



Southwestern College
2018 ANNUAL REPORT

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On the cover: Engineering student Giselle Romo is using 3D printers to build upon her dreams of working in the aerospace industry (page 3).

President's MESSAGE



For more than 56 years, Southwestern College has offered South County residents a quality higher education experience. Over the years, we have welcomed students right after high school graduation. More and more we have seen students find Southwestern College offers them a second chance to make a real difference in their lives and in the lives of their families. As you read our student, faculty and alumni stories, I hope you will find them as inspiring as I have.

Southwestern College is also experiencing its own renewal. We have realized the true community potential of what was once the vacant corner lot. A new Wellness and Aquatics Complex has opened with two Olympic-sized pools and a third therapy pool, along with a gym and exercise classrooms. Next year we begin construction on a new Performing Arts and Cultural Center with a 500-seat theater to share the corner of the college.

Our other construction projects on the Chula Vista and National City campuses are highlighted in our Citizens' Bond Oversight Committee annual report, which we have incorporated into our district annual report.

This annual report also celebrates the contributions of our Foundation and the efforts of SWC Cares team. The generosity of our community has created even more opportunities to fulfill our students' needs.

We are proud to share the great work of our entire college community, and we thank you for your ongoing support.

A handwritten signature in black ink that reads "Kindred Murillo". The signature is written in a cursive, flowing style.

Kindred Murillo, Ed.D.
Superintendent/President

Budget INFORMATION



FINANCIAL AID 80%

of Southwestern
College students
qualify for
financial aid.



Source: College Navigator

Southwestern College funding comes primarily from state funding sources, with the greatest investment in personnel who serve our students. Greater detail is available on the district website at www.swccd.edu/budgetcentral.

REVENUE: \$121,433,110

FEDERAL: \$3,524,856

STATE: \$79,546,723

LOCAL: \$38,361,531

EXPENSES: \$122,433,110

EMPLOYEE COSTS: \$100,630,758

OPERATING: \$12,018,705

SUPPLIES AND MATERIALS: \$4,979,376

CAPITAL OUTLAY: \$476,979

OTHER: \$4,327,292

EMPLOYEE COSTS: \$100,630,758

ACADEMIC: \$47,095,682

CLASSIFIED PROFESSIONALS: \$30,487,654

EMPLOYEE BENEFITS: \$24,047,422

VACANT POSITIONS – SAVINGS: (\$1,000,000)

Source: Fiscal Year 2017-18 Adopted Budget
General Fund Summary

Southwestern College disburses more financial aid to students than any other community college in San Diego County. The college has also increased the speed in disbursing aid to students—most students now receive their financial aid before classes begin each semester.

Source: California Community Colleges Chancellor's Office
DataMart

EDUCATIONAL GOALS

Nearly half the students attending Southwestern College have a goal to transfer to a four-year university.

Educational Goals from 2013 through 2017:

45.2%	Transfer Other Colleges/Universities
13.3%	Full-time Employment
4.3%	Continue Present Status
0.9%	Military Services
33.6%	Undecided
2.7%	Other

Source: Southwestern College Data Warehouse

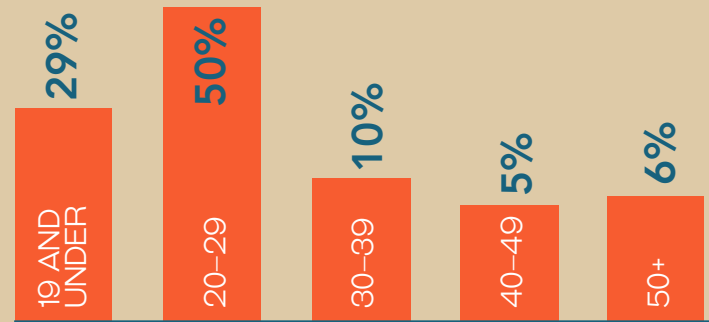
CITY OF RESIDENCE

CITY OF RESIDENCE
(FROM 2013 TO 2017):

Chula Vista	41.5%
San Diego	30.6%
National City	6.0%
San Ysidro	5.6%
Imperial Beach	2.8%
Bonita	2.5%
Spring Valley	2.2%
El Cajon	1.4%
Imperial Beach	0.9%
Less than 1% areas	6.6%

Source: Southwestern College Data Warehouse

ENROLLMENT BY AGE



Source: CCCO DataMart

STUDENT ENROLLMENT BY ETHNICITY

Hispanic:	67.15%
White:	8.72%
Unknown:	6.38%
Filipino:	5.93%
African-American:	4.16%
Asian:	4.03%
Multi-Ethnicity:	3.04%
Pacific Islander:	.38%
American Indian/Alaskan Native:	.20%

Source: California Community Colleges Chancellor's Office DataMart





3D PRINTING PROVIDES 'ENDLESS POSSIBILITIES'

Inside the Mathematics, Engineering, Science Achievement (MESA) program at Southwestern College, Giselle Romo is spending a summer afternoon browsing files and renderings on her laptop of all the different things she can make with one of the program's 3D printers. There's a Stormtrooper figure, an elastic bracelet, a ring and small scales of famous skyscrapers.

"They're endless possibilities," Romo said. "That's really what 3D printing has shown me. If you can think it, you can make it."

After browsing through more files, she finally decides on a small gray geometric shark named "Mr. Jaws."

At first Mr. Jaws is just a rendering on her computer, but Romo can see past her computer screen's pixels to what will become a real object she can hold in her hand after she runs Mr. Jaws' file through a MakerBot 3D printer. First, she examines the rendering on her laptop, rotating it and checking its size, before she transfers the file to the 3D printer. Mr. Jaws will take approximately 26 minutes to go from rendering to object after Romo heats up the 3D printer to 180 degrees Celsius.

At first, the 3D printer doesn't feel much different than a regular office printer. It sounds the same, it looks like a black box and it moves line by line. But instead of releasing ink to blank, white paper, the 3D printer heats up and melts a filament onto the printer bed, and layer by layer starts creating the object.

"I'm a huge Star Wars fan, so I've been trying to print as many Star Wars objects as possible," Romo said. "You can combine this with electronics or computer science, and next thing you know you've built a robot. The vast variety of what it can be used for is amazing."

Romo, an engineering major, is just getting started with 3D printing but is already wondering about how she can parlay it into her dream of working in the aerospace industry. On her cellphone, she pulls examples of ways astronauts and space companies are trying to use 3D printing to build rockets and satellites.

"I never had access to technology this advanced, ever," Romo said. "The fact that Southwestern College has it right now, it's providing an opportunity to all the students, and it provided that opportunity to me."

When Romo isn't creating 3D objects, she's creating relationships and connections as president of the newly revived Society of Women Engineers club at Southwestern College. Romo re-created the club, which is open to any gender, to work together on projects like 3D printing, and help promote women and other minorities in male-dominated STEM fields.

"I noticed that almost every person I looked up to in the STEM field was a man," Romo said. "There's something very encouraging about seeing someone like you in a position you want to be in. I knew that if I felt that way, other women in engineering probably feel that way. I wanted to create a group of support

where anyone who wants to be an engineer or a mathematician or a scientist can come here and say, 'I can do this whether I'm a woman or not.'"

Around campus, students may have seen the Society of Women Engineers on Jaguar Walk during a recent club fair showing off their 3D printed objects or at one of their Star Wars screenings to celebrate May the Fourth. Moving forward, Romo wants to expand the Society of Women Engineers club to establish mentorships with members of the local professional chapter, go on local tech company tours and develop more hands-on workshops.

Romo, admittedly, wanted to go straight to a university from high school, but she struggled to finish all her units due to being sick and visits to the emergency room, so she tested out of high school. Her perspective of Southwestern College changed when she found dedicated mentors and found herself around other students with similar ambitions and goals through the Society of Women Engineers and the Math and Science Club.

"It's not your second choice, it's your second chance," she said. "It doesn't matter what you've gone through, what you've done or what happened to you, this place can give you an opportunity."

Southwestern College's STATE OF-THE-ART RECORDING ARTS AND TECHNOLOGY PROGRAM

On the outside, building 850 at Southwestern College's Chula Vista campus seems like any other building filled with regular classrooms. But inside, students won't find classrooms with rows of desks leading to a white board. They'll enter Southwestern College's \$6 million Center for Recording Arts & Technology.

Inside, students will find four different state-of-the-art, professional recording studios. The main studio includes a motherboard inside Control Room A with more than 45 channels that can track a whole orchestra. The studio space and tracking room is more than 1,600 square feet and can be converted to two separate isolation rooms. On the opposite side of the main studio are smaller, mini-studios used to record professional voice overs or movie sound effects. The program's extensive equipment list would make any audio pro's mouth drop.

"This is a world-class facility, but to our students it's home," said James Henry, program director and professor.

For Alvin Gomez, a recording arts and technology major, this is also where his dreams of becoming a producer and an audio engineer come to life. He's been a part of more than 30 recording sessions, recording everything from classical ensembles to three-piece grunge bands, and has been involved in virtually every aspect of production.

"We do something very unique here," Gomez said. "We basically get taught how to do real-world stuff, the real-world way. Through this program, we've visited recording studios at Walt Disney Animation and Sony Pictures and the flow there is the same here."

The Recording Arts and Technology program, the classes and the day-to-day productions are led by Henry, a Grammy-nominated audio producer and engineer. The program offers a one-year certificate of achievement and a two-year associate of science degree in Recording Arts & Technology.

Today Henry spends his days teaching his students hands-on skills, but in the past he'd spend his days as a producer and engineer working with artists like Prince, Living Colour and Public Enemy. In his more than 40 years of working with major

recording artists and labels, Henry has seen his work top the charts of Billboard Magazine, including being a part of more than 90 Gold and Platinum records.

"It's a complete honor to work with Professor Henry," Gomez said. "You hear other people's stories about how they became successful in this industry, and it's because they had a mentor like Professor Henry."

Students leave the program with open career paths in front of them (some even get hired before they've even graduated). Professor Henry's students run almost every single performance stage at the San Diego County Fair. They've moved to major markets like Los Angeles, San Francisco or Austin, Texas to work for big mixing and production companies. They've been called up by bands they've



Professor James Henry (right) helps student Alvin Gomez with the recording studio's sophisticated controls.

Henry has overseen student-run recordings of more than 800 bands and musicians inside the Southwestern College's recording arts studios – many local to the San Diego area. But artists also have driven down from Los Angeles because of the reputation of the college's studio and the dedicated students who run it.

"It's like I'm teaching people how to fly," Henry said. "I put them in a 787 and we take off. I'm just there to make sure everything is cool. They have the confidence in knowing they're not going to crash because I'm in the cockpit with them, so they can try things. They can hit buttons, they can make different turns and see how it feels."

recorded at Southwestern College to join them on tour to run their sound. Some have even started their own businesses and built recording studios from scratch in Tijuana.

"People and musicians are amazed that my students, in five hours, can meet a band, set the band up, record the band, mix the band, break them down and get them out the door," Henry said. "That is unbelievable to them. I don't even believe it sometimes."



Faculty Spotlight

DIANA ARREDONDO

When Architecture Professor Diana Arredondo was in the fourth grade, the recession hit her family so hard they had to move from San Diego to Tijuana where it was more affordable to live. Her father, who worked as a draftsman and in construction for most of her life, bought a small empty lot and designed and built their home across the border.

"I got to see that process, I got to see my dad sketching and doing the drawings and digging the trenches and pouring the foundations," she said. "It opened my eyes to the fact that someone could just think of something and really build it and make it and then live in it."

Seeing her father build their home in Tijuana was Arredondo's first introduction to the power of architecture and how it can serve communities and families. Since she was a kid she knew she wanted to do something related to architecture. When she returned to San Diego and graduated from Castle Park High School, she enrolled in architecture classes at Southwestern College.

When Arredondo started at Southwestern College, under the guidance of professor Tom Rogo, she took her first design studio classes and fell in love with architectural design.

"I fell in love with the fact that you can take an idea in your head, draw it on paper, create a model and know that one day it could actually be built," she said. "I was fascinated by that, so I decided to go into the design aspect of the field."

But even then in her early career as a student, she knew she wanted to come back and teach. She was a tutor while attending Castle Park High and Southwestern College. She tutored at local libraries and was part of the AmeriCorps program, where she helped elementary school students learn to read.

"I loved that aspect of teaching, being able to help someone and see them understand a complicated concept," she said. "I love the idea of having the opportunity to help students succeed."

Arredondo went on to receive her bachelor's degree from California College of the Arts and her master's degree from University of California, Los Angeles before she returned to Southwestern College six years ago as an architecture professor.

"Our students here are very different than the students at any other community college," she said. "Because of my own life experiences, it's easier for me to connect to my students. I want them to see me as a mentor, not just a professor who makes them do their homework."

Part of developing those mentorships is taking the time to teach her students about career paths, transfer opportunities and scholarships available to them. One of Arredondo's biggest projects as the advisor to the Southwestern College architecture club is their university tour series where they visit all 11 architecture schools in California.

"We want to open our students' eyes so they can see what's out there," she said. "Every single school is different – the environment, the atmosphere, the type of things they teach, so students have to find the right match. We try to do our best to help our students and foster that exploration."

As a result, her students have gone on to transfer to top university architecture programs including California Polytechnic State University, San Luis Obispo; California College of the Arts; University of Southern California; Yale; and Harvard. Many of them go on to have careers, not just as licensed architects, but also as graphic designers, industrial designers, furniture designers and telemedia professionals.

"Learning how to think creatively opens up a lot of doors for them," she said. "Yes, we teach them how to design a building, how to put them together and how to create construction documents. But we teach them about the thought process behind it all."



Counselor Spotlight

ABDIMALIK BUUL

If you're looking for Abdimalik Buul at Southwestern College, you might find him in his counselor's office helping a student figure out their major or a certificate program. You may find him inside a classroom teaching a Personal Development class for the Umoja (formerly The Exponential Learning Academy) African-American learning community.

If you couldn't find him there, you might find him serving in his role as co-chair of the Southwestern College Black Alliance. He might be leading a workshop and helping students who have been academically disqualified. He may be meeting with the students for one of the clubs he advises – the Umoja club or the Muslim Student Association.

You might find him studying for his educational psychology doctorate program through the University of Southern California. If he's not on campus that day, it may be because he's taken a group of Umoja students on a Historically Black Colleges and Universities tour.

While Buul may be switching gears and roles from day-to-day and often even hour-to-hour, all these things that keep him busy have one thing in common: they're driven out of his dedication to help students succeed.

"I push my students to be excellent," he said. "It comes with resistance sometimes because a lot of them are not used to being pushed like that. I'm holding them to a different standard that no one has held them to before."

In his Umoja Personal Development classes, Buul specially teaches his courses from a black and afro-centric perspective to help students see that greatness among themselves is possible. Buul, who is one of the only three Somali community college counselors in the state, points them to the success in their cultures and heritage.

"All the heroes they're taught about from K-12 don't look like them, all the inventors that they're taught about don't look like them," he said. "The people who teach them don't look like them. That's why it's important for them to be in this program, to see counselors and professors that look like them. It's important that that imagery and critical consciousness is built into students."

For Buul, part of helping coordinate Umoja and being a professor in that learning community is coming to terms with the realities that many of his students might be facing. Most are first-generation students, some have records, some come from broken homes, some are single parents, some are older than he is.

"I sent one of my students to USC in two years and she was a young mother," he said. "In Umoja, we deal with the impacts of the African-American community, so I have to really be delicate in how I teach my students. But I will still demand excellence. Sometimes they may not be used to that. They may hate me now but they'll love me after."

There are many things Buul attributes to his dedication to student success and providing them opportunities. Buul's father was an imam, a Muslim preacher, who served and helped the community and instilled those same values in him at a young age. Buul is also a product of the community college system, having graduated from Mesa College. He knew firsthand the hurdles students go through and the importance of mentors.

"I want to be a person that connects with people, a person that's passionate about uplifting people," he said. "Here, we're in the position of support. That's the beauty of our job, we're here to impact the lives of our students."

Southwestern College

HIGHER EDUCATION CENTERS

HIGHER EDUCATION CENTER AT NATIONAL CITY

It was a year of new at the Higher Education Center at National City. A new two-story building expansion; a new redeveloped Center for Business Advancement; new classes; and new educational opportunities for the City of National City.

The new Plaza Building brought long-awaited science laboratory and a large lecture classroom to National City. The state-of-the-art facility provides the medical assisting students with a brand new clinic. Inside the clinic, students gain the full experience of being a medical assistant, including simulated patient reception and clinical treatment areas.

The center's signature programs also celebrated new successes. The Dental Hygiene Program expanded its curriculum to include new training on interim therapeutic restorations. A new remediation course was added to the Dental Hygiene post-graduate studies program. The

Medical Laboratory Technician Program students achieved a 100 percent pass rate on their national certification exam and many graduates even secured employment prior to graduation. The Medical Office Professions Program increased its clinical externship sites by 20 percent which allowed the program to expand the number of students it serves.

The National City campus is also home to the Center for Business Advancement, which houses grant-funded economic development programs. These programs include the San Diego & Imperial Small



The community joined Southwestern College to celebrate the grand opening of the Plaza Building in February.

Business Development Center (SBDC) Network, the San Diego Contracting Opportunities Center (SDCOC) and the San Diego Center for International Trade Development (CITD). In total, the programs have created \$339,871,520 in economic impact (a mix of sales, contract, capital); created 1,560 jobs; and served more than 2,550 businesses.



Paramedic students lead hands-on workshops on how to perform CPR during Otay Mesa's 10th anniversary celebration.

HIGHER EDUCATION CENTER AT OTAY MESA

This year, the Higher Education Center at Otay Mesa celebrated its 10th anniversary and a decade of student success, especially among some of Southwestern College's signature programs. In addition to its signature programs, Otay Mesa also supports the Administration of Justice program, the third most popular major at Southwestern College. Throughout the past 10 years, the center has served thousands of students and each program has had its own success, including:

- Nursing and health occupation students volunteered more than 7,000 hours and provided more than 5,000 flu shots in a partnership with Sharp and Kaiser hospitals.
- The Emergency Medical Technician (EMT) program has provided American Heart Association certification for health care professionals to more than 2,500 students.
- The EMT program has certified more than 2,100 first responders, and almost 2,000 graduates have been certified as EMTs.
- The Paramedic program has had more than 235 students and each graduate has had a 100 percent pass rate on their national exam.
- The Police Academy has graduated nearly 300 students.
- The Fire Science program is home to the only Wildland Fire Technology program in the region and has graduated close to 500 students.

HIGHER EDUCATION CENTER AT SAN YSIDRO



San Ysidro students added university visits to their activities this year as part of the First Year Experience.

The Higher Education Center at San Ysidro continues to evolve its services, thanks to feedback from its students. This year, the center launched its own First Year Experience Program, a program for recent high school students with no college coursework that sets them on pathways to success. The program included dedicated counseling, a mentorship program and field trips to UCLA, UC Irvine and CSU Long Beach. The center continues to be a transfer-driven institution by exposing students to transfer opportunities and developing the most Student Education Plans of any of the other Higher Education Centers. This year the center also strengthened its relationships with San Ysidro High School and Southwest High School to continue to find ways to better serve its community of students. In October, the center held a community forum where students and community members contributed ideas to the possible expansion of the center.

CROWN COVE AQUATIC CENTER

Many students trade their textbooks for surfboards and paddleboards when they take classes at the Crown Cove Aquatic Center (on weekends, you'll even find Southwestern College employees out on the water.) Students learn aquatic sports from San Diego professionals. Situated on the picturesque Silver Strand State Beach in Coronado, the Crown Cove Aquatic Center offers water recreational courses and certificates to the entire community. Its certified staff lead students through paddleboarding, kayaking, sailing and surfing courses on the San Diego Bay and the Pacific Ocean and promote a safe and entertaining aquatic education.

At its annual open house on May 21, 2017 hundreds of community members took over the Silver Strand State Beach to enjoy free paddling, sailing and kayaking. The open house was in conjunction with celebrating National Safe Boating Week and included informational booths and live entertainment.

The center is also a designated American Heart Association Community Training Center, which allows the center to give safety certificates and training in CPR, first aid and automated external defibrillator. As a service to San Diego County, the center also provides private lessons and aquatic youth camps for children ages seven to 17.



Students experience yoga on the water.



FORMER GANG MEMBER TRANSFERS WITH FULL-RIDE SCHOLARSHIP TO *UC San Diego*

From age 15 to 20, Steve Whiting spent many years in and out of prison and jail. He did half a year in juvenile hall, half a year in county, a year in the penitentiary. He served time for a slew of different charges from assault, to robbery, to gang activity.

"When I say I grew up different, that was my reality," Whiting said. "That was my normal. For so many years I thought that's all that life was."

Whiting was in and out of gangs from his early teens. He said gang life starts small, hanging out with a certain group of people. Then it slowly starts with a series of events that snowball into more serious involvement. First, another gang jumps your friends, so you go jump someone in their gang. Then they shoot at one of your friends, and your involvement becomes deeper and deeper.

"It's this normalized life of gang activity," Whiting said. "It doesn't happen overnight, but by 15 or 16, I was pretty into it but the consequences hadn't come yet."

Then one day, Whiting said he had an "awakening." He was at home, recently out of jail, about to smoke some weed, and realized he had no one to call to come over and smoke with him.

"Everyone I knew that I grew up with was either dead or locked up," he said. "I had to sit there and think about that. I knew at that moment that something wasn't right. This can't be life."

Those were the two paths he could lead, and while he knew he needed a change, he didn't know what yet. Then he remembered what his mother told him. How she always pushed him to go to school, even after a tumultuous high school experience.

Fast forward to Friday, May 26, 2017. Steve Whiting walked across the stage at DeVore Stadium and graduated from Southwestern College with a life of prison, drugs and gangs behind him. His road forward includes transferring to UC San Diego with a full-ride scholarship through the Chancellor's Associates Scholars program.

Whiting isn't an overnight success. He grew up in the gang-heavy San Diego neighborhoods of Emerald Hills and Skyline. Being shot at, hanging out in front of a house and getting into fights with other gangs wasn't unusual. When he was 14, his

best friend was killed in a drive-by shooting.

"The opportunities where I grew up weren't a lot," he said. "You saw what was regular life for people who lived there. It seemed like the only options were being a gang member, a drug dealer or end up in jail or dead. That was what reality was."

Whiting was bounced from many different high schools because of his academic and social problems and eventually graduated from Morse High School.

"I wasn't into school when I was in high school," Whiting said. "I was dealing with another reality that was contradicting what they were saying in school."

That reality was Whiting looking around his neighborhood and asking himself how do poor black people around here make money? The answer wasn't always education.

"Selling drugs, robbery, we learned those things because that part of life was glamorized," Whiting said. "We see the older homies with their cars and pretty girls and the music and the parties, but you don't see the reality until later when you're going to funerals and getting locked up yourself."



That's the side of the game that doesn't get talked about."

One of the first people who helped guide him when he arrived at Southwestern College was Janelle Williams, his first counselor. When he first enrolled at Southwestern College, Whiting immediately placed into remedial English and math courses—not the strongest start for someone still figuring out education. But Williams helped him to not get discouraged, told him to try again and to keep moving forward.

"That's why having ethnic counselors and minority counselors are important, so hopefully students from different backgrounds can talk to someone who identifies with them, that looks like them."

Today, Whiting said that the "old Steve" would barely recognize the "new Steve," and it's still hard for him to process how far he's come. He says he remembers vividly running from the police, being shot at, days being locked up. He doesn't try to forget those days or leave them behind. Instead, he uses them to empower himself and remind himself how hard he needs to work.

HOME OF THE JAGUARS



Transfer Spotlight

ANGEL RAMIREZ

Angel Ramirez had a problem. It was different than any of the other academic problems he'd faced, like graduating Hilltop High School with a 2.1 GPA or dropping out of Southwestern College when he was 18.

This problem was unique to his academic career. After enrolling at Southwestern College in 2014, he was having a hard time choosing which university to transfer to. He had been accepted to six of the top schools in California: UC Berkeley, UC Davis, UC Riverside, UCLA, UC San Diego and UC Santa Cruz.

Ramirez ended up choosing UC Berkeley because of the robust financial aid package they were offering and because of the eager welcome he received from the university. He began classes in fall 2017 after living in San Diego for all 23 years of his life.

"I couldn't have done this without Southwestern College," he said. "I give a lot of the credit to this campus for pushing me and making me challenge myself and better myself as a person and as a student."

Ramirez is just one of many students who transferred from Southwestern College to four-year universities. While Southwestern College students' acceptance rate to many private universities, like Point Loma Nazarene University, has increased, most transfer students still head to a California State University or University of California. Throughout the past five years, Southwestern College has sent 2,994 students to a California State University and 540 to a University of California, according to CSU and UC data.

A big part of the reason Ramirez was able to transfer was because of his involvement in the Puente Project. The Puente Project helps underrepresented students transfer to a four-year university by giving them specialized counseling and mentors that helps them create success plans. Ramirez started his career at Berkeley as a proud product of that program and with a Puente Transfer Scholarship he received when he graduated Southwestern College.

"I want to represent Southwestern College," he said. "A lot of us are transferring, but there can always be more. I look forward to beating the statistics and getting out of here. I want to show my family that I can do it and I want to lead by example for other students of color. I want to show them that it's possible. There are opportunities out there if you apply yourself."

As a student at Berkeley, Ramirez wants to use the strong academic foundation he built at Southwestern College to represent his community and to continue his success as a transfer student.

What's his advice to other Southwestern College students looking to transfer to one of the best schools in the country?

"Find that intrinsic motivation," he said. "What are you doing this for? People want to make a good living, but that'll only get you so far. What's your passion? Find that and channel that through your academics. Be intentional with your time and your academics. Give all your classes 100 percent."

Jag Kitchen Launches

A CARING MOVEMENT

Wondering where their next meal is coming from is no longer a concern for hundreds of Southwestern College students. In the 2016 fall semester a team of caring students and employees launched the Jag Kitchen Food Pantry with not much more than passion and purpose.

Spearheaded by Child Development Center Director Patricia Bartow and the Family Studies Department, the Jag Kitchen has grown from nothing into a nationally recognized student food pantry. Stocked with donations from the Jacobs & Cushman San Diego Food Bank, employee payroll deductions collected by the Southwestern College Foundation, personal donations from churches, Girl Scout troops and other non-profit groups and even donation drives conducted by prisoners at Donovan State Prison, the Jag Kitchen has become a home away from home for students.

The Jag Kitchen shares space with the Family Studies workroom, which also doubles as a small kitchen and lounge. Students are able to drop in for breakfast Monday through Thursday and are able to pick up items from the pantry twice a week. The pantry's popularity has grown, from serving about 100 student meals each week to more than 500 student meals each week.

It has meant the difference between student success and dropping out of school.

"A lot of students here, like me, have kids and they're single moms," said Dolores Perez, sociology major. "So there is a big need. I can't keep going during the day without food and still be studying. It's made me stay here longer and my grades are changing."

Recognizing the need, the food pantry has expanded to the Higher Education Center at National City. There, the Jag Kitchenette, serves 140 students a week.

More than feeding students, however, the Jag Kitchen helped launched the SWC Cares initiative at the college. All

of the wrap around services offered by the college, including tutoring, personal wellness, counseling, financial aid, veterans' services and child care now have a single website presence:

www.swccd.edu/SWCcares.

The website spawned a new, poster-size resources guide with phone numbers and emails that was distributed this spring to every faculty member and employee for posting around the campus and Higher Education Centers. Students just walk up to the poster, snap a photo of the resources they need and get in immediate contact with staff who can help.

Looking at students' needs beyond the classroom has been a top priority for the Southwestern College Governing Board. This year the board conducted a housing insecurity workshop to gather data on the number of students who are homeless and to find solutions. They have also advocated for college programs, like the Jag Kitchen and most recently the SWC Cares emergency grant.

With a \$25,000 contribution from the Associated Student Organization, students are eligible to apply for emergency grants. In a little under a year, 61 students have received the grants for such things as paying for utilities, car repairs, rent and school supplies.

"These emergency grants have meant the difference between staying in school and dropping out," said Patti Larkin, director of financial aid and veterans' services. "Many of these students already receive financial aid, but one unexpected turn of events can derail their academic careers. We don't want that to happen."

Bartow, of the Jag Kitchen, has seen students who attend the food pantry regularly blossom. She has been able to connect them with many more services, helping students continue their educational journey.

"They just need to know that people care, and that there's hope and they don't give up," Bartow said.



Andrea Muñoz, a former student worker and current part-time employee with the Jag Kitchen, serves food at the Jag Kitchen's breakfast bar.

Prop R & Z ANNUAL REPORT

LETTER FROM THE CHAIR

On behalf of the members of the Proposition R Citizens' Bond Oversight Committee, it is my pleasure to present our annual report.

South County voters were extremely generous in their overwhelming support of Proposition Z in November 2017. This new \$400 million general obligation bond will allow Southwestern College to continue upgrading facilities throughout the district.

Several large projects have already opened to students and community. New science and medical labs at the Higher Education Center at National City opened in January 2018 that will help meet the growing need for the classrooms needed to complete some of the college's most popular science and health profession majors.

The 75,000-square-foot Wellness and Aquatics Complex also opened in January and houses the new gymnasium, two Olympic-size pools, a third therapy pool and fitness classrooms. The wellness and aquatics complex will also be home to the Health First Fitness Club where community members can participate in the fitness classes.

More projects are on the way, and I encourage you to see the updates outlined in the next couple pages of this report.

As the community representatives to Propositions R and Z, we welcomed two new members to the Citizens' Bond Oversight Committee: student representative Christine Amezcua and at-large community representative J.C. Hurtado-Prather. Additionally, at-large community representative Andrew McKercher was selected to serve another two-year term. I also had the honor of being selected for a second two-year term as a taxpayer organization representative.

We welcome you to find out more about our progress by going to our website: www.swccd.edu/propr. You can request a presentation to your community group, have your name added to our mailing list or leave a comment.

Thank you for your continued support of the students of Southwestern College.

Matt Yagyagan
Chair
Proposition R and Z Citizens' Bond Oversight Committee

CITIZENS' BOND OVERSIGHT COMMITTEE MEMBERS

Christine A. Amezcua
Student Representative

Lucas Rathe
Business Representative

Michael Govea
Advisory or Foundation Representative

J.C. Hurtado-Prather
At-Large Community Representative

Andrew McKercher
At-Large Community Representative

Matt Yagyagan
Taxpayer Organization Representative

Robert (Bob) Muff
Senior Citizen Group Representative

ANNUAL PERFORMANCE AND FINANCIAL AUDITS

The independent auditing firm of The Pun Group conducted an audit of the internal controls, finances and performance of Proposition R. In a report provided to the Governing Board, the auditing firm has found the district's internal financial controls to be in compliance with Government Auditing Standards.

The objectives of the performance audit are to review Proposition R expenditures, determine if Proposition R funds were used for the purposes set forth in the ballot measure and to comply with the California Constitution and Proposition 39. The auditing firm found Southwestern College to be in compliance of all material respects and in compliance with the performance requirements of Proposition 39.

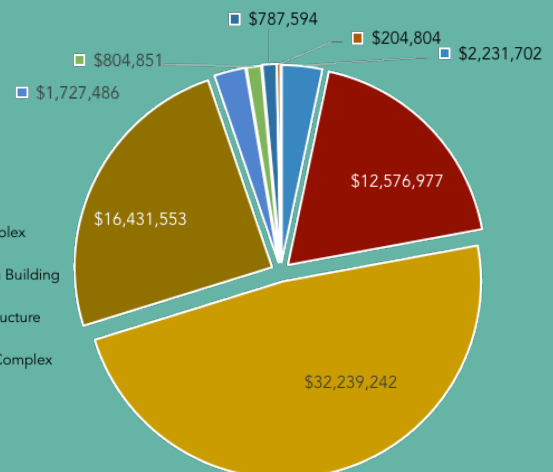
Furthermore, there are no findings or questioned costs related to the performance audit of the Bond Fund for the year ended June 30, 2017.

ABOUT PROPOSITIONS R AND Z

Proposition R is the \$389 million general obligation bond approved by voters in 2008. Proposition Z is the \$400 million general obligation bond. Proceeds from the bonds are to be used for the construction/reconstruction and/or rehabilitation of facilities, including the furnishing and equipping of facilities, acquisition, or lease of real property for its facilities and construction management by district personnel.

EXPENDITURES PER PROJECT

- 802009 - Program Management
- 802021 - National City HEC Phase II
- 802025 - Wellness and Aquatics Complex
- 802029 - Math Science & Engineering Building
- 802039 - Hydronics Piping and Infrastructure
- 802024 - Performing Arts & Security Complex
- 802032 - Utility Infrastructure
- 802999 - Other



Proposition R Bond Expenditures July 1, 2016 – June 30, 2017

Prop R & Z Project Updates

ANNUAL REPORT

SECURITY COMPLEX

College Police will have a new headquarters that includes new secure parking for police vehicles and equipment. The new building, which will be located in parking Lot B, includes office space, meeting rooms, a customer service counter, locker rooms, an armory, emergency communications/security monitoring and a secure vehicle parking/sally port. The single-story structure will cost \$6.8 million.

PROJECT STATUS: Division Design accepted by Department of State Architect. Construction scheduled fall 2018.

PLAZA BUILDING

The new two-story Plaza Building opened in January with four new science labs, a medical assisting clinic, a large lecture classroom and a community room. Also new to the project is an outdoor plaza and a second-story outdoor terrace that provides places for students to sit, study and socialize between classes.

PROJECT STATUS: Complete



MATH, SCIENCE & ENGINEERING BUILDING

Tons of steel and cement have risen in the interior of the Chula Vista campus as the Math, Science & Engineering Building begins to take shape. The design of the two buildings will highlight the theme of "Science on Display," ensuring all classrooms, shared spaces and study areas are viewable and accessible. Designed for LEED Silver, the new buildings will contain 15 classrooms, a rooftop telescope platform, the Math, Engineering, Science Achievement (MESA) program and will recreate the beloved turtle pond.

PROJECT STATUS: Under construction, scheduled opening spring semester 2019.

WELLNESS & AQUATICS COMPLEX

Built on the corner of East H Street and Otay Lakes Road, the 75,000 square-foot facility contains a gymnasium, fitness labs, cardio workout rooms, multiple team locker rooms and classrooms. It's also home to two Olympic-sized swimming pools and a 25-meter therapy pool. In a grand opening ceremony held in January, community members sat on the pool deck to listen to grateful student athletes telling them the impact the new facility has on their careers.

PROJECT STATUS: Complete



PERFORMING ARTS & CULTURAL CENTER

The construction trailers that supported the Wellness & Aquatics Complex have been moved away and planning is complete for the Performing Arts & Cultural Center, which will also occupy the corner entrance to the Chula Vista campus. A 500-seat theater will be the centerpiece of the building, but a two-story lobby will allow for stunning artwork to be on display. Supporting facilities, including a black box theater, ample storage area for constructing and storing props, as well as versatile classroom space will meet the needs of the college's arts programs for years.

PROJECT STATUS: Project documents signed by Division of State Architect. Construction estimated to begin in summer 2018.

Message FROM THE SWC FOUNDATION BOARD CHAIR



Since 1982, the Southwestern College Foundation has supported educational excellence at Southwestern College by raising funds for scholarships and college programs and by developing strong community partnerships.

As a former bi-national student who lived and attended school in San Ysidro, I am particularly thankful for the access to higher education Southwestern College provides to our community. I continue to live in San Ysidro and work to ensure all students in our district have the resources they need to reach their educational goals.

On behalf of the Southwestern College Foundation Board of Directors, we would like to thank every donor, business and employee who is a partner in this important work. We could not do this without you.

Sincerely,
Ricardo A. Macedo
Chairman, Southwestern College Foundation

BOARD OF DIRECTORS

Melyn Acasio, Sofia Corona, Patti Finnegan, Ruben Garcia, Carlos Gomez, Ben Green, David Hoffman, Lisa Johnson, Mery Lopez-Gallo, Joseph Martinez III, Hank Murphy, Jesse Navarro, Gustavo Perez, Cynthia Reyna, Halé Richardson, Jean Roesch, Mitch Thompson

Alumni Spotlight

CHULA VISTA MAYOR MARY S

Before Mary Casillas Salas ever walked through the halls of the California State Capitol as an assembly member, before she became the first Latina to serve on the Chula Vista City Council and before she was ever elected to her current position as the first Latina mayor of the City of Chula Vista in 2014, Salas was a student at Southwestern College.

Salas, like many of the students who attend Southwestern College, was at a tremendous turning point in her life. At the age of 37, Salas found herself divorced with two daughters. She was forced to redefine herself after 17 years of marriage, most of which she spent as a stay-at-home mother with a few part-time retail and banking jobs along the way.

"I looked at my life and I thought to myself, 'what do I want my life to be like in the future and what kind of life do I want my children to have?'" Salas said. "In order for me to provide for my children and provide for myself in a very independent way where I would never be dependent on anyone again, I needed to go back to school."

Salas first enrolled in two classes in the summer of 1985—tennis and a Mexican American history course. She wasn't alone, however, because her fresh-out-of-high school daughter, Michelle, also enrolled as a freshman with her. Her other daughter, Sarah, was still in high school and a few years away from becoming a student at Southwestern College herself. Salas' nights at home turned into study sessions with both her daughters.

"I remember the three of us studying together in the family room," she said. "Everyone had their different homework and we would all take turns fighting over the word processor."

As an older student, Salas developed a plan to get through Southwestern College, but she didn't want the easy way through. She picked tough professors who she knew would challenge her. She finished her requirements quickly and graduated with honors before transferring to San Diego State, where she would graduate magna cum laude with a degree in social work.

"With every little success I gained more confidence in myself," she said. "Getting an education and seeing the successes that you build for yourself allows you to take further steps and to challenge yourself more."

Salas embodies so many of the non-traditional students who have walked through Southwestern College, wondering what more their lives can become. For Salas, most of her professional accomplishments happened after the age of 40.

"I believe in life-long learning and life-long challenges," she said. "If people challenge themselves, they'll be surprised at the strength that they can find within themselves."

Southwestern College's impact on her gives Salas a deep, emotional attachment to the only



SOUTHWESTERN COLLEGE FOUNDATION

Southwestern College Foundation is dedicated to raising friends and funds that support all aspects of educational advancement at Southwestern College. Established in 1982, the foundation is a charitable 501 (c)(3) organization that uses funds to:

- Build the College's endowment
- Guarantee scholarships for future generations
- Promote student success
- Enrich the student learning experience.

The Foundation is committed to supporting educational excellence at Southwestern College and decreasing the economic insecurity of students by raising money for scholarships and emergency grants to students who experience unforeseen financial hardship.

SALAS

community college in the South Bay that has been serving Chula Vista and the surrounding communities since 1961.

"If there hadn't been a community college, if it had just been SDSU, it would have been very, very difficult to for me to complete my education," she said. "I am eternally grateful for Southwestern College."

Even it wasn't for the connection that Salas has with Southwestern College, she said she is grateful for how the college enriches the community she serves, including providing opportunities for students who are looking to transfer to a four-year university and for community members looking to develop their personal skills.

"Southwestern College was there for me and it's there for whoever wants to access it," Salas said. "You will never be stuck if you want to do something more with your life because you'll always have Southwestern College."



Roll Call!

SWC FAMILY

Reunion

Special Events

\$164,860

Friends Contributions

\$180,277

Employee Giving

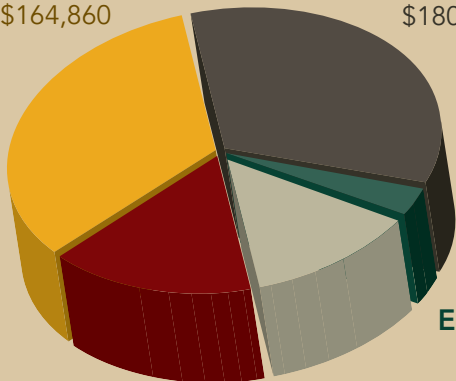
\$16,482

Grants

\$80,000

In-Kind

\$39,667



Show your Southwestern College pride by completing the alumni survey on our webpage. Just as your life was elevated, we are confident you will elevate the hopes and dreams of others by sharing your story of success and empowerment that began at Southwestern College.

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

Griselda A. Delgado
President

Roberto Alcantar
Vice President

Norma L. Hernandez
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Tim Nader
Governing Board Member

Nora E. Vargas
Governing Board Member

Rudolph Villegas
Student Trustee

Kindred Murillo, Ed.D.
Superintendent/President



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.

The Southwestern Community College District does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, disability, age, or marital status in any of its policies, procedures, or practices. This nondiscrimination policy covers admission, employment, and access to all college programs and activities. Questions about the Rehabilitation Act of 1973, Section 504, and student grievances should be directed to the Dean of Student Services, at 619-482-6369. Title IX inquiries should be directed to the Title IX Administrator, at 619-482-6329. Inquiries regarding Equal Employment Opportunity and other nondiscrimination policies and procedures should be directed to the Vice President for Employee Services, 619-482-6329.

To request this material in an alternate format, contact Disability Support Services at (619) 482-6512 or TTY (619) 482-6470