

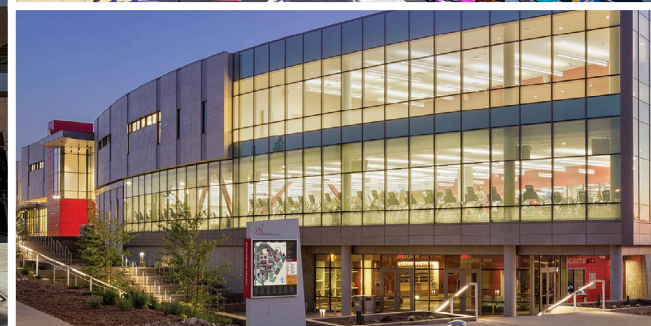


Midterm Report

Submitted by:
Southwestern College

900 Otay Lakes Road
Chula Vista, CA 91910-7299

To:
**Accrediting Commission for
Community and Junior Colleges**
October 2025



Certification

To: Accrediting Commission for Community and Junior Colleges


From: Mark Sanchez, Ed.D., Superintendent/President
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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

 9-15-2025

Mark Sanchez, Ed.D., Superintendent/President 09/15/25

 9/15/25

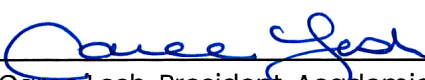
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A. REFLECTIONS ON CONTINUOUS IMPROVEMENT SINCE THE LAST COMPREHENSIVE REVIEW

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Southwestern College (SWC) has continued to make improvements and innovations since the drafting of the last comprehensive peer review with a focus on structure—both internally and physically. Internally, the campus has embraced the Guided Pathways movement by institutionalizing “Jaguar Pathways.” Jaguar Pathways is Southwestern College’s version of the California Community College Chancellor’s framework to create clear pathways for students to achieve their academic and career goals. To do this, the College District supported a complete reorganization of Academic and Student Affairs that began in Spring 2023.



In Academic Affairs, departments were aligned with a Fields of Study model ([A.1.1](#)). The Academic Senate worked with discipline faculty to create eight fields of study 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.

In addition, a new Academic Dean position was created and filled to support the new model.

Student Affairs underwent a complete reorganization ([A.1.2](#)) and hired more than twenty (20) new positions, including Field of Study Success Coaches and Enrollment Success Specialists (Classified and Administrative professionals) to support the Fields of Study model and the creation of Student Success Teams (SST). The Student Success Teams are composed of the following:

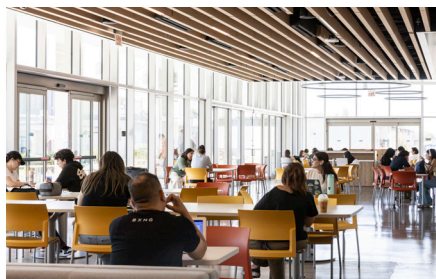
- Instructional Lead
- Counseling Lead
- Field of Study Success Coach – The Field of Study Success Coach serves as the main point of contact for a field of study (FoS)/Pathway, providing case management and referral services to students while collaborating with faculty, counselors, and staff to implement student success interventions. The role involves supporting student success, monitoring academic data, and coordinating student engagement activities.
- Data Liaison
- Field of Study Dean

SSTs provide holistic support, engagement, and interventions throughout the student journey, designed to promote collaborations between student services and academic affairs ([A.1.3](#)). SSTs utilize data to plan and implement practices that increase completions and retention, and also close equity gaps. By continuously leveraging data and fostering collaboration, SSTs are not only driving immediate improvements in student success but are also establishing a sustainable framework that will ensure long-term progress for years to come.

Not only has the campus undergone significant internal improvements and innovations, but physical as well. The College District has allocated funds for the construction of three new buildings, which include:

1. Student Union ([A.1.4](#))

According to the SWC Bond Management document, the new Student Union “will complete the heart of campus by offering a range of activities and spaces for students to gather, socialize, and interact with their peers. Balancing a number of small discrete spaces with larger flexible spaces [the new facility] will support student and campus programs and activities ranging from quiet study to casual dining, to formal events.”



Furthermore, “the new facility stands to replace the existing Student Union and Cafeteria buildings (66A, 67A) and consolidate the various programs and additional student life spaces that include the Associated Student Organization (ASO), Book Store (56A), Cares Hub, Culinary Arts, Learning Communities, Health and Personal Wellness and Veteran Resource Center (18A-101).”

2. Landscape and Nursery Technology Complex (A.1.5)

The Landscape and Nursery Technology complex is located inside the South Bay Botanical Gardens on the Chula Vista Campus. The entire complex has been redesigned and upgraded to include buildings, classrooms, laboratories, garden spaces, and greenhouses. The complex will offer students and the community a rich resource for teaching and learning about design, construction, maintenance, nursery production, and all kinds of landscape-related professions.



3. Instructional & Discovery Complex (IDC) (A.1.6)

The Instructional & Discovery Complex (IDC) provides a highly effective general-use instructional space for a range of teaching and learning spaces, including a new state-of-the-art planetarium, lecture classrooms, active classrooms for hands-on learning, and collaborative spaces for peer-to-peer interaction and instructional projects. These



spaces support programs in Astronomy, Business, Computer Information Systems, Social Sciences, Humanities, English as a Second Language, and World Languages. Class labs and faculty offices that support these programs have been coordinated as Areas of Study in support of the Guided Pathways Initiative. In addition, the center shares instructional space with a University Center, creating an efficient use of space for both the College District and various 4-year university programs.

The internal and physical structural improvements will have a direct impact on equitable outcomes and educational quality. By fully integrating the Jaguar Pathways model via Fields of Study and Student Success Teams, students are receiving focused, tailored support and opportunities that coincide with their majors and educational goals. The addition of new physical spaces will provide state-of-the-art spaces for students to engage in their coursework and connect to their community. Coupled together, these exciting innovations and improvements support the campus mission to be the premier institution of higher learning in Southern San Diego County by providing “quality academic programs, comprehensive student support services that ensure equitable access, and clear pathways to student success.”

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

In January 2021, Southwestern College completed its last comprehensive review. The ACCJC Action letter from January 27, 2022 indicated that the Commission acted to Reaffirm Accreditation for 18 months and required a Follow-Up Report that would address compliance regarding Standard I.B5 ([A.1.7](#)). To meet the standards, the Commission required the College to incorporate analysis of disaggregated data into program review and evaluation of goals and objectives, student learning outcomes, and student achievement including disaggregation by program type, mode of delivery, and location. The workgroup tasked with addressing the resolution of Standard I.B.5 created a plan to:

1. Improve the availability of disaggregated data
2. Create and facilitate training, and
3. Streamline processes for integration of disaggregated student learning outcome data and student achievement data into program review by program type, mode of delivery, and location.

To improve the availability of disaggregated data integrity and reliability, issues in SWC's student learning outcomes data management system were corrected from 2019 through 2020. As a result, disaggregated SLO data is available as follows:

- Disaggregation by program is available for all terms
- Disaggregation by modality and by location is available for Summer 2016 and all following terms
- Disaggregation by race/ethnicity and by gender is available for Fall 2019 and all following terms
- Disaggregation by age and by economically disadvantaged status is available for Spring 2020 and all following terms

In order to facilitate effective campus-wide training for the use of disaggregated SLO data, SWC created two SLO coordinator positions to manage and oversee 15 SLO liaisons who work directly with program faculty on the analysis of SLO data in program review. In Spring/Summer of 2022, the SLO Coordinators and the Academic Senate President developed a training that empowers SLO liaisons to help faculty with the creation of program review proposals.



Finally, a three-part process was streamlined to integrate disaggregated student learning outcome data into program review by program type, mode of delivery, and location. The process included:

1. Campus-wide messaging about the importance of using disaggregated data in program review
2. A validation process carried out during the program review cycle to ensure that student achievement and SLO data have been disaggregated, analyzed, and integrated into program review, and
3. An updated rubric used by the Program Review Prioritization Taskforce. The new area added to the rubric emphasizes the use of data when requesting resources to support goals.

The Follow-Up Report was submitted in March 2023, and the college received a Statement of Reaffirmation from the ACCJC on June 15, 2023 ([A.1.8](#)).

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

The creation of the Student Success Teams has been instrumental for the campus to deepen its practices for continuous improvement. The 2024 Accreditation standards emphasize a focus on meaningfully reviewing disaggregated data, identifying equity gaps, and engaging in planning and improvement to close gaps (Standard 1.3). The Student Success Teams help to carry out this work specifically by leveraging the Data Liaisons. For example, Data Liaisons were tasked with conducting an in-depth analysis of disaggregated program data to identify equity strengths and gaps in the top three performing programs, as well as in the three programs with the most opportunities for improvement in relation to student success and completion ([A.1.9](#)). The Data Liaisons presented the information to their respective Student Success Teams in collaborative discussions. The teams then discussed and identified strategies using the programs that were excelling and leveraged this information to create interventions for the programs needing additional support. On October 18, 2024, all of the Student Success Teams gathered together to present their data and interventions ([A.1.10](#)). The Student Success Teams started implementing these interventions in the Spring 2025 semester.

The building creation outlined (in A1) has been a visual representation of the transformation of the SWC campus that aligns with the 2024 Accreditation standards. Specifically, Standard 3.8 states that “The institution constructs and maintains physical resources to support and sustain educational services and operational functions.” The new Student Union, which includes a state-of-the-art Culinary Arts teaching facility utilizing the most recent technological innovations available in the profession, exemplifies this standard. The space will contain both a savory and baking kitchen, along with demonstration and classroom space. This is a huge transformation for the Culinary Arts programs, as originally, students were sharing the cafeteria after hours and using the field house snack bar as a lab space. The new Student Union will be the new heart of the campus by offering a much-needed third space where students can gather, socialize, and interact with their peers. This will foster a sense of belonging and community (Standard 2.8).

The improvements to the Landscape and Nursery Technology Complex align with Standard 1.1: Institutional Mission and Effectiveness and are another transformative impact on our campus, not only for the students as outlined in section A1, but also for the community. The Botanical Gardens is a hidden jewel of the South San Diego Community and with the significant renovations and improvements, they will continue to provide a welcoming space for students and community members to enjoy a diverse garden. This fulfills one of the core values of Southwestern College to “bridge the gap between higher education, civic engagement and economic wellbeing to the community we serve.”



The Instructional & Discovery Complex (IDC) is a teaching and learning complex that is also aligned with both Standard 1.1 and Standard 3.8. This complex will contain thirty-four classrooms and eight computer labs that will serve the Schools of Business; Education, Social, & Behavioral Sciences; as well as the disciplines of English as a Second Language and World Languages. A highlight of this complex is the investment in thoughtful ADA spaces and



seating, alongside a state-of-the-art American Sign Language laboratory and classroom. These spaces demonstrate the College District's commitment to equity and align with Standard 3.4 to "enhance its educational services and operational functions through the effective use of fiscal resources" and "support and sustain the mission and promote equitable achievement of student success." The intentional design was also applied to the new Planetarium, the central feature of the new complex. The Planetarium features a new digital telescope and will provide a gateway to the solar system for students and the community. In addition, a University Center is located in the Instructional & Discovery Complex (IDC). This center will offer students a unique opportunity to pursue Bachelor's degrees while remaining in the South County community.

B. REFLECTIONS ON INSTITUTION-SET STANDARDS AND OTHER METRICS OF STUDENT ACHIEVEMENT

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

After a review of the 2024 ACCJC Annual report, it was determined that SWC has met its floor standards in Course Completion, Certificates, Associate Degrees, Transfers, and Licensure Exam Pass Rate (with the exception of Medical Lab Technician). Of the 28 programs where the employment data is available, eight (Business Administration, Culinary Arts, Hospitality, Paralegal, Human Services, Administration of Justice, and Fire Technology) did not meet floor standards regarding Job Placement Rate ([B.1.1](#)).

The areas that exceeded stretch goals include Certificates, Associate Degrees, Transfers, and Licensure Exam Pass Rate (with the previously noted exception), and eighteen of the twenty-eight programs offered exceeded stretch goals in regard to Job Placement Rate.

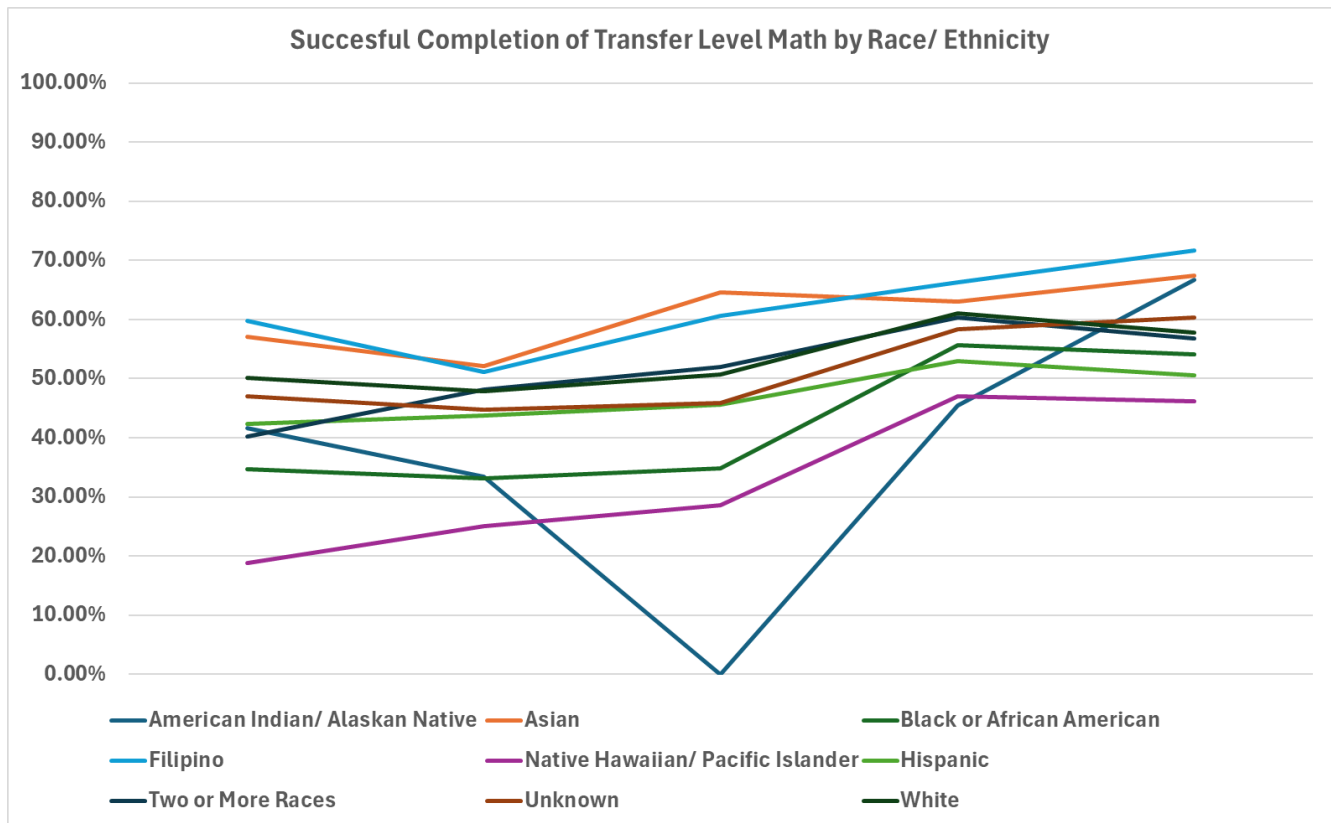
An analysis of patterns and trends of Institution Set Standards was conducted by institutional research in the Fall of 2024 ([B.1.2](#)). Course Completion has shown a relatively flat trend over the last five years. In respect to Certificates, there has been an upward trend overall with a substantial dip in academic year 2021-22 which was likely a result of the Covid-19 pandemic. For Associate Degrees, there has been a steady increase over the last five years with the exception of a slight dip in academic year 2022-23, again likely a result of the Covid-19 pandemic. Transfers have shown a relatively flat trend over the last five years with the exception of a slight dip in academic year 2022-23, likely a result of the Covid-19 pandemic. Licensure Exam Pass Rate has demonstrated consistently high performance with most disciplines reaching a 100% pass rate every year over the last three years. Overall, the Job Placement Rates of the twenty-eight programs have consistently increased over the past five years. Only 5 had employment rates below 70%, and only one of those was below 60%. Culinary Arts and Fire Technology are the only programs that have not made the floor standard in all reported years. Interestingly, their performance is not exceptionally low. These programs have employment rates from 65% to 77%. However, their goals are relatively high. This may indicate that at one time these programs performed exceptionally well and have since not been able to maintain that level of performance.



An additional data point analyzed was the Successful Completion of First Year Transfer Level Math and English ([B.1.2](#)). Over the most recent five-year period, there has been a steady decline in the First Year Transfer Level English completion rate from 68% down to 61%. During the same five-year period, there has been a steady increase in First Year Transfer Level Math completion rate from 44% to 54%.

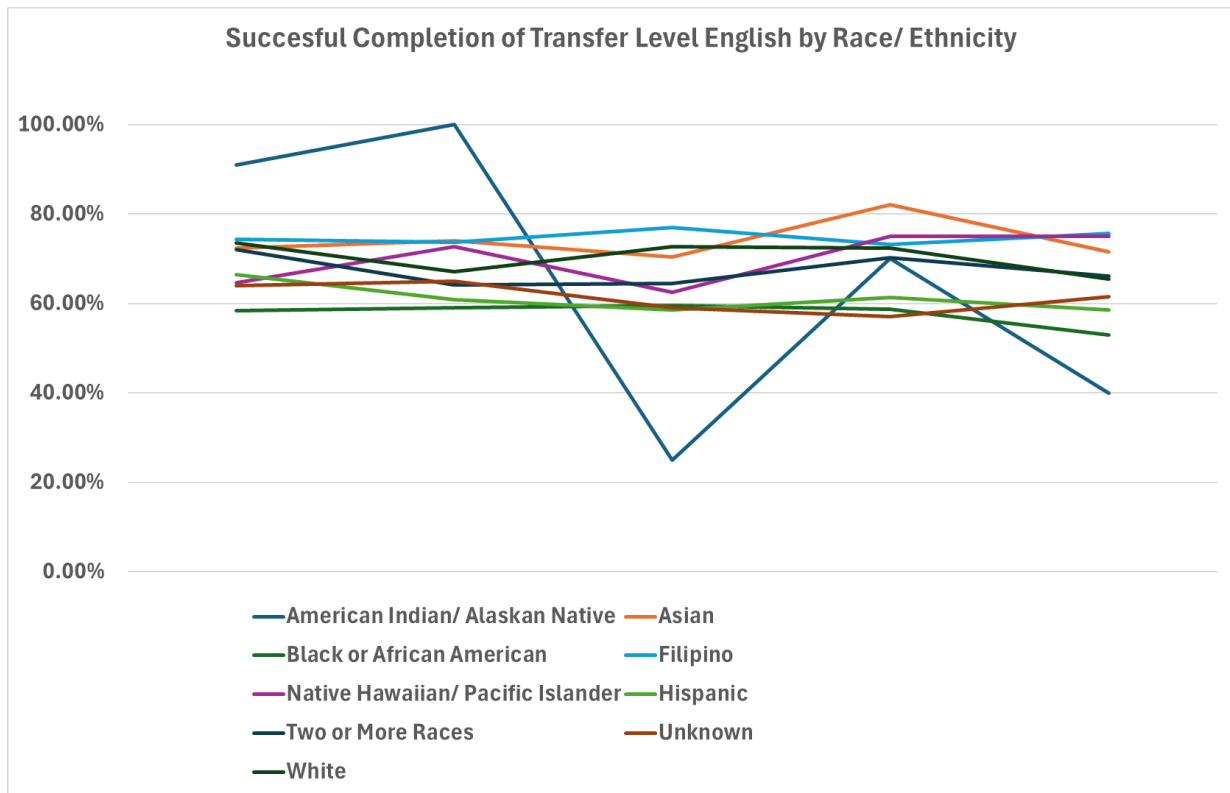
Math

The overall trend shows an increase in the successful completion of First Year Transfer Level Math, increasing from 44% in 2019–20 to 54% in 2023–24. This increase is seen in every category, ranging from an 8% increase in completion in Hispanic and White populations, a 10% increase in Asian populations, and more than a 10% increase in every other category.



English

In First Year Transfer Level English, the ENGL success (AY 2019–20, 68% success) slipped significantly during the pandemic and never fully bounced back. The data show, that year, more students than ever before attempted ENGL 115. As a result, we closed a persistent equity gap for Latino/Hispanic students in this course. Since then, we have seen an increased demand for fully online ENGL courses. This fall, fully online courses comprised a little over 40% of the ENGL schedule. One reason for the decline in transfer-level ENGL success rates is the low and worsening success rates in fully online ENGL 115 compared to in-person. In AY 2023–24, there was an 18.7-point gap in success rates between in-person and online ENGL 115 courses. This gap certainly accounts for the majority of the overall decline (–7 points over 5 years) in First Year English success shown in the report.



2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

A thorough review of disaggregated data highlighted some notable outcomes and trends within Course Completion, Certificate Completion, Degree Completion, Transfers, and First Year Transfer-Level Math and English ([B.1.2](#)).

Course Completion

Most racial/ethnic subgroups have remained consistent over time with only small variations of 1-4 percent changes from year to year. There have been larger changes in the American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Unknown, and White populations. The College's American Indian/Alaskan Native and Hawaiian Pacific Islander populations tend to be relatively small. This last fall, the College had fewer than 100 American Indian/Alaskan Natives. Although larger, the Hawaiian/Pacific Islander population still only accounts for 0.4% of the college's total enrollments. These are small populations that could have large changes due to slightly higher or lower enrollments or success rates.

Somewhat more concerning are the trends in students who identify as Unknown. There were roughly 600 students in Fall 2022 and 1,000 students in Fall 2023, and their course success rate fell by 7% from 2021 to 2022, and an additional 2% in 2023. From their high of 74% course success, these students dropped 9%.

Although the trend for students who identify as White is concerning for 2023, this could be due to inauthentic/fraudulent students. Recently, the college has experienced a glut of White students signing up for online courses, only to never show up for any sessions after financial aid is dispersed. Initially, these students were thought to be authentic enrollments, but this trend has persisted. It is believed these may be inauthentic enrollments trying to fraudulently collect financial aid. While it is extremely difficult to differentiate authentic from inauthentic enrollments, the college has developed a process that has been effectively helping to mitigate this situation.

Certificate Completion

What is most notable about Certificate Completions is the growth of White and Filipino students as a percentage of the overall certificates awarded. These two groups have grown to be almost 20% of the certificates awarded over the last 5 years. Simultaneously, decreases have been seen in the percentage of certificates awarded to Black/African American students and Hispanic students. This seems odd; there have been increases in the number of Hispanic students receiving certificates, yet they are a smaller percentage of all students receiving certificates.



Degree Completion

The interesting pattern evident in Degree Completions is the growth of students who identify as Filipino receiving a percentage of degrees. The percentage of Black/African American students receiving degrees has also increased slightly. The percentage of White students receiving degrees has actually decreased over time. Hispanic students have also decreased as part of the overall percentage of degrees awarded.

The demographics of the college itself have remained fairly consistent over the past 5 years, although there has been some decrease in the College's Hispanic population. It went from 68.5% in 2021-22 to 65.1% in 2023-24. The decrease in White students receiving degrees is just as perplexing. This group has seen little fluctuation as a percentage of the College's population. The percentage of White students receiving a certificate did decrease in 2023-24.

Transfers

The transfer data shows that the percentage of White students who are transferring to other colleges has been declining since 2019-20. This is interesting because the percentage of enrollment and headcount of White students has remained fairly consistent over time. However, this could be a reflection of previously mentioned headcounts/enrollments. Back in 2017-18 and 2018-19, White students made up 11.9% and 10.4% of the student population, respectively. However, 2019-20 could be an odd outlier. After all, it is the only year where there is a relatively large shift in the makeup of students transferring.

First Year Transfer- Level Math and English

The successful completion of transfer-level English is relatively stable for most racial/ethnic groups. There is a decrease for White students in 2023-24. There is also a slight decrease for Black/African American students in 2023-24 and students who identify as Two or More Races. Asian students also had a decrease in the percentage successfully completing Transfer Level English. The trend for American Indian/Alaskan Natives is very inconsistent. This is mostly due to small population sizes. In three of the five years this population was fewer than 10.



All racial/ethnic groups have experienced increases in the percentage of students successfully completing Transfer Level Math since 2021-22. This is really good news. It should be noted that although the rates are higher for all groups since 2021-22, there have been slight decreases in 2023-24. White, Two or More Races, Native Hawaiian/Pacific Islander, Hispanic, and Black/African American students all experienced decreases in the successful completion of transfer-level Math. The upside is that these are relatively small decreases, not more than 3%.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

In response to the patterns and trends reflected in B1-2, the college has made many innovations and improvements to support equitable student achievement. For example, Equity Coaches were reestablished to provide support to faculty across the district in Spring 2025. Equity Coaches build on concepts, strategies, norms, and values learned in SWC's Advancing Equity Teaching Academy to provide faculty in their own schools with support equitizing their syllabus and their lesson plans, and by doing so, engage faculty in rethinking their approach to center the learner and the learning process.



In Spring 2025, SWC began to pilot Communities of Practice across the district. The pilot includes two cohorts: one consisting of Advancing Equity Teaching Academy Scholars (graduates) currently serving as Equity/Faculty Success Coaches or AETA mentors, and the second consisting of Languages and Literature faculty. Leveraging the ASCEND platform, participating faculty invite their students to respond to a survey three times during the semester, asking them about learning conditions (e.g., Belonging Certainty, Identity Safety, Self-Efficacy, etc.) in the classroom. The faculty are then able to look at where they have gaps in their data and are provided with learning resources and strategies on how to close those gaps. During the full rollout in Fall 2025, cohorts across multiple fields of study will be led by a faculty community lead, who will supplement the process with the strategies and approaches from the Advancing Equity Teaching Academy.

In addition to this, specific work has also been centered within the Math and English departments.

Math

SWC began implementing AB705 in 2019, which allowed all students a transfer-level option in their placements. Students who would have previously been placed below transfer-level were now given the option to enroll in a transfer-level math class that had a corequisite support class, giving these students 2 extra contact hours each week with their professor. Each of these support sections also had an embedded tutor through the Power Study Program to ensure that students had extra support within the classroom and outside the classroom as well. The Math and Computer Science Department was given some reassigned time during the implementation of AB705 and AB1705, and faculty worked on collecting data regarding success rates, student workload, time spent in tutoring, etc. Faculty also polled students and held focus groups for students enrolled in pre-transfer-level classes to see what additional resources are needed by these students to be successful. Based on the results of this research, gaps in Algebraic knowledge were addressed through the following: 1) offering noncredit refresher courses, 2) creating a self-paced Canvas shell utilizing OER (Open Education Resources) textbooks, 3) offering tutoring workshops, 4) offering Calculus with support, 5) offering intermediate Algebra, and 6) creating noncredit prealgebra courses.



Furthermore, beginning June of 2024, a year-long Math Community of Practice experience was established, with three facilitated convenings throughout the year, and group “huddles” conducted by STEM Leader and Educator, Dr. Roni Ellington. In addition, participants were trained and participated in peer coaching to help build internal structures of support. The program was designed to provide Math faculty with support as they navigate the implementation of AB705 and AB1705, while also assisting them with honing their skills and learning additional ways to effectively support students.

English

The English Department is in active discussions about ways to curb the continued growth of online ENGL 115 and preparing to very conservatively shift more sections back to in-person as new classroom facilities become available. A reasonable goal is to hold online ENGL at 40% of what is typically scheduled, and the department is close to that number in recent fall terms. The proportion of online ENGL sections in spring terms is a bit high at 47%. There have been requests for more professional development around engagement and retention in online courses as well as a desire for the college to implement a mandatory Canvas orientation for students the first time they enroll in an asynchronous course. The department chair is actively monitoring success trends in first-year ENGL and sharing the data during the department meetings for faculty feedback.

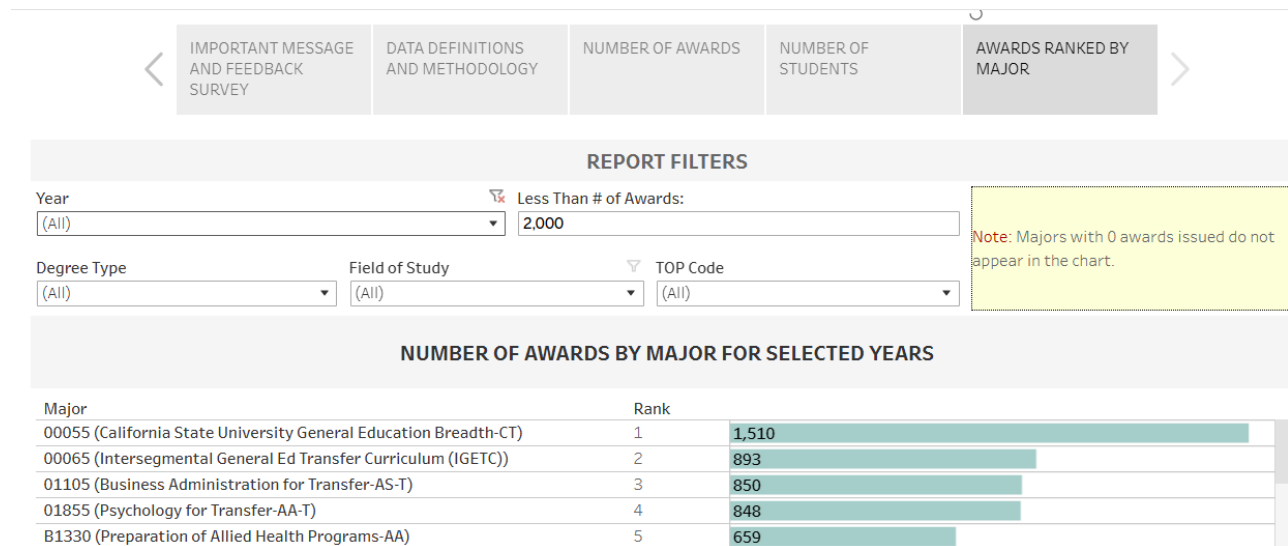
In response to the request for more professional development, the Languages and Literature Field of Study is piloting a Community of Practice series – a recurring meeting for faculty to develop their teaching craft in ways that promote student success. During the meetings, faculty discuss institutional and course-specific data and share equity-minded classroom interventions with one another. These meetings will give faculty concrete ideas for responding to data trends and continuing to develop equitable learning environments for all students.

C. REFLECTIONS ON ASSESSMENTS OF STUDENT LEARNING

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

The SWC standard for the percentage of all assessment scores of mastery, high proficiency, and proficiency scores is 85%. If the percent of scores that are assessed as proficiency, high proficiency, or mastery is below 85% (i.e., the percent of no proficiency and low proficiency scores is more than 15%, also known as unsatisfactory score) that SLO is performing under the threshold and presents an opportunity for improvement ([C.1.1](#)).

Data Liaisons for each Field of Study conducted a thorough analysis of their disaggregated Program Student Learning Outcome (PSLO) data. For this report, the three academic disciplines with the most degrees awarded over five years were selected as a representative sample. These programs include Business Administration ADT (Associate Degree for Transfer) ([C.1.2](#)), Psychology ADT ([C.1.3](#)), and Preparation for Allied Health Programs AA (Associate of Arts) ([C.1.4](#)).



Business Administration ADT

Business Administration has one PSLO: "PSLO #1 Identify and analyze material factors that are involved in business problems." For PSLO #1, a total of 1,739 students were assessed between 2018–19 to 2023–24 (six academic years). Of these students, 41.6% (702 students) were in the Mastery category, 23.5% (396 students) in High Proficiency, and 12.6% (212 students) in Proficiency. These three categories combined total an average of 77.7% over the six years.

The Business Administration program has remained below the campus-established 85% threshold for proficiency in PSLO assessment since the 2017–2018 academic year. From 2020–21 to 2022–23, there was a consistent decline over the three academic years: 82.2%, 70.2%, and 65.9%. However, in 2023–24, the program saw a 12.5% increase, bringing the rate up to 78.4%, though it is still below the 85% threshold. One reason for this increase could be that Non-Distance Education (87.3%) was offered for the first time since 2019–20. The other three instructional modalities were online (80.2%), extension site (100%) and hybrid (66%), with the extension site and hybrid being introduced for the first time.

Psychology ADT

The Psychology ADT assesses two PSLOs. PSLO #1: "Students will be able to use scientific reasoning and knowledge base in psychology to interpret psychological phenomena, investigate psychological issues, and/or solve psychological problems." PSLO #2: "Students will describe and apply major concepts and theories of psychology in writing or in other forms of effective presentation." For PSLO #1, a total of 5238 students were assessed between 2018–19 to 2023–24 (six academic years). Of these students, 37.7% (1920 students) were in the Mastery category, 28.0% (1429 students) in High Proficiency, and 7.2% (879 students) in Proficiency. These three categories combined total an average of 72.9% over the six years. For PSLO #2, a total of 5236 students were assessed between 2018–19 to 2023–24. Of these students, 42.9% (2191 students) were in the Mastery category, 22.4% (1146 students) in High Proficiency, and 16.3% (830 students) in Proficiency. These three categories combined total an average of 81.6% over the six years.



The Psychology program has remained below the campus-established 85% threshold for proficiency in PSLO assessment since the 2017–18 academic year with the exception of the 2020–21 academic year where it reached 89.6%.

Preparation for Allied Health Programs AA

An opportunity for improvement exists for the Transfer Preparation for Allied Health associate degree program. This program has had PSLO attainment level below 75% in the past three years and a downward trend in PSLO attainment over the last several years.

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Student learning outcomes (SLO) data are available to faculty and staff at the institutional level, as well as disaggregated by program, modality, location, race/ethnicity, gender, age, and economically disadvantaged status. The analysis of the disaggregation of the three aforementioned academic disciplines is included below.

Business Administration ADT

Hispanic students pursuing the Business Administration ADT degree have consistently remained below the 85% threshold from 2019–20 through 2023–24 (5 academic years). Their percentage rates during this period were as follows: 77.9% in 2019–20, 80.6% in 2020–21, 74% in 2021–22, 66.7% in 2022–23, and 75.3% in 2023–24. The lowest rate occurred in 2022–23, but no gap was identified in the disproportionate impact analysis. In contrast, the 2023–24 increase in performance of 75.3% showed a –9.78 gap, with the benchmark at 85.1%. This negative difference between the performance of the Hispanic subgroup and students not in this subgroup indicates that an equity gap has been identified.

In 2023–24, classes were offered at the Chula Vista main campus, an extension site, hybrid, and online formats. Notably, the extension site had a 100% mastery rate of SLO #1, with all 26 students achieving mastery. The location with the most opportunity for growth was hybrid, with a 66% rate (103 students). There was a gap of three years (2020–21, 2021–22, and 2022–23), where no classes were offered on the Chula Vista campus. In 2023–24, 148 students attended the Chula Vista campus, with an overall 70.3% PSLO performance rate. Online students, who made up the largest group of students at 378, achieved an 80.2% mastery rate.

Psychology ADT

For students pursuing the Psychology ADT, Black or African American, Hispanic Students, and students who identify as Two or More Races all consistently performed below the 85% threshold for both PSLOs from 2019–2024. In the disproportionate impact analysis, a -33.3 equity gap was identified for Black or African American students in 2019–2020, and for Hispanic students a gap of -7.4 in 2021–22, and -2.8% in 2023–2024.

In 2023–24, classes were offered at the Chula Vista campus, an extension site, hybrid, and online formats. Notably, the Higher Education Center in San Ysidro had a combined proficiency and above rate of 98.2% for PSLO #1 and 80.7% for PSLO #2. The location with an opportunity for growth was at the Higher Education Center in National City, with a combined proficiency and above rate of 79.2% for PSLO #1 and 74.6% for PSLO #2.

Preparation for Allied Health Programs AA

In the learning impacted Preparation for Allied Health program, a disproportionate impact was observed multiple times for African American/Black and Hispanic students, who were impacted in all four of the last years for which data exists. Learning impacts were also observed in this program in almost all age groups and both genders, with the 20–24 age group and males being the most impacted in recent years. Some impact was observed in all modalities, but impact was clearly present in-person on the Chula Vista campus and in remote sections.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Business Administration ADT

In Fall 2024, the School of Business Student Success Team recruited five volunteers from various disciplines—two economics faculty, one business law faculty, one accounting faculty, and one business faculty—to test the SLATE Early Alert pilot program initially developed by Strata Information Group (SIG). The SLATE system had two components: an early alert or early support system that allowed instructors to raise support flags on behalf of students for tutoring, administrative assistance, SWC Cares, as well as other support mechanisms. Kudos (positive/affirming messages) could also be sent to students. The impact of this program can be measured on the SWC Data Dashboard: PSLO Overview Data Table and SWC Enrollment and Course Outcomes Dashboard, which measures Course Completion and Success Rates.

Faculty in the School of Business attended the two-part series titled “Supporting Men of Color in the Classroom,” hosted by the Men of Color Success & Excellence (MOCSE) Initiative which was led by Dr. Frank Harris. The training featured insights from current community college faculty, Trishana Norquist (Southwestern College), Bruce Hoskins (Miracosta College), and Rob Rubalcaba (San Diego City College), who discussed their strategies for teaching and supporting men of color.



The School of Business will monitor the results of these initiatives using the Southwestern College Data Dashboards. The PSLO Data Dashboard includes three components: PSLO Overview, PSLO Equity, and PSLO Overview Data Table. The PSLO Overview allows for data breakdowns across several categories for each PSLO, including Overall, Race/Ethnicity, Gender, Age, Section Modality, and Section Location. The PSLO Equity page provides insights on Race/Ethnicity, Gender, and Age, as well as a Satisfactory Threshold flag to indicate whether performance is above or below the threshold. The disproportionate impact analysis highlights whether there is an equity gap, a difference without a gap, or no gap at all. The PSLO Overview Data Table shows Mastery, High Proficiency, Proficiency, Low Proficiency, No Proficiency, and N/A by Overall, Race/Ethnicity, Gender, Age, Section Modality, and Section Location.

Psychology ADT

In response to the trends in PSLO data, the Psychology department has taken several steps to address the opportunities for improvement to close equity gaps. First, a no-cost-to-completion pathway has been created for the Psychology ADT using ZTC (zero textbook cost) funding. Secondly, in response to low success rates in first-semester Statistics courses for Psychology majors, specifically for Black and Hispanic students, the department has hired two black adjunct faculty to teach statistics informed by research that representation matters. Third, the Psychology department has been leveraging equity work by promoting engagement with AETA (the SWC Advancing Equity Teaching Academy professional development series), and by hiring a faculty equity coach to help reduce equity gaps. Equity coaches build on concepts, strategies, norms, and values learned in AETA to provide faculty in their own schools with support equitizing their syllabus and their lesson plans, and by doing so, will engage faculty in rethinking their approach in order to center the learner and the learning process. Finally, faculty have been continuously integrating research practices into the classroom. This has been shown to be a best practice to increase learning and close equity gaps for underrepresented students.

Preparation for Allied Health Programs AA

Some of the high rates of achievement in student learning in the nursing and dental hygiene programs are attributable to the cohort model that forms the basis of these programs. Through the Field of Study Student Success Teams, the benefits of the cohort model are being extended to more students by creating connections within and between programs and increasing the amount of high-touch support available to students in other programs. We are looking at our models for tutoring and supplemental instruction to address gaps in



learning achievement and learning support use among affected populations. We are giving students a more unified and supportive student experience in each program. Student course completion and success data as well as student learning outcomes data is being monitored to track the progress of these efforts and to inform future improvements and innovations.

D. LOOKING AHEAD TO THE NEXT SELF-EVALUATION AND COMPREHENSIVE REVIEW

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Southwestern College has several initiatives on the horizon that will positively affect the next self-evaluation and comprehensive review. These include the creation of a Middle College ([D.1.1](#)) and expansion of dual enrollment opportunities, Credit for Prior Learning (CPL) program ([D.1.2](#)), the launch of a Competency-Based Education (CBE) program ([D.1.3](#)), the successful approval of the 2024 Southwestern College Facilities Bond Measure ([D.1.4](#)), and the development of the Transborder Environmental Design (TED) Baccalaureate in Science degree ([D.1.5](#)).

Middle College and Expansion of Dual Enrollment Opportunities

SWC and Sweetwater Union High School District have collaborated to open the Options Middle College High School in Fall 2025 on the Chula Vista campus. This partnership will provide minoritized students with opportunities to participate in college courses via dual enrollment programs ([D.1.6](#)), creating seamless pathways to community college and promoting educational equity. Additionally, SWC is working with high school partners to expand dual enrollment opportunities and develop clear pathways, enhancing students' investment in their coursework and increasing the likelihood of continuing their post-secondary education after high school ([D.1.7](#)). Dual enrollment provides students who may not be college-bound the chance to complete college courses while still in high school, fostering greater access and equity in higher education. Expanding early access to college for California 9-12 grade students is aligned with the State Chancellor's Office Vision 2030 goals.



Credit for Prior Learning

For the last few years, Southwestern College has been actively engaged in expanding alternative methods for awarding course credit to students by developing the college's credit for prior learning (CPL) program. The college's service area includes one of the largest active duty and veteran military populations, and our demographic studies show thousands of students who are working full-time with some college credits, but no credentials. The college believes it can serve these student populations, and others, more effectively with a robust program to award course credit where faculty have determined prior learning equivalencies are valid.



To assist this work, the college is a recipient of the High Roads Construction Careers grant and will receive up to \$750,000 to develop a curriculum for the construction trades, based on existing curriculum with local trade groups, and the corresponding CPL assessment agreements that will jumpstart the academic progress of students already working in the field and who wish to earn a credential. By the time we begin to write our next institutional self-evaluation report the college hopes to have achieved several milestones of the grant and its overall roadmap for the CPL process. These milestones include the development of a student petition for CPL, establishment of ongoing employee positions to coordinate and support the CPL process, a technology solution for transcription of credit earned through CPL, and a comprehensive professional development program to support faculty engagement with credit for prior learning.

Competency-Based Education

By the writing and submission of our next institutional self-evaluation report, Southwestern College plans to launch its first direct assessment, competency-based education (DA-CBE) programs. The college intends to launch a DA-CBE certificate and associate degree program in Automotive Technology in Fall 2025, each with a limited number of students. The college designed these credentials with support from a pilot program with the California Community Colleges Chancellor's Office and is one of eight colleges in a collaborative that has built models for DA-CBE to benefit the entire system. Since 2021, the college has worked diligently to develop CBE curriculum, train faculty in direct assessment instructional design, address business operations and technology challenges to admissions and record-keeping, and to earn the necessary approvals from the Accrediting Commission for Junior and Community Colleges and the United States Department of Education. The kinds of operational, technological, and pedagogical challenges to innovate and create a DA-CBE at SWC will create a new paradigm for learning for students who can only attend college when their learning is flexible. It will also be student-centered to help them successfully balance their personal and professional lives with their academic pursuits. The results of our first DA-CBE program will have a significant impact on new innovations in the coming years.

College Facilities Bond Measure

In the November 2024 election, voters in the Southwestern Community College District approved Proposition SW, an \$800 million general obligation bond. The funding will be used to upgrade campus infrastructure, construct and modernize facilities, enhance learning environments, and support the evolving educational needs of students, faculty, and the broader community. The College District's Facility Vision Plan serves as the guiding framework for both short- and long-term facility and infrastructure development, aligning with the College District's Educational Vision 2030 Plan. To ensure community engagement and input, the College District held internal and external interest-holder sessions in Spring 2025. Insights gathered from these sessions informed an update to the Facility Vision Plan, which was completed in June 2025 ([D.1.8](#)). This updated plan will direct the transformative developments made possible through the community's support of Proposition SWC.

Baccalaureate in Science degree

Southwestern College recently applied to become a baccalaureate degree-granting institution. The first degree we are seeking to offer is a Bachelor of Science in Transborder Environmental Design (TED). Students completing TED's upper-division coursework will study environmental design, architecture, urban planning, construction, and design technology from both sides of the border. Our goal is to focus on our unique binational region and understand how the cultural, environmental, economic, and political makeup of the San Diego/Tijuana region impacts the built environment. The nearest public institution of architecture to Southwestern College is approximately three hours away. There are local private universities, but it costs our students between \$89,000 and \$117,000 to transfer and complete their studies there. In San Diego, and California in general, there is a shortage of qualified Architectural and Engineering Managers with a bachelor's degree classified under CIP Code 04.0401 Environmental Design/Architecture. If approved, our proposed Transborder Environmental Design baccalaureate degree would grant Southwestern College the opportunity to meet our students' need for a local, affordable, and public bachelor's degree program that is designed to respond to local industry demands.

Some of the changes we foresee occurring if the California Community Colleges Chancellor's Office allows TED to move forward include 1) submitting an ACCJC Substantive Change Application for our Bachelor of Science in Transborder Environmental Design degree, 2) developing an application and portfolio review process for admission into the baccalaureate program, 3) preparing equitable and effective services and programs to serve students pursuing a bachelor's degree, and 4) schedule lower-division Architecture courses and upper-division TED courses in a manner which allows us to use our current facilities and technology. We recognize that we may need to reallocate resources to meet TED's needs, yet this will be a collaborative effort across both Academic and Student Service areas that would be requested through the Program Review process and when seeking annual Career Education funding opportunities.

Southwestern College looks forward to the opportunity to report on the progress of these and other new initiatives in the next self-evaluation and comprehensive review.



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