

ACCJC Annual Report 2025

Due: April 11, 2025

Support Contacts

For technical support:

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Background: About the ACCJC Annual Report

In accordance with federal regulations and the Commission [Policy on Monitoring Institutional Performance](#), ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Report (AR) is one of the tools used for this process. Using institutions' self-reported data, the ACCJC Annual Report collects headcount information to monitor institutional growth (including growth in distance and correspondence education) and institution-set standards for key indicators of student achievement, licensure exam pass rates, and job placement rates.

To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2025 survey questions at <https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions-1.pdf>.

Technical Notes for the 2025 Annual Report Survey

The 2025 Annual Report collects data for the three-year period that includes 2021-2022, 2022-2023, and 2023-2024.

Additional information and data definitions are provided in the instruction text where relevant.

All questions with an * are required.

If a question is not applicable, please enter n/a.

If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.

Answers are saved automatically, and can be accessed and revised as many times as needed prior to submission.

Use the "Section Navigator" buttons on the next page to jump between sections.

Submitting the 2025 Annual Report Survey

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, the College ALO and the individual completing the survey (if different) will receive email confirmation of submission and a copy of the survey responses. ACCJC will forward a final PDF copy of the Annual Report to the ALO and CEO for final review (and adjustment, if needed). If no corrections or adjustments are needed, the PDF copy will stand as the final, certified copy of the Annual Report.

This is the Section Navigator which will allow you to jump to any sections of the survey. You can complete the sections in any order and if you need to return to the main page, please use the back button.

To begin or return to a section, please click the **Answer** button.

The **Next** button at the bottom of this page will bring you to the final page of the survey. You will not be able to proceed until all sections of the survey have been completed.

If you can't complete a section in one sitting, click **Back** to navigate back to the section navigator to complete a different section.

Questions marked with an * are required.

Confirm college name:

Southwestern College

Name of individual preparing report:

John Elder

Phone number of person preparing report:

619-421-6700

Email of person preparing report:

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For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

2021-2022

25,042

2022-2023

25,228

2023-2024

28,654

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	25,042	25,228	28,654
% Change from Prior Year:		0.74%	13.58%

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2021-2022

21,609

2022-2023

23,488

2023-2024

26,032

6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	21,609	23,488	26,032
% Change from Prior Year		8.70%	10.83%

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)
Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution’s ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution’s unique mission.

American Sign Language-CT (01486)
Art History for Transfer-AA-T (01215)
Basic Musicianship-CT (02544)
Communication-AA (A1470)
Computer Aided Design and Drafting-Advanced-CT (A2576)
Culinary Arts-AS (A1825)
Culinary Arts: Cooking Essentials-CP (A1826)
Drone Technology and Applications-CP (A1826)
Emergency Medical Technology-CT (02342)
Entry Level Firefighter-AS (02844)
Entry Level Firefighter-CT (02843)
Environmental Horticulture-AS (02604)
ESL Communication-CT (01411)
Family and Child Services-CP (02724)
Film Television and Media Arts Production Special-ADV-CT (02534)
Financial and Investment Services Specialty-CT (B2027)
Financial Services-CP (02028)
Golf and Sports Turf Management-CT (02602)
Hotel Management-AS (A2991)
International Business---Basic (A2119)
International Business---Intermediate-CT (02039)
Intersegmental General Ed Transfer Curriculum (IGETC) (00065)
Legal Interpretation and Translation--Basic (English/Spa (A2449)
Marketing and Sales-CT (C2113)
Marketing-AA (01160)
Paralegal Studies-CT (A2518)
Pathway to Law School-CT (02261)
Professional Cooking-CT (A1824)
Project Management-CP (02276)
Public Administration-AA (01860)
Restaurant and Foodservice Management-AS (B1821)
Social Work and Human Services-AA (B1890)
Spanish Proficiency-CP (01461)
Spanish-to-English Associate Teacher Certificate-CP (02723)
Sustainable Energy Studies-AS (02472)
Theatre Arts - Technical Theatre-CT (A2539)
Travel and Tourism Management-AS (A2997)
Urban Studies-AA (A1980)
Yoga Teacher Training - 200 Hour-CT (01363)
Anthropology-AA (01720)
Associate in Arts in Economics for Transfer-AA-T (01195)
Biology for Transfer-AS-T (01514)
Business Administration 2.0 for Transfer-AS-T (01106)
Child and Adolescent Development for Transfer-AA-T (01751)
Computer Aided Design & Drafting---Basic-CP (02569)
Event and Convention Management-AS (A2994)
Fitness Specialist Certification---Basic-CP (01361)
Geography for Transfer-AA-T (01775)
Geology for Transfer-AS-T (01785)
GIS---Continuing Students/Working Professionals-CP (01771)
History for Transfer-AA-T (01795)
History-AA (01790)
LA: Emphasis in Math and Science (Option 1)-AA (01378)
LA: Emphasis in Math and Science (Option 2 or 3)-AA (01870)
LA: Social and Behavioral Science (Option 1)-AA (01377)
Law, Public Policy, and Society for Transfer-AA-T (01847)
Leadership and Supervision---Basic-CP (A2117)
Literature-AA (A1400)
Mathematics for Transfer-AS-T (01585)
Spanish for Transfer-AA-T (01462)

7. Do you offer Distance Education?

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

Yes

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are offered 100% in the distance education modality in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2021-2022

18,906

2022-2023

16,999

2023-2024

18,073

7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	18,906	16,999	18,073
% Change from Prior Year		-10.09%	6.32%

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7d. Total unduplicated degree-applicable headcount enrollment in distance education in the last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are offered 100% in the distance education modality in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2021-2022

18,171

2022-2023

16,164

2023-2024

17,734

7e. The table below shows an auto-calculation of year-to-year changes in degree-applicable distant education for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	18,171	16,164	17,734
% Change from Prior Year		-11.05%	9.71%

7f. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in degree applicable distance education courses in a single year, please explain below. Enter N/A if this does not apply.

N/A

7g. % of all students that took at least one degree applicable distance education course:

2021-2022

72.6%

2022-2023

64.1%

2023-2024

61.9%

7h. % of all degree applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2021-2022

42.2%

2022-2023

36.6%

2023-2024

36.1%

8. Do you offer Correspondence Education?

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above).

No

8a. Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above).

8b. The table below shows an auto-calculation of year-to-year changes in correspondence education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:			
% Change from Prior Year		%	%

9a. Does your institution participate in Title IV funding?

Yes

9b: List the current Graduation Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

30%

9c: List the current Transfer Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, click on View School and scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

29%

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

N/A

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

<https://www.swccd.edu/administration/institutional-research-and-planning/data-dashboards.aspx>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#)

Score

7

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website? (100 words)

Southwestern College supports continual improvement and innovation aligned with ACCJC Standards and guidelines for data transparency by posting the most recent five (5) academic years of student achievement data (e.g., headcount and enrollments, course success, degrees and certificates awarded, transfers to four-year institutions, student learning outcomes, etc.) on its public website. Users may disaggregate these data by various factors, including race/ethnicity, gender, modality, and location. SWC also posts reports and plans (e.g., annual fact book, student equity plan, etc.) including narratives discussing the data. SWC annually reviews its posted data resources to identify potential improvements and makes changes accordingly.

12. Course Completion Rates

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2021-2022	2022-2023	2023-2024
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	66%	67%	67%
12b. List your stretch goal (aspirational) for successful student course completion rate:	70%	70%	70%
12c. List the actual successful student course completion rate:	70%	68%	67%

13. Does your college offer Certificates for 16 or more units/credits?

For the purposes of the Annual Report, report only certificate awards for 16 or more units.

Yes

13a. Type of Institutional-set standard for certificates: (Please select one option from the menu):

Number of certificates

13. Certificates

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	625	620	638
13b. List your stretch goal (aspirational) for certificates:	658	652	672
13c. List actual number or percentage of certificates:	624	665	778

14. Type of Institutional-set standard for associate degrees: (Please select one option from the menu):

Number of degrees

14. Associate Degree (A.A./A.S.)

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	1824	1912	1960
14b. List your stretch goal (aspirational) for degrees:	1920	2013	2063
14c. List actual number or percentage of degrees:	2160	2046	2269

15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No

16. Does your college offer a Direct Assessment Program? (*Direct Assessment is a form of Competency Based Education as discussed in ACCJC's [Policy on Competency Based Education](#). ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students.*)

No

17. Does your college offer Transfer Programs?

Yes

17a. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

17. Transfer

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1,379	1,433	1,456
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1,451	1,509	1,533
17c. List actual number or percentage of students who transfer to a 4-year college/university:	1,638	1,436	1,563

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Our institution has programs that meet these conditions.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program

Associate Degree in Nursing

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

90

2021-2022 Pass Rate

89

2022-2023 Pass Rate

90

2023-2024 Pass Rate

97

Program

Certified Nursing Assistant

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

95

Stretch (Aspirational) Goal (%)

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

2023-2024 Pass Rate

100

Program

Dental Hygiene

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

95

Stretch (Aspirational) Goal (%)

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

2023-2024 Pass Rate

100

Program

Dental Hygiene

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

95

Stretch (Aspirational) Goal (%)

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

2023-2024 Pass Rate

100

Program

Emergency Medical Technician

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

69

Stretch (Aspirational) Goal (%)

72

2021-2022 Pass Rate

67

2022-2023 Pass Rate

81

2023-2024 Pass Rate

94

Program

Licensed Vocational Nursing

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

93

Stretch (Aspirational) Goal (%)

98

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

2023-2024 Pass Rate

100

Program

Paramedic

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

95

Stretch (Aspirational) Goal (%)

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

2023-2024 Pass Rate

93

19. Does your college offer Career and Technical Education Programs?

Yes

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Our institution has programs that meet these conditions.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program

Accounting - 050200

Institution-Set Standard (%) (Floor)

70.5

Stretch (Aspirational) Goal (%)

74.2

2021-2022 Job Placement Rate

71.4

2022-2023 Job Placement Rate

67.9

2023-2024 Job Placement Rate

76.5

Program

Business Administration - 050500

Institution-Set Standard (%) (Floor)

75.5

Stretch (Aspirational) Goal (%)

79.5

2021-2022 Job Placement Rate

70.3

2022-2023 Job Placement Rate

76.6

2023-2024 Job Placement Rate

73.9

Program

Business Management - 050600

Institution-Set Standard (%) (Floor)

70.5

Stretch (Aspirational) Goal (%)

74.2

2021-2022 Job Placement Rate

76.9

2022-2023 Job Placement Rate

64.0

2023-2024 Job Placement Rate

77.8

Program

Management Development & Supervision - 050630

Institution-Set Standard (%) (Floor)

34.5

Stretch (Aspirational) Goal (%)

36.3

2021-2022 Job Placement Rate

29.4

2022-2023 Job Placement Rate

62.5

2023-2024 Job Placement Rate

91.7

Program

Real Estate - 051100

Institution-Set Standard (%) (Floor)

53.6

Stretch (Aspirational) Goal (%)

56.4

2021-2022 Job Placement Rate

60.0

2022-2023 Job Placement Rate

68.0

2023-2024 Job Placement Rate

68.4

Program

Office Technology/Office Computer Applications - 051400

Institution-Set Standard (%) (Floor)

66.2

Stretch (Aspirational) Goal (%)

69.6

2021-2022 Job Placement Rate

60.5

2022-2023 Job Placement Rate

80.0

2023-2024 Job Placement Rate

86.4

Program

Television (Including Combined TV/Film/Video) - 060420

Institution-Set Standard (%) (Floor)

69.3

Stretch (Aspirational) Goal (%)

72.9

2021-2022 Job Placement Rate

65.2

2022-2023 Job Placement Rate

75.0

2023-2024 Job Placement Rate

90.0

Program

Website Design & Development - 061430

Institution-Set Standard (%) (Floor)

40.8

Stretch (Aspirational) Goal (%)

42.9

2021-2022 Job Placement Rate

54.6

2022-2023 Job Placement Rate

40.0

2023-2024 Job Placement Rate

66.7

Program

Automotive Technology - 094800

Institution-Set Standard (%) (Floor)

76.2

Stretch (Aspirational) Goal (%)

80.2

2021-2022 Job Placement Rate

76.2

2022-2023 Job Placement Rate

91.3

2023-2024 Job Placement Rate

79.2

Program

Construction Inspection - 095720

Institution-Set Standard (%) (Floor)

75.3

Stretch (Aspirational) Goal (%)

79.3

2021-2022 Job Placement Rate

75.0

2022-2023 Job Placement Rate

84.6

2023-2024 Job Placement Rate

82.4

Program

Graphic Art & Design - 103000

Institution-Set Standard (%) (Floor)

64.1

Stretch (Aspirational) Goal (%)

67.5

2021-2022 Job Placement Rate

80.0

2022-2023 Job Placement Rate

61.5

2023-2024 Job Placement Rate

90.0

Program

Medical Assisting - 120800

Institution-Set Standard (%) (Floor)

65.7

Stretch (Aspirational) Goal (%)

69.1

2021-2022 Job Placement Rate

66.7

2022-2023 Job Placement Rate

80.8

2023-2024 Job Placement Rate

90.6

Program

Surgical Technician - 121700

Institution-Set Standard (%) (Floor)

85.1

Stretch (Aspirational) Goal (%)

89.6

2021-2022 Job Placement Rate

90.9

2022-2023 Job Placement Rate

100.0

2023-2024 Job Placement Rate

100.0

Program

Registered Nursing - 123010

Institution-Set Standard (%) (Floor)

85.6

Stretch (Aspirational) Goal (%)

90.1

2021-2022 Job Placement Rate

90.0

2022-2023 Job Placement Rate

100.0

2023-2024 Job Placement Rate

94.7

Program

Certified Nurse Assistant - 123030

Institution-Set Standard (%) (Floor)

77.8

Stretch (Aspirational) Goal (%)

81.9

2021-2022 Job Placement Rate

77.6

2022-2023 Job Placement Rate

66.7

2023-2024 Job Placement Rate

82.5

Program

Dental Hygienist - 124020

Institution-Set Standard (%) (Floor)

88.1

Stretch (Aspirational) Goal (%)

92.7

2021-2022 Job Placement Rate

91.7

2022-2023 Job Placement Rate

95.7

2023-2024 Job Placement Rate

100.0

Program

Emergency Medical Services - 125000

Institution-Set Standard (%) (Floor)

87.3

Stretch (Aspirational) Goal (%)

91.9

2021-2022 Job Placement Rate

91.2

2022-2023 Job Placement Rate

80.0

2023-2024 Job Placement Rate

88.3

Program

Paramedic - 125100

Institution-Set Standard (%) (Floor)

87.4

Stretch (Aspirational) Goal (%)

92.0

2021-2022 Job Placement Rate

95.7

2022-2023 Job Placement Rate

92.3

2023-2024 Job Placement Rate

91.3

Program

Culinary Arts - 130630

Institution-Set Standard (%) (Floor)

68.1

Stretch (Aspirational) Goal (%)

71.7

2021-2022 Job Placement Rate

66.7

2022-2023 Job Placement Rate

68.2

2023-2024 Job Placement Rate

64.7

Program

Hospitality - 130700

Institution-Set Standard (%) (Floor)

69.1

Stretch (Aspirational) Goal (%)

72.7

2021-2022 Job Placement Rate

100.0

2022-2023 Job Placement Rate

63.6

2023-2024 Job Placement Rate

57.1

Program

Family Studies - 130800

Institution-Set Standard (%) (Floor)

63.9

Stretch (Aspirational) Goal (%)

67.3

2021-2022 Job Placement Rate

65.6

2022-2023 Job Placement Rate

75.2

2023-2024 Job Placement Rate

75.9

Program

Paralegal - 140200

Institution-Set Standard (%) (Floor)

77.3

Stretch (Aspirational) Goal (%)

81.4

2021-2022 Job Placement Rate

92.3

2022-2023 Job Placement Rate

85.0

2023-2024 Job Placement Rate

75.0

Program

Human Services - 210400

Institution-Set Standard (%) (Floor)

69.4

Stretch (Aspirational) Goal (%)

73.1

2021-2022 Job Placement Rate

80.0

2022-2023 Job Placement Rate

77.8

2023-2024 Job Placement Rate

66.7

Program

Administration of Justice - 210500

Institution-Set Standard (%) (Floor)

79.5

Stretch (Aspirational) Goal (%)

83.7

2021-2022 Job Placement Rate

75.0

2022-2023 Job Placement Rate

86.4

2023-2024 Job Placement Rate

75.7

Program

Forensics, Evidence, & Investigation - 210540

Institution-Set Standard (%) (Floor)

78.8

Stretch (Aspirational) Goal (%)

82.9

2021-2022 Job Placement Rate

76.9

2022-2023 Job Placement Rate

100.0

2023-2024 Job Placement Rate

90.0

Program

Police Academy - 210550

Institution-Set Standard (%) (Floor)

84.1

Stretch (Aspirational) Goal (%)

88.5

2021-2022 Job Placement Rate

83.3

2022-2023 Job Placement Rate

92.3

2023-2024 Job Placement Rate

100.0

Program

Fire Technology - 213300

Institution-Set Standard (%) (Floor)

77.6

Stretch (Aspirational) Goal (%)

81.6

2021-2022 Job Placement Rate

76.2

2022-2023 Job Placement Rate

75.0

2023-2024 Job Placement Rate

77.3

Program

Legal & Community interpretation - 214000

Institution-Set Standard (%) (Floor)

63.3

Stretch (Aspirational) Goal (%)

66.6

2021-2022 Job Placement Rate

75.0

2022-2023 Job Placement Rate

63.6

2023-2024 Job Placement Rate

92.9

20. Please use this text box to provide any comments or context regarding the data submitted in this report (optional, no word limit).

Note on question 6b. Degree Applicable Credit Program:

Due to recent developments we are more capable of accurately identifying declared student majors. This method uses active programs that lead to degrees and was used to identify programs that experienced an increase or decrease of 50% or more in enrollment. Previously, Southwestern College had used headcount in subjects that offered at least one degree applicable course.

Of the programs listed 73% of them had prior year enrollment that was 50 or fewer students and only three programs actually experienced decreases in enrollment.

Note on question 8. Correspondence Education:

The Restorative Justice Program was the only program that offered correspondence education at Southwestern College. In April of 2020 the program pivoted from primarily face-to-face courses to correspondence education due to COVID-19. As COVID-19 has become less prevalent among the incarcerated population, the Restorative Justice Program has transitioned back face-to-face education. This transition coupled with restrictions on electronics allowed in California's prisons has resulted in Southwestern College no longer offering correspondence education.

Note on question 12. Institution Set Standard - Course Completion:

Southwestern College calculates successful course completion using the California Community Colleges Chancellor's Office Credit Course Retention/ Success Rate Summary Report for Fall only. This is because the Chancellor's Office only provides success rates by term and the Fall term has traditionally had more enrollments.

Note on question 17. Institution Set Standard – Transfers:

Southwestern College has started using internal data to identify students who transferred to another institution. Using National Student Clearing House we are able to quickly and accurately identify students who transfer to another college, where previously we relied on external reports that may not have been available at the time of reporting.

Note on question 19a. Institution Set Standard – Employment Rates:

Only TOP codes with a count of at least 10 completers were included in reporting. Additionally, "Health Professions, Transfer Core Curriculum (TOP Code 126000)" has been excluded from reporting. This data reflects two different data sources, Perkins Core Indicators IV (2017-18 and earlier) and Perkins Core Indicators V (2018-19 and later). The 2017-18 and earlier data is not used directly in reporting, but is used in the calculation of Institutional Set Standards. The ISS is calculated using a 5 year average and includes data from Perkins IV. If the methodology changed, the numbers may not be comparable.

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved. (max 200 words)

Fundamental to supporting recent successes has been a realignment of the campus into a 'Fields of Study' (FoS) model and the creation of student success teams (SST). The Academic Senate worked with discipline faculty to create eight FoS that include 1.) Applied Technology & Hospitality Management, 2.) Arts, Communication, Design & Media, 3.) Business, 4.) Education, Humanities, Social & Behavioral Sciences, 5.) Exploration and Personal Growth, 6.) Health, Wellness, & Public Safety, 7.) Languages & Literature, and 8.) Math, Science, & Engineering. The SSTs are comprised of a FoS Dean, Lead Instructional and Counseling faculty member, Success Coach, Student Ambassador, and a Data Liaison. The teams work to examine equity gaps, plan interventions, and host outreach events. For example, Data Liaisons analyzed student success and achievement data, disaggregated by program to identify equity strengths and gaps in the top three performing programs, and the three programs with the most opportunities for improvement. The information was presented to their respective SSTs, and as a group, they discussed strategies utilized by the program that were excelling and leveraged this information to create interventions for the programs in need of support. This Spring 2025, the SSTs are implementing these interventions.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)

One area of professional development that would support the institution in achieving its success goals within the next three-year cycle could be best practices for how to grapple with the use of AI in the learning environment.

Final Step

Thank you for completing the survey. Please take a moment to review your submission. If you need to make any changes, you can click the back button or the navigation buttons below. When you are ready, please click the submit button at the very bottom on the survey.

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Thank you for your submission!

ACCJC emails copies of the final submission to the ALO and CEO of each institution. Please contact support@accjc.org if your institution does not receive a final copy.