796	\$22,808	\$23,660
Family Studies (Formerly known as Child Development)	Certificate	\$17,246	\$21,431	\$21,972

Source: Southwestern College Data Warehouse, Snapshot files; California Community College Chancellor's Office Salary Surfer





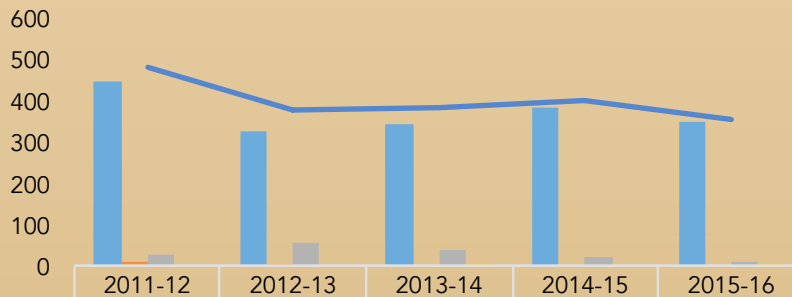
SOUTHWESTERN COLLEGE

SERVICE AREA



CALWORKS

The California Work Opportunity and Responsibility to Kids Act (CalWORKs) targets individuals from underprivileged groups (single parents; active welfare recipients) to assist them in achieving their educational goals. Approximately 2% of the student population at Southwestern College receive CalWORKs benefits, a majority of whom were referred by San Diego County social service agencies.



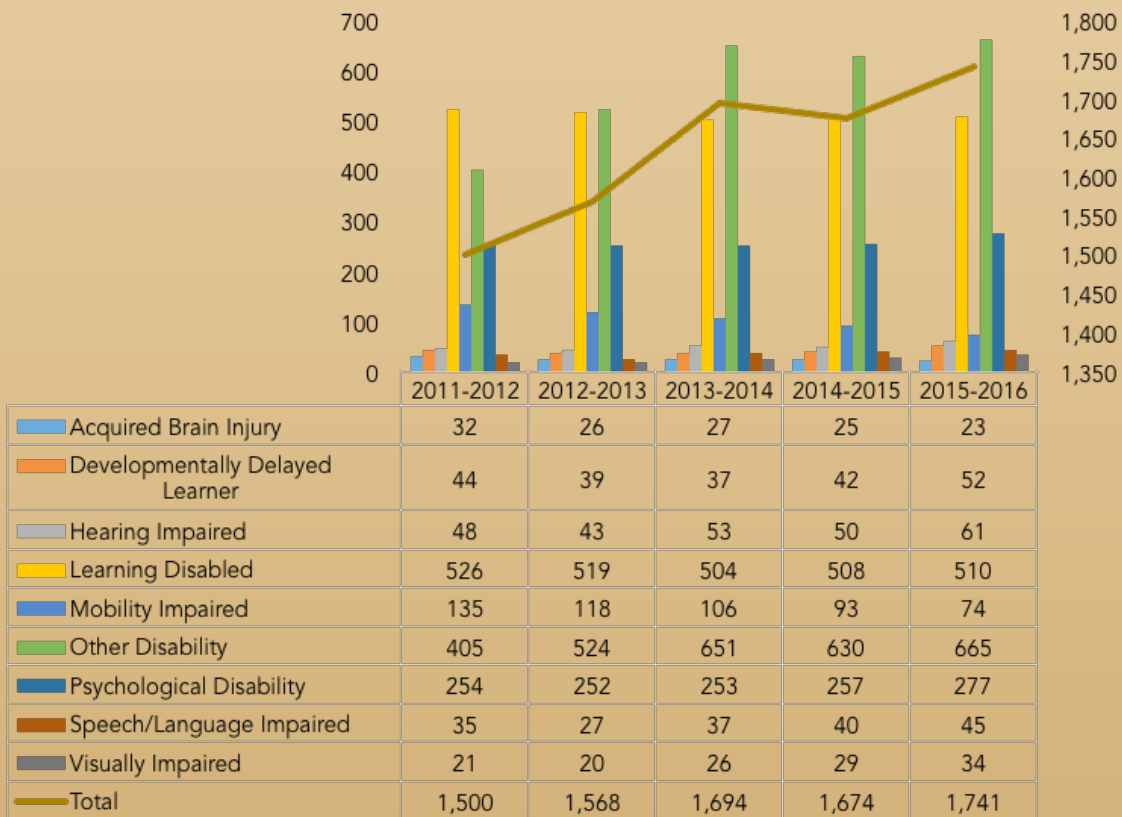
	2011-12	2012-13	2013-14	2014-15	2015-16
County-Referred Program Participant	443	323	344	382	345
Exempt Program Participant*	9	1	0	0	0
Self-Initiated Program Participant	29	54	38	20	7
Self-Referred Program Participant	0	0	2	0	1
Total	481	378	384	402	353

* Exempt Program Participant is defined as a student who is receiving TANF/cash aid but does not have to complete Welfare to Work (WTW) activities.

Source: California Community College Chancellor's Office DataMart

DISABILITY SUPPORT SERVICES (DSS)

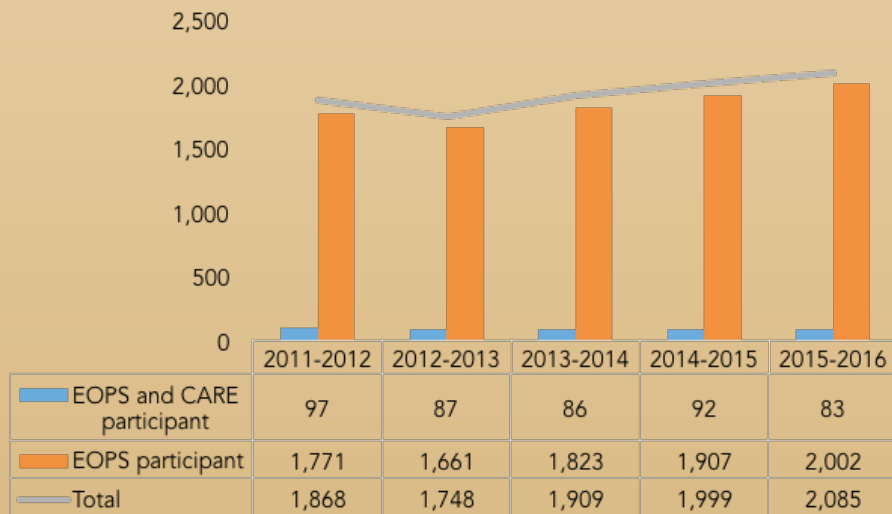
The role of Disability Support Services (DSS) at Southwestern College is to provide students with an inclusive, fully accessible and engaging educational environment that empowers student success through innovative accommodations, programs, services, training and partnerships with students, educators and the community. Approximately 7% of our students receive aid for their registered disabilities, and the largest contingents are those with a verified learning disability (29%) or some other disability (38%).



Source: California Community College Chancellor's Office DataMart

EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS)

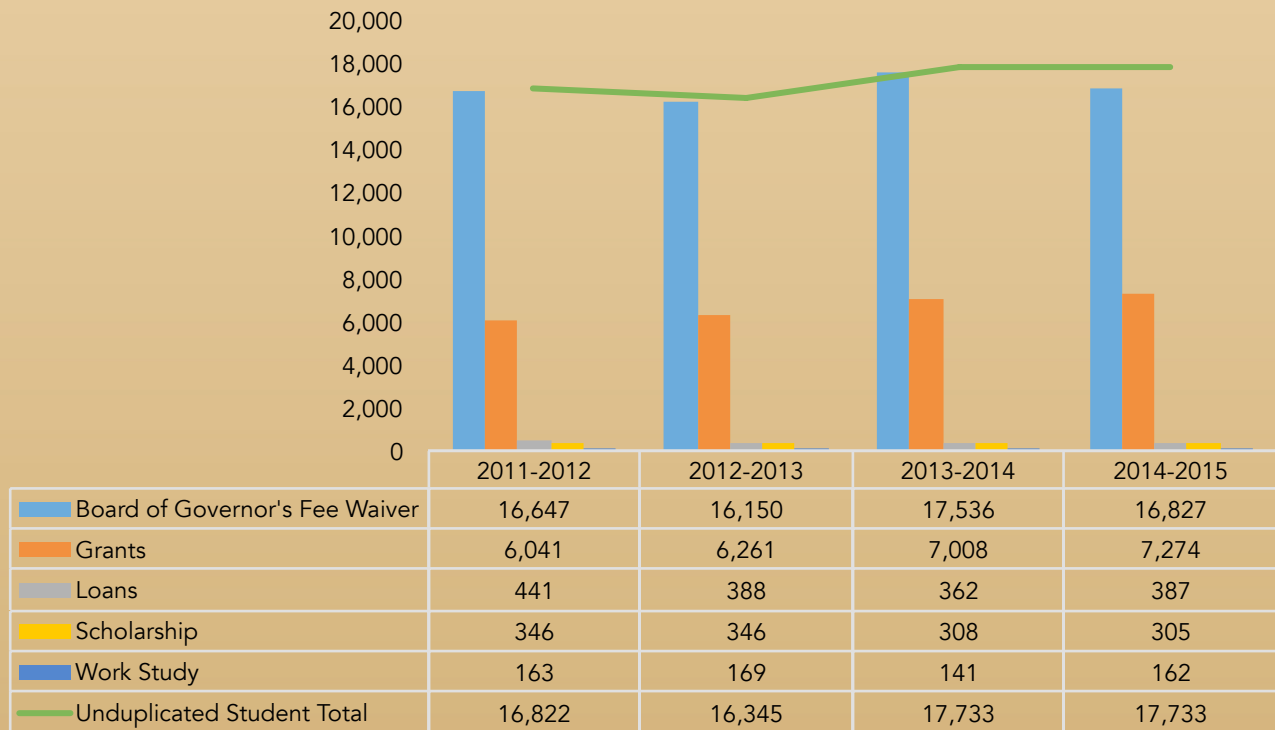
Extended Opportunity Program and Services (EOPS) is a state-funded, special assistance program for students who are socially, economically and academically or language disadvantaged. The role of EOPS at Southwestern College is to assist students with counseling, book expenses, emergency loans, priority registration, unlimited tutoring and specialized support workshops. Approximately 8% of students receive aid through EOPS alone or EOPS and CARE, a similar program that supports single parents.



Source: California Community College Chancellor's Office DataMart

FINANCIAL AID RECIPIENTS

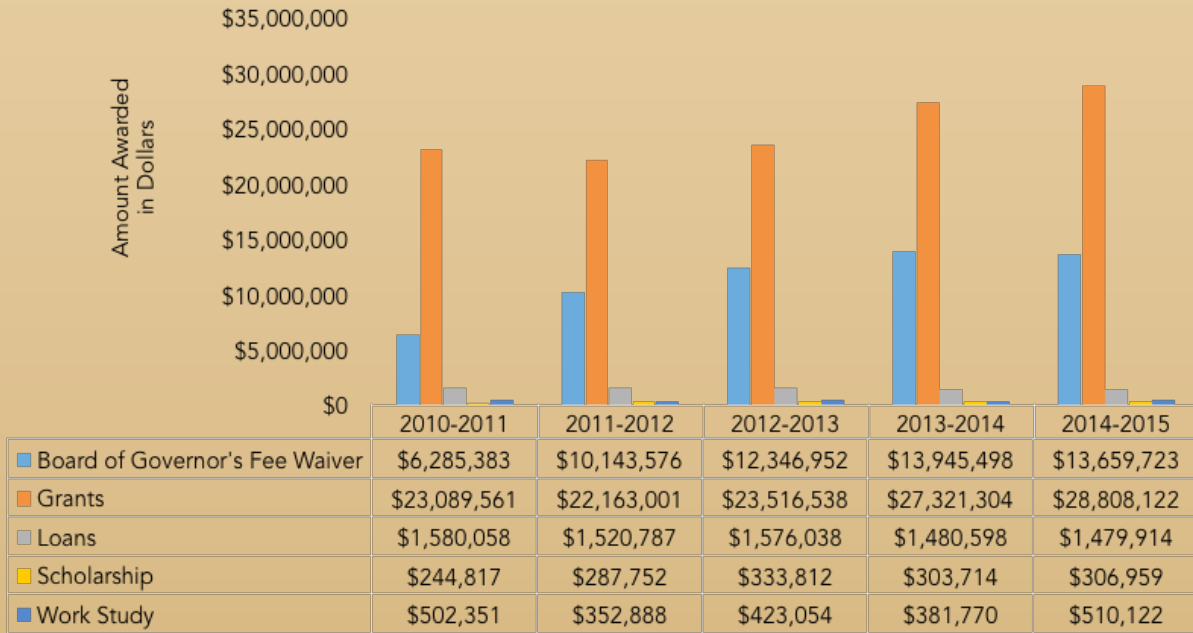
Over 64% of Southwestern College students receive some type of financial assistance. The most common financial award is the Board of Governor's Waiver (BOGW), a state-sponsored program which waives enrollment fees for qualifying, California-resident students. In academic year 2014-15, approximately 63% of students qualified for and received the BOGW, while 27% of students received financial assistance through federal and/or state grants. Typically, Southwestern College grant recipients are also making use of the enrollment fee waiver.



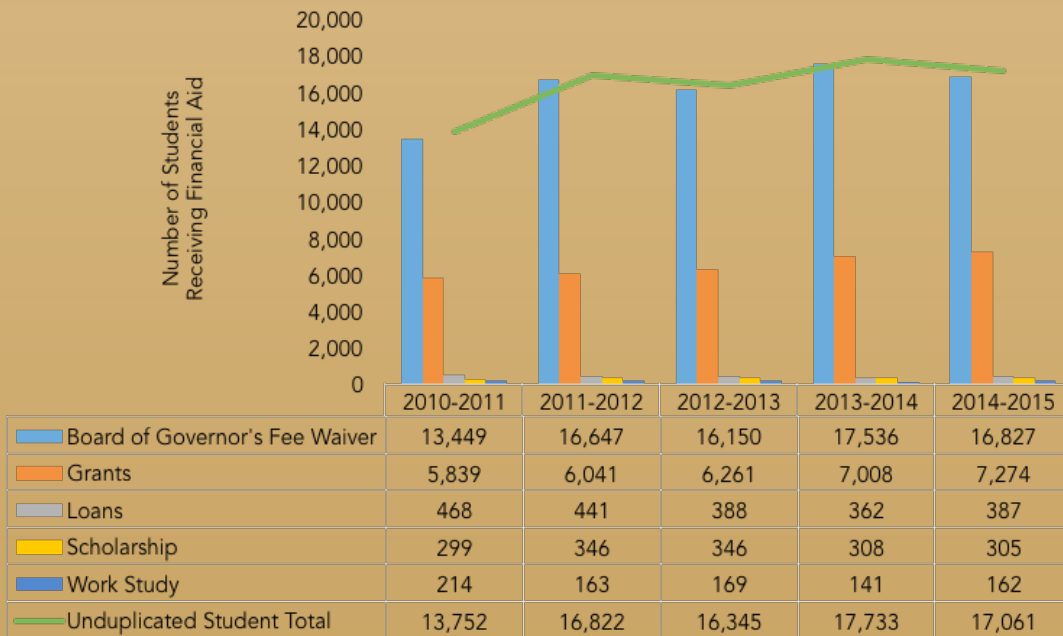
Source: California Community College Chancellor's Office DataMart

FINANCIAL AID AWARDS

While the BOGW may be the most common type of financial assistance for Southwestern College students, there is substantially more money awarded per student by means of the Pell Grant. As the foundation of many students financial aid package, the Pell Grant is a federally supported entitlement limited to students who qualify for financial need and have not yet earned a bachelor's degree.



Source: California Community College Chancellor's Office DataMart



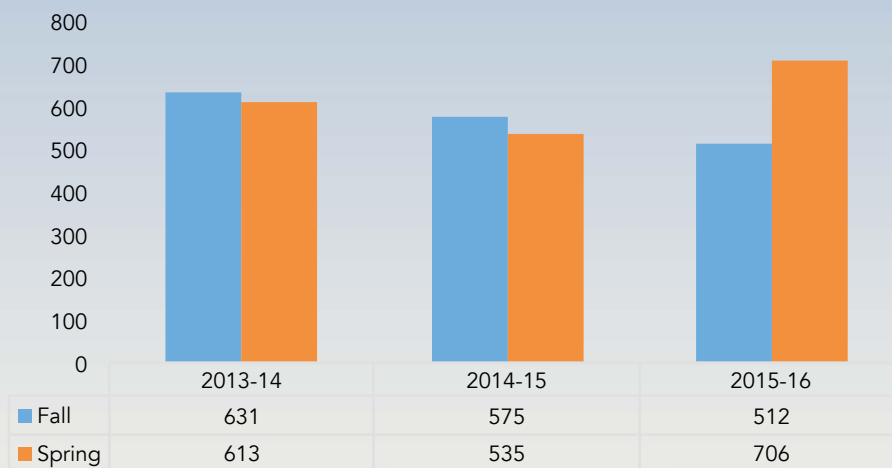
VETERAN STUDENTS

Due to the strong military presence in San Diego County, Southwestern College is afforded the opportunity to serve a large number of veteran students. Southwestern College serves these students through a Veteran Services Office, a Veterans' Resource Center and a Student Veterans' Organization (SVO). These student resources provide assistance and support to veterans and their dependents for successful transition as service member to student. The following data reflects the number of veteran students in fall and spring semesters from 2013 to 2016.

DID YOU KNOW?

More than half of California veterans receiving GI educational benefits attend a community college.

- Community College League of California, Fast Facts 2015



Source: California Community College Chancellor's Office DataMart





STUDENT OUTCOMES

AND ACHIEVEMENT



COURSE RETENTION AND SUCCESS

A course retention rate is the percentage of enrolled students who do not withdraw from their class during the academic term, regardless of the final grade earned in a course. Course success rate is the percentage of students who receive a passing/satisfactory grade for their course (A, B, C or Pass). These indicator measures are useful tools for assessing student success in different types of courses offered at Southwestern College (Basic Skills, Credit, Degree Applicable, Transferable and Vocational).

Four-year averages from fall 2011 to fall 2015 reveal that retention rates range between 85% to 88% among the different course types. During this same period, success rates for these course categories experienced a greater range, from 61% to 73%. Basic Skills courses generally have lower retention and success rates when compared to other course types. Vocational courses have the highest retention and success rates.

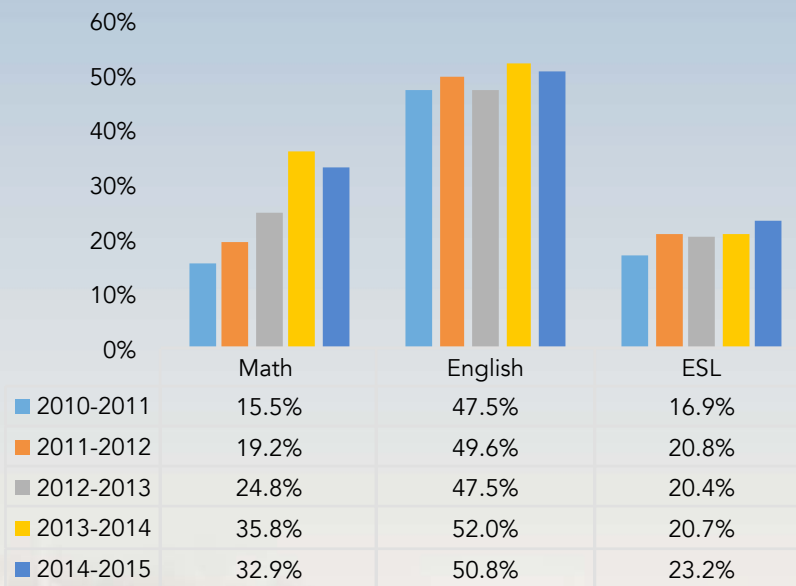
COURSE TYPE		FALL 2011	FALL 2012*	FALL 2013	FALL 2014	FALL 2015
Basic Skills	Retention Rate	83.74%	NA	86.02%	85.64%	84.05%
	Success Rate	60.95%	NA	62.51%	61.66%	59.59%
Credit	Retention Rate	84.07%	NA	85.68%	85.22%	83.66%
	Success Rate	66.62%	NA	67.71%	67.81%	67.41%
Degree Applicable	Retention Rate	83.98%	NA	85.56%	85.07%	83.52%
	Success Rate	67.13%	NA	68.15%	68.26%	68.04%
Transferable	Retention Rate	83.96%	NA	85.39%	85.01%	83.62%
	Success Rate	67.30%	NA	68.28%	68.48%	68.50%
Vocational	Retention Rate	86.22%	NA	88.30%	88.22%	87.33%
	Success Rate	72.33%	NA	72.08%	72.87%	73.35%
* Course data incomplete						

Source: California Community College Chancellor's Office DataMart

BASIC SKILLS TO COLLEGE-LEVEL PATHWAY COMPLETION

The data presented in the table below presents the persistence rates of student cohorts who began their studies at Southwestern College. Qualification for these student cohorts were based on two conditions. The initial condition stipulates initial enrollment in a below transfer-level math, English or English-as-Second-Language (ESL) course. The subsequent condition requires that the student, within a six-year timeframe, persist through a given course sequence to complete a college-level course in the same discipline. Likely due to the shorter sequence of courses from remedial to college-level, English student cohorts show the greatest success with a persistence rate averaging 50%.

BASIC SKILLS TO COLLEGE-LEVEL COHORT COMPLETION



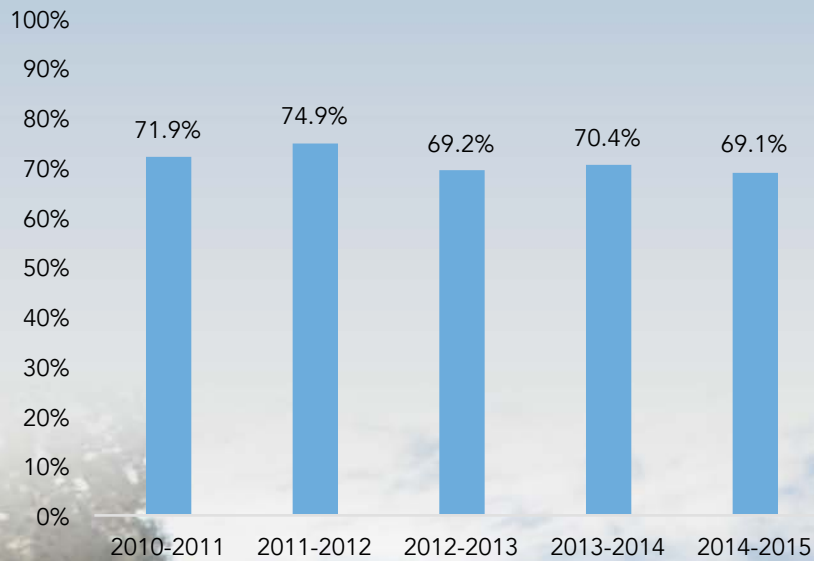
Source: California Community College Chancellor's Office Student Success Scorecard



PERSISTENCE RATES

Persistence is considered by the Chancellor's Office as an important "momentum point" for measuring student success, in that it serves as an indicator of student progress and tracks the likelihood of program completion. Here, persistence rate is defined as the percentage of students who started at SWC and enrolled in three consecutive terms anywhere in the California Community College system. Another important aspect of this momentum point is that it serves as a means for identifying those students who are likely intent on completion. The Chancellor's Office measures persistence by creating student cohorts of first-time students who complete a minimum of 6 units and attempt any math or English course within the first three years of enrolling. The students in these cohorts are then considered to have successfully persisted if they enrolled in a credit course for three consecutive terms, or completed a degree within three semesters.

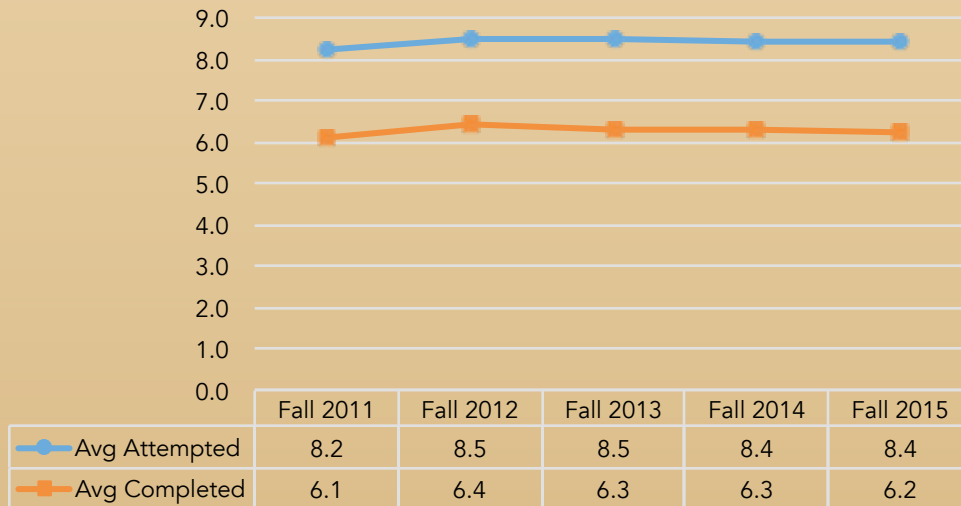
STUDENT PERSISTENCE



Source: California Community College Chancellor's Office Student Success Scorecard

AVERAGE UNITS ATTEMPTED AND COMPLETED

The table and graphic below illustrate the average number of units attempted and completed in credit courses by our students over the last five fall terms. The average number of units attempted in fall 2011 was 8.2 and slightly increased to 8.4 in Fall 2015.



AVERAGE GPA

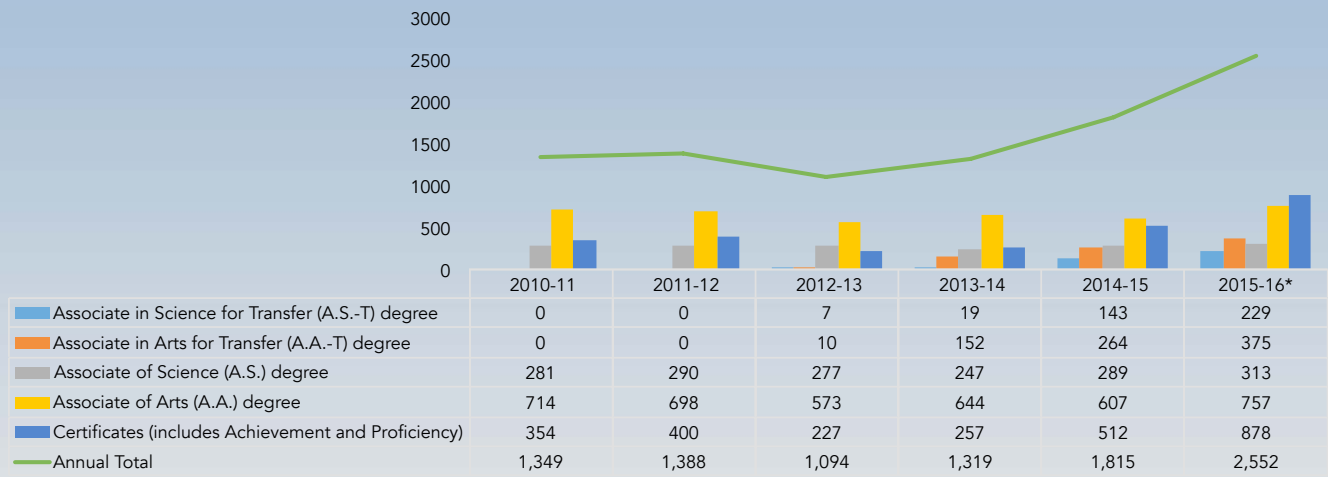
The average term GPA of students at Southwestern College over the past five fall terms is presented below. These averages include only those students taking credit courses. Although a relatively stable figure, the average term GPA has increased in fall 2015 compared to the fall 2011 term.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Average Term GPA	2.59	2.62	2.59	2.61	2.66

Source: Southwestern College Data Warehouse, iStrategy

DEGREES AND CERTIFICATES

For the academic years spanning 2010-11 through 2015-16, Southwestern College has awarded a total of 9,517 associate degrees and certificates. There were a total of 1,674 associate degrees and 878 certificates awarded in the 2015-16 academic year. Of the total degrees awarded, the majority (50%) were Associate of Arts degrees, including the Associate Degree for Transfer, which was introduced in 2012-13.



Source: California Community College Chancellor's Office DataMart (2010-2015 data) Southwestern College Evaluations Office (*2015-2016 academic year)



TRANSFERS

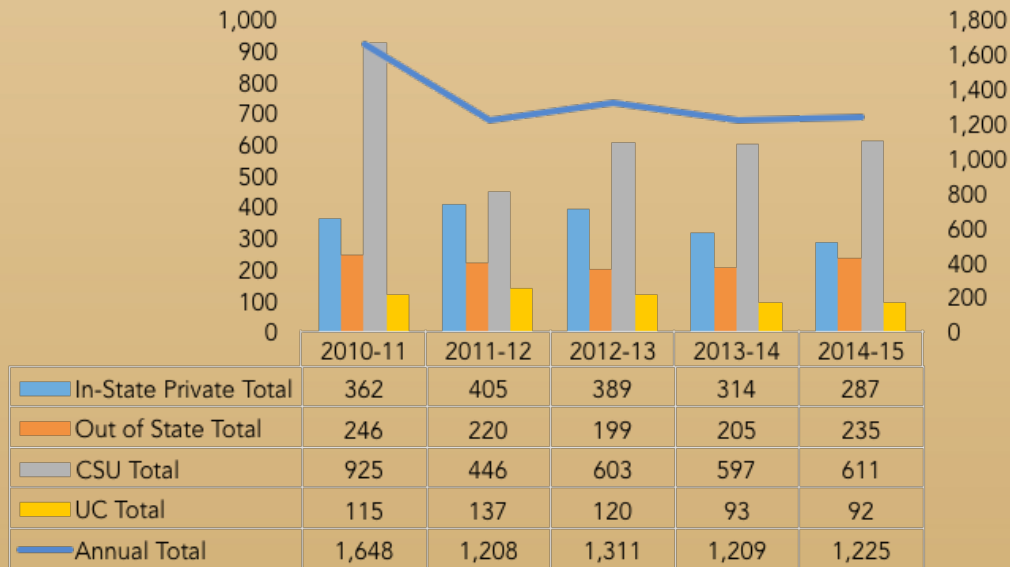
Transfer to four-year colleges and universities constitutes one of the most important goals for students entering Southwestern College. Community college transfers represent a significant population for the California State University (CSU) and University of California (UC) systems in terms of undergraduate enrollments. Southwestern College is also a pivotal transfer pathway for students-seeking admission to in-state private and out-of-state institutions.

Over the past five years, Southwestern College has assisted 6,601 students transfer to a four-year university. Transfers into the University of California (UC) system have declined by 30% as guaranteed transfer agreements with community colleges have changed. A large majority of our students who transfer into the CSU system enroll at San Diego State University (SDSU) and California State University, San Marcos (CSUSM) (see table, "Top University Transfers 2010-2015").

DID YOU KNOW?

In Fall 2015, Southwestern College transferred the most graduates into the CSUs of any San Diego County community college.

- SWC 2016 Annual Report



Source: California Community College Chancellor's Office DataMart

TOP UNIVERSITY TRANSFERS

Transfer Year	SDSU	CSUSM	UCSD
2010-2011	755	23	72
2011-2012	299	8	74
2012-2013	476	5	94
2013-2014	463	8	52
2014-2015	438	5	47

STUDENT EQUITY OUTCOMES

In accordance with the requirements of the Chancellor's Office, Southwestern Community College developed the Student Equity Plan for 2014-2017. The plan includes the analyses of data to identify achievement gaps among underrepresented groups and interventions designed to close these gaps and improve overall student success.

Members of the student populations covered by the Student Equity Plan include:

- African American, American Indian/Alaskan Natives, Asian, Filipino, Hispanic, Pacific Islander
- Men, Women
- Students with disabilities
- Foster youth
- Veterans
- Economically disadvantaged students

The plan focused on the following success indicators:

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).

DISPROPORTIONATE IMPACT

One measure of student equity is disproportionate impact. Disproportionate impact occurs when persons from a particular subgroup (e.g., male, female) perform at a rate significantly lower compared to the highest performing subgroup. Results from 2013-14 data indicate that, within each success indicator, disproportionate impact among subgroups existed in at least one demographic category. Based on these results SWC developed specific goals and targeted interventions to close these achievements gaps and promote overall student success.

The data presented below is an overall summary of more detailed data included in the Student Equity Plan 2014-2017. For more detail, view the full report by clicking the link at the end of this page.

SOUTHWESTERN COMMUNITY COLLEGE STUDENT EQUITY RESULTS (2013-14)							
Success Indicator	Gender	Ethnicity	Age	Disability Status	Economically Disadvantaged Status	Veterans	Foster Youth
Access							
Successful Course Completion				*	*		*
ESL and Basic Skills Completion							*
Degree and Certificate Completion							*
Transfer							*

* Not evaluated

Disproportionate Impact	
No	
Yes	
Borderline	

Blue dots indicate that subgroups were not disproportionately impacted within that demographic category and success indicator. Orange dots indicate that at least one subgroup experienced disproportionate impact within the demographic category and success indicator. Yellow dots represent cases where at least one subgroup's rate was only moderately disproportionate compared to the highest group within that demographic category and success indicator.

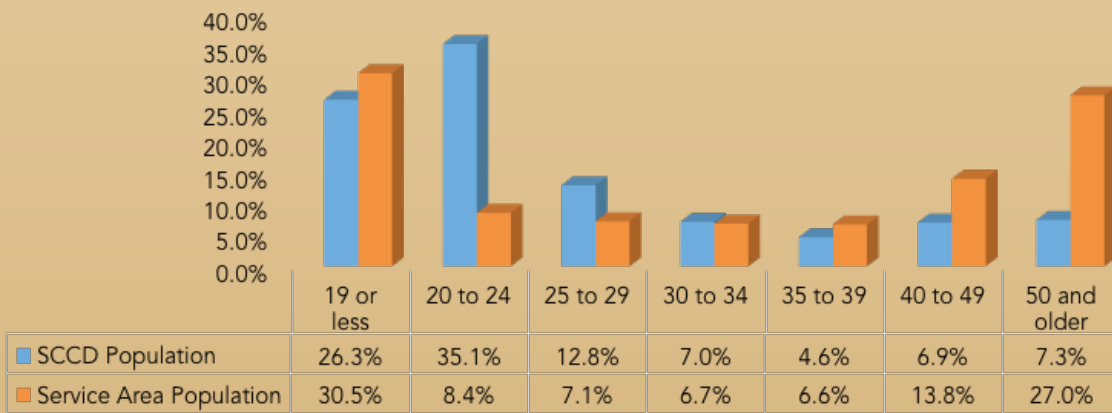
Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).

ACCESS

Access is defined as the percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

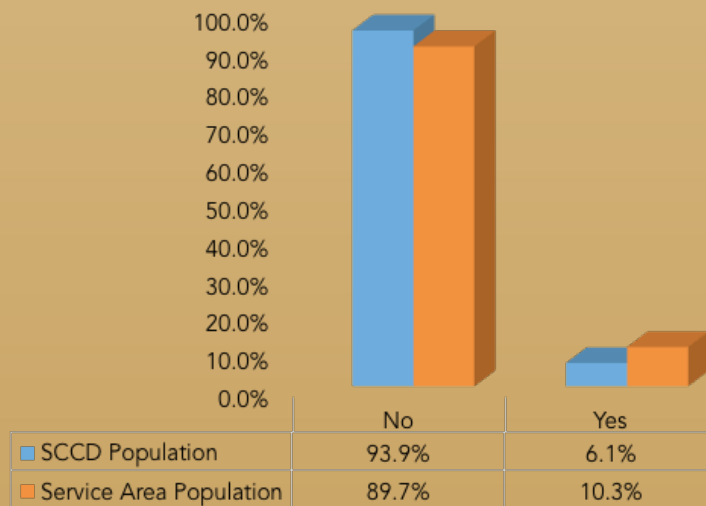
There was a lower percentage of individuals who were Hispanic, older (e.g., 35yrs and above), individuals with disabilities, veterans, and foster youth at SWC relative to their representation in the SWC service area (only data for age, disability, and veteran status shown below). The goal for access was to increase student enrollment with respect to Hispanic Students, older students, veterans, and foster youth. To accomplish this goal SWC surveyed targeted populations in the community to determine their educational needs and aspirations.

AGE

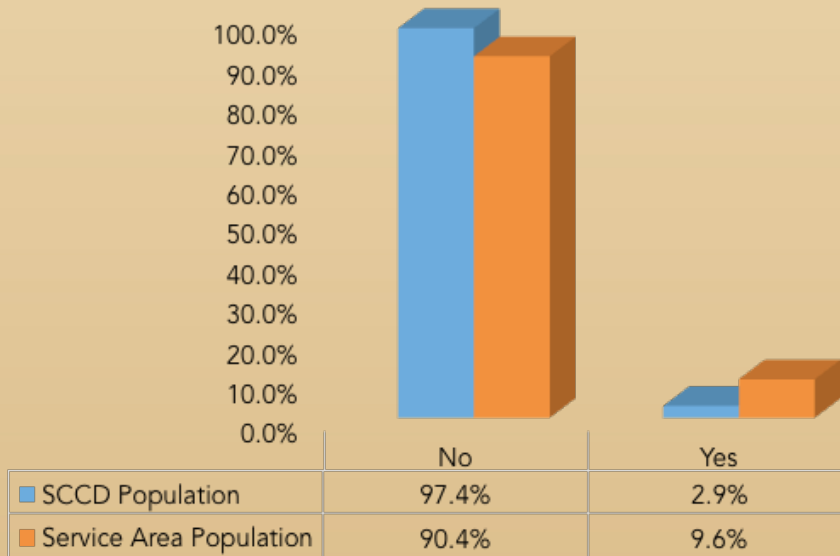


Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).

DISABILITY STATUS



VETERAN STATUS

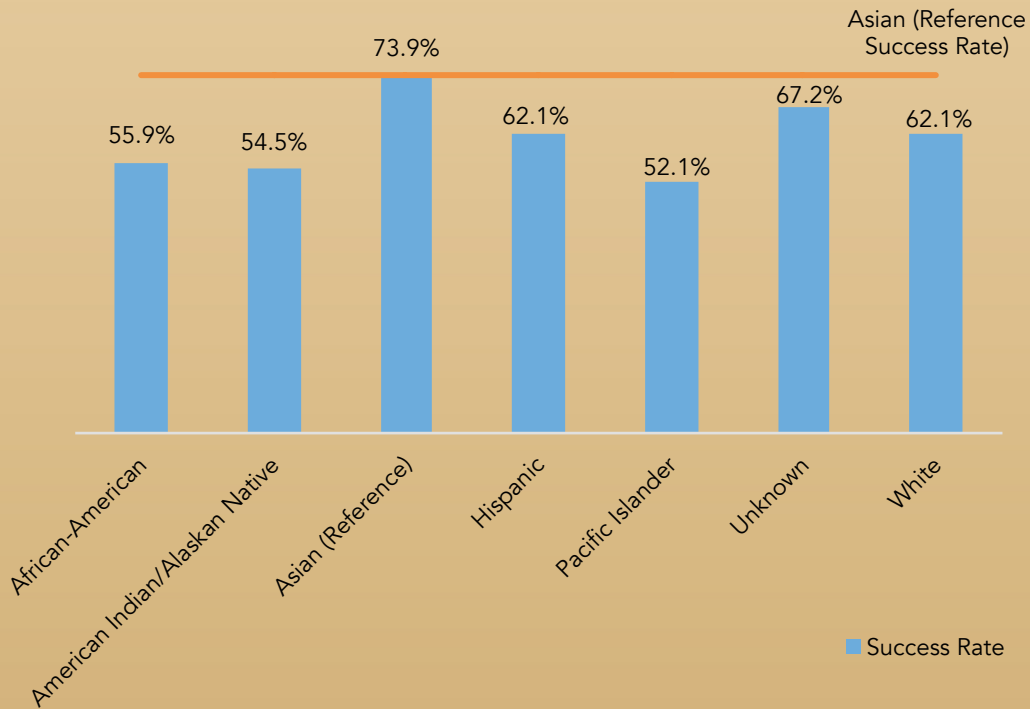


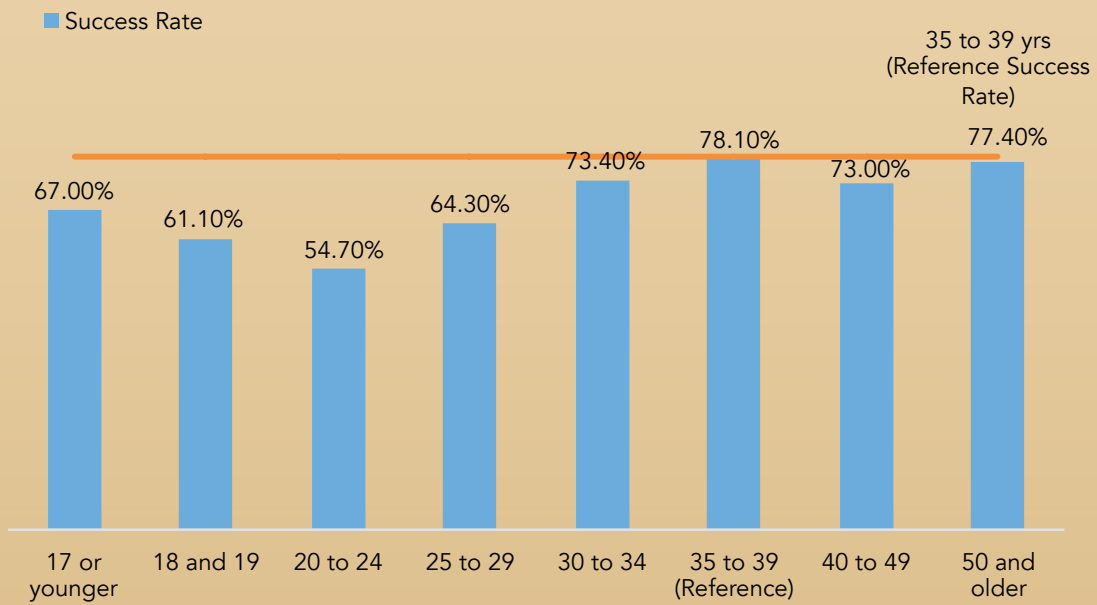
Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).

SUCCESSFUL COURSE COMPLETION

Successful course completion is defined as the ratio of the number of students who are enrolled in one or more course(s) compared to the number of students who successfully complete one or more course(s).

Students who identify as African-American are passing basic skills courses at a rate significantly lower (55.9%) than those who identify as Asian (73.9%), the highest performing subgroup. The goal for course completion was to increase the successful course completion rates for students enrolled in basic skills courses, in particular for African American students and younger students (18-24 years). To accomplish this goal SWC implemented embedded tutoring in ESL and basic skills courses (remedial English and remedial math).





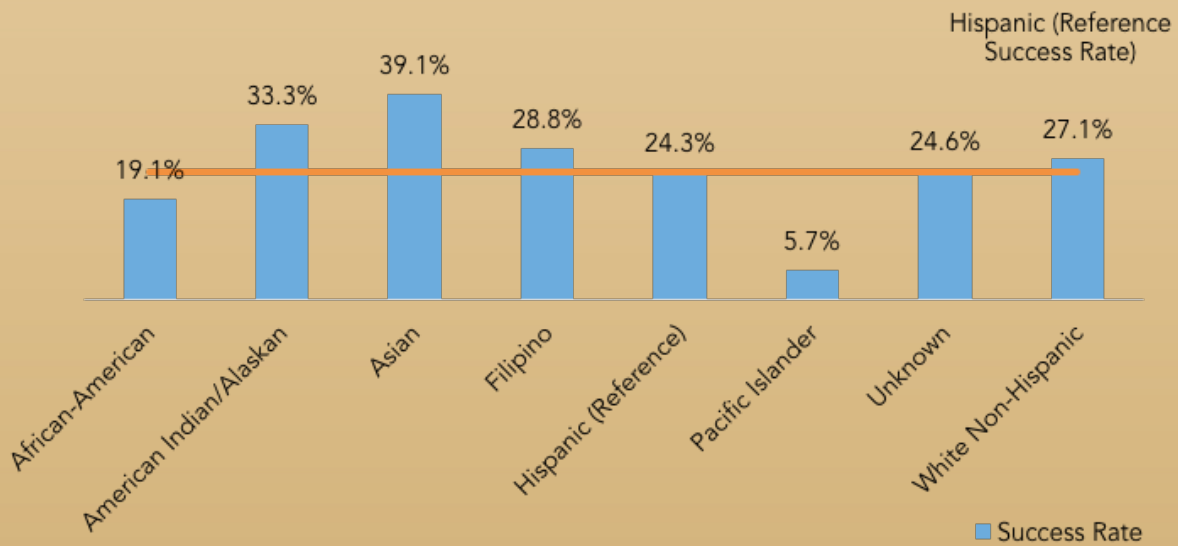
Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).

ESL AND BASIC SKILLS COMPLETION

ESL and basic skills completion is defined as the ratio of the number of students who attempted an ESL or remedial English or math course at a level below transfer to the number of students in that group who successfully complete a college-level course in the same discipline within six years of cohort entry.

African American students had significantly lower remedial math completion rates (19.1%) compared to the highest performing group (24.3%), and the overall rate (24.7%). The goal for ESL and basic skills completion was to increase the student completion rate in ESL and basic skills courses (remedial English and remedial math), specifically for male students and African American students. To accomplish this goal SWC implemented embedded tutoring in ESL and basic skills courses (remedial English and remedial math).

* Although American Indian/Alaskan Native ,Asian, and Filipino students outperformed Hispanic students, there were too few individuals in these categories (<100) to make them a meaningful reference group.



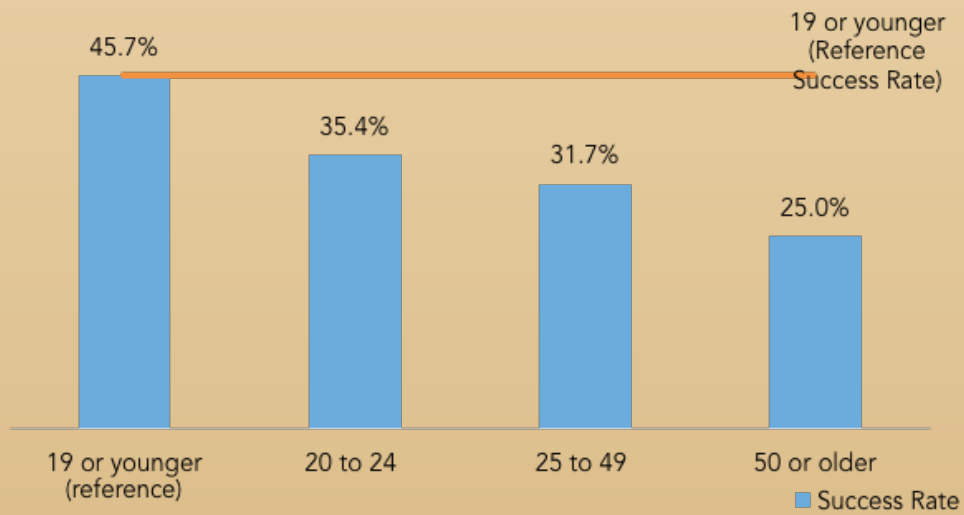
Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).

DEGREE AND CERTIFICATE COMPLETION

Degree and Certificate Completion was measured using the 3 different indicators defined below:

	<i>Cohort</i>	<i>Outcome</i>
1. 30-Units	First-time students with a minimum of 6 units earned who attempted any Math or English within the first three years of entry	Achieved at least 30 units of credit coursework, anywhere in the CCC system within six years of cohort entry.
2. Persistence	First-time students with a minimum of 6 units earned who attempted any Math or English within the first three years	Enrolled in a credit course the first three consecutive primary terms anywhere in the CCC system
3. Completion (SPAR)	First-time students with a minimum of 6 units earned who attempted any Math or English in the first 3 years of entry	Earned AA/AS, Certificate (Chancellor's Office approved), transfer to a 4-year institution, or achieved "Transfer Prepared" status

Completion (SPAR) performance significantly declined as student age increased. The goal of SWC was to increase the number of students who complete 30 units and degrees/certificates, specifically for older students (25-49 years). To accomplish this goal SWC implemented a system for the timely evaluation of external transcripts.



Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).

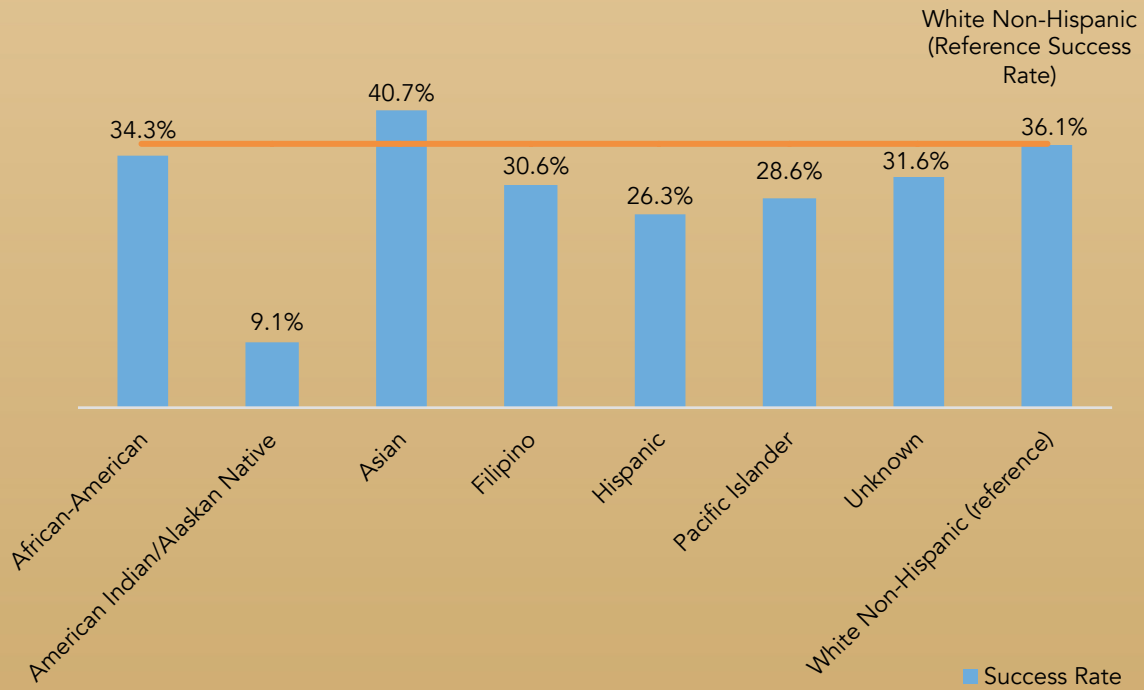
TRANSFER

Transfer is defined as the ratio of the number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer within six years of cohort entry.

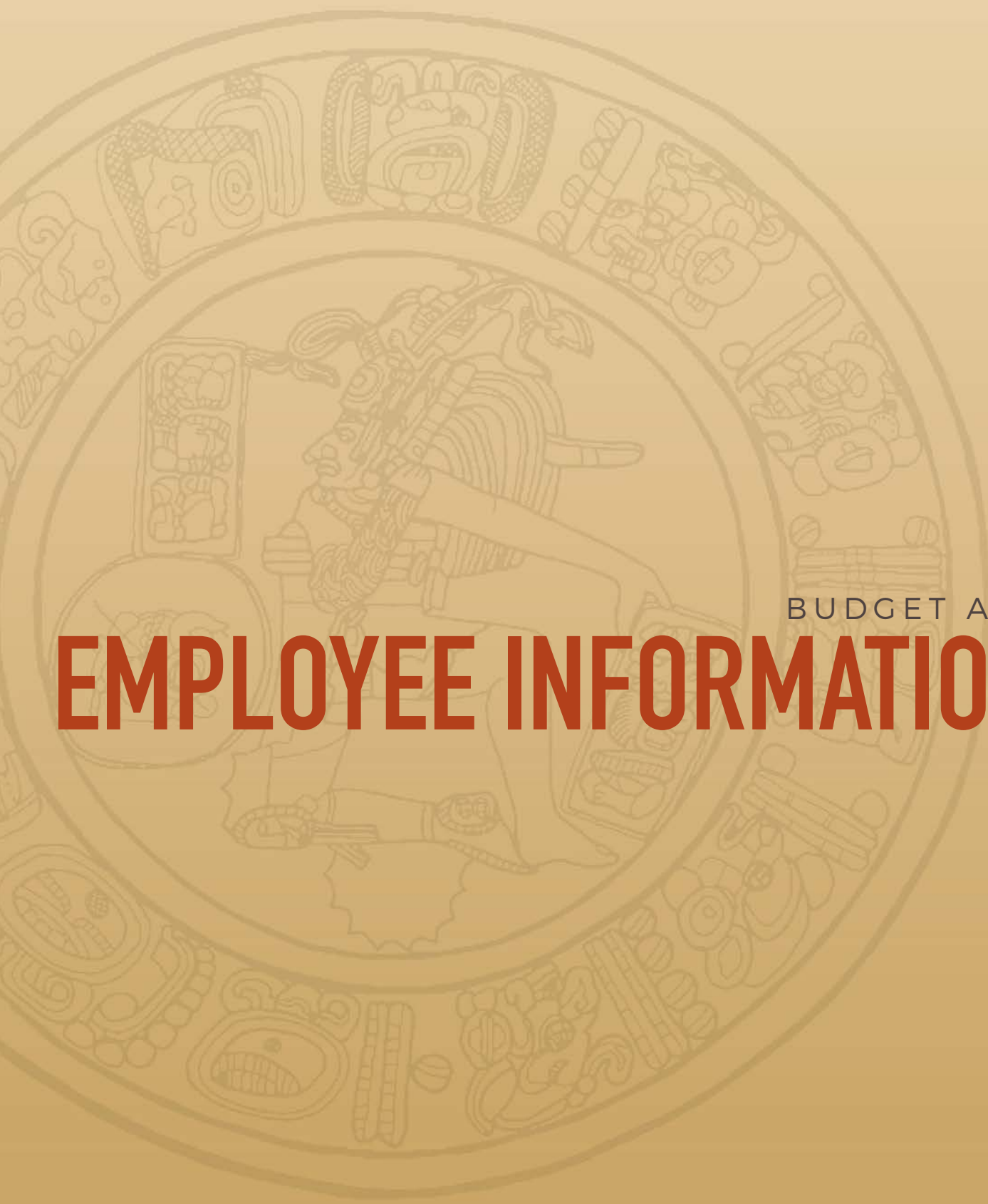
Hispanic students (26.3%) are performing at a significantly lower rate compared to White Non-Hispanic students (36.1%), the highest performing group. The goal of SWC was to improve transfer, specifically for Hispanic students. One of the activities implemented to accomplish this goal was to develop an audit system to notify students of eligibility and/or progress towards transfer, degree or certificate.

* Although the disparity for American Indian/Alaskan Native vs. White Non-Hispanic was higher, there were too few American Indian/Alaskan Native students (<100) to make any meaningful conclusions.

* Although Asian students outperformed White Non-Hispanic students, there were too few Asian students to make them a meaningful comparison group.



Source: Southwestern College Student Equity Plan 2014-2017 (for copy of full report click here: <http://www.swccd.edu/modules/showdocument.aspx?documentid=14701>).



BUDGET AND

EMPLOYEE INFORMATION



BUDGET INFORMATION

BEGINNING BALANCE STATEMENT FIVE-YEAR BUDGET STUDY COMBINED

Combined funds include restricted and unrestricted funds.

RESTRICTED FUNDS are designated for a particular purpose or project. For example, Extended Opportunity Program and Services (EOPS), Disabled Student Programs and Services (DSPS) and Basic Skills are restricted funds.

UNRESTRICTED FUNDS are available for the college to use for any purpose. Unrestricted funds usually go toward the operating expenses of the institution.

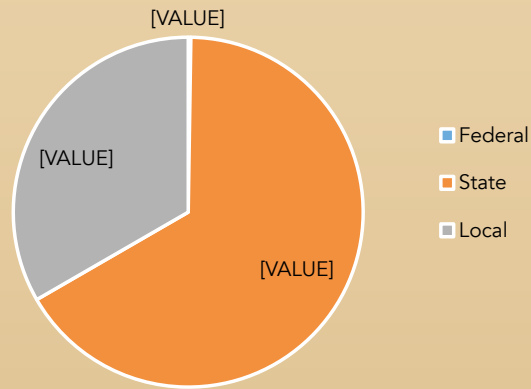
	Actual	Actual	Actuals	Estimated	Adopted
General Funds-Combined	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17
Beginning Balance	\$10,456,661	\$8,972,002	\$11,233,197	\$10,177,210	\$13,184,227
Revenue	\$86,277,722	\$95,773,595	\$103,212,760	\$122,359,139	\$117,721,761
Expenses	\$87,762,381	\$93,512,400	\$104,268,747	\$119,352,122	\$120,572,552
Ending Balance	\$8,972,002	\$11,233,197	\$10,177,210	\$13,184,227	\$10,332,936

Source: www.swccd.edu/budgetcentral

FISCAL YEAR 2016–17 REVENUE

Unrestricted General Funds Only

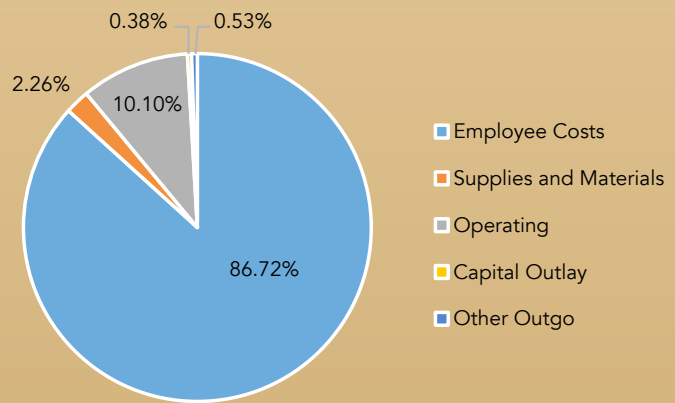
Federal	\$225,000
State	\$61,740,339
Local	\$30,983,128
TOTAL	\$92,723,692



FISCAL YEAR 2016–17 EXPENSES

Unrestricted General Funds Only

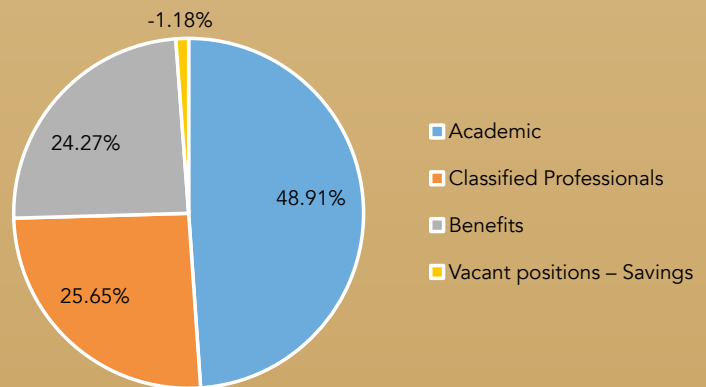
Employee Costs	\$83,077,727
Supplies and Materials	\$2,166,018
Operating	\$9,677,397
Capital Outlay	\$368,814
Other Outgo	\$509,802
TOTAL	\$95,799,758



FISCAL YEAR 2016–17 EMPLOYEE COSTS

Unrestricted General Funds Only

Academic	\$41,608,142
Classified Professionals	\$21,825,312
Benefits	\$20,644,273
Vacant positions – Savings	(\$1,000,000)
TOTAL	\$83,077,727



Source: Southwestern College Adopted Budget 2016–2017

EMPLOYEE INFORMATION

The majority of faculty are part-time (75%) employees. Across all job categories, female employees comprise the majority of College staff and most employees fall in age categories between 35 to 69 years of age. In terms of ethnic distribution, Southwestern College employees are predominantly White, non-Hispanic, with Hispanic employees representing 26% of all College staff. Hispanic employees do represent a significant plurality (41%), although the ethnic distribution of all College employees does not reflect either student or service area demographic.

EMPLOYEE GENDER

	Academic Administrator	Academic Full Time Faculty	Academic Part Time Faculty	Classified Administrator	Classified Confidential	Classified Staff
Male	10	101	355	18	2	149
Female	17	136	373	17	14	197
Total	27	237	728	35	16	346

EMPLOYEE ETHNICITY

	Academic Administrator	Academic Full Time Faculty	Academic Part Time Faculty	Classified Administrator	Classified Confidential	Classified Staff
White	17	122	447	9	7	125
Black/African American	2	13	28	5	0	15
Hispanic/Latino	3	54	147	14	7	143
American Indian/Alaskan Native	2	2	10	1	0	1
Asian	2	32	78	5	2	42
Declined	1	14	18	1	0	20
Total	27	237	728	35	16	346

EMPLOYEE AGE

	Academic Administrator	Academic Full Time Faculty	Academic Part Time Faculty	Classified Administrator	Classified Confidential	Classified Staff
18-34	0	12	102	2	1	59
35-49	6	91	276	12	8	152
50-69	20	132	312	21	7	131
70+	1	2	38	0	0	4
Total	27	237	728	35	16	346

Source: Southwestern College Human Resource's Office

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

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Linda Gilstrap, Dean, Office of Institutional Effectiveness

Lillian Leopold, Chief Public Information & Government Relations Officer

Linda Hensley, Director, Institutional Research, Planning and Grants

David Wales, Senior Research Analyst

Brenda Mora, Publications Associate

Christina Buelna, Research Analyst



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