



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:
2. Name of individual preparing report:
3. Phone number of person preparing report:
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Enrollment Data: Unduplicated Headcount Enrollment

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 19.

2022-23: 2023-24: 2024-25:

- 5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	13.58 %	13.12 %

- 5b. If your institution experienced a one-year 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

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

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

2022-23: 2023-24: 2024-25:

- 6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	11.02 %	13.38 %

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.)

Accounting-AS (02011) Advanced Emission Specialist-CT (02766) African American Studies-AA (01700) Anthropology for Transfer-AA-T (01725) Anthropology-AA (01720) Associate in Arts in Economics for Transfer-AA-T (01195) Automotive HVAC Specialist-CP (02652) Biology for Transfer-AS-T (01514) Business Administration 2.0 for Transfer-AS-T (01106) Communication Studies 2.0 for Transfer-AA-T (01476) Community, Economic and Urban Development-CT (A1062) Culinary Arts: Cooking Essentials-CP (A1826) Culinary Arts-AS (A1825) Ebusiness & Ecommerce-CT (C2457) Entry Level Firefighter-AS (02844) ESL Communication-CT (01411) Event Management-CT (B2996) Family and Child Services-CP (02724) Film Television and Media Arts Production Special-ADV-CT (02534) Floral Design-CT (02823) Food and Beverage Management-CT (C1823) Forensic Studies-AS (C2705) History-AA (01790) Hotel Management-AS (A2991) Hotel Operations-CT (B2993) Journalism for Transfer-AA-T (01435) LA: Arts and Humanities (Option 1)-AA (01375) LA: Emphasis in Math and Science (Option 2 or 3)-AA (01870) Law Enforcement Training Academy-CT (02711) Law, Public Policy, and Society for Transfer-AA-T (01847) Leadership and Supervision---Intermediate-CT (01154) Literature-AA (A1400) Logistics Data Analyst-CA (02920) Logistics Operations Specialist-CA (02922) Marketing and Sales-CT (C2113) Marketing-AA (01160) Music: Mariachi Specialization-CP (02543) Music-Mariachi Specialization-AA (02542) Nursing - LVN (T3002) Nutrition and Dietetics for Transfer-AS-T (01366) OIS: Office Information Systems Professional-Advanced-CT (02048) Paralegal Studies: Bilingual (English/Spanish)-CT (A2519) Pathway to Law School-CT (02261) Physics-AS (01680) PLAN A-SWC (00040) PLAN B-CSU BREADTH (00050) Political Science-AA (01840) Professional Cooking-CT (A1824) Project Management-CT (02278) Public Health-AS (01367) Real Estate-AA (01170) Restaurant and Foodservice Management-AS (B1821) Social Media Marketer-CP (01065) Social Work and Human Services for Transfer-AA-T (01891) Social Work and Human Services-AA (B1890) Supply Chain Management and Logistics-AA (A1710) Supply Chain Management and Logistics-AS (B1141) Travel and Tourism Management-AS (A2997) Travel and Tourism-CT (A2999) Urban Studies-AA (A1980)

7. Do you offer Distance Education?

Yes

No

If you answered no, skip to question 8.

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 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.

2022-23: 16653

2023-24: 18073

2024-25: 19797

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	8.53 %	9.54 %

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 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 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.

2022-23: 2023-24: 2024-25:

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	9.71 %	9.33 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% 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:

2022-23: 2023-24: 2024-25:

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.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes No

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

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

Yes

No

**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

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

28 %

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."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

26 %

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, 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."

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

- ☐ Student Achievement Measure (SAM)
- ☐ Voluntary Framework of Accountability (AACCC)
- ☐ College established dashboard

☐ Other (please specify)

☒ N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

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?

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.

Institution-Set Standards: Course Completion

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.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	67%	67%	66%
12b. Stretch goal (aspirational):	70%	70%	69%
12c. Actual successful course completion rate:	68%	67%	66%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

☒ Yes ☐ No

If you answered no, skip to question 14.

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

- ☒ Number of certificates
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	620	638	667

13c. List your stretch goal (aspirational):

652	672	702
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13d. List actual number or percentage of certificates:

665	778	806
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Institution-Set Standards: Associate Degrees

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

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:

1912	1960	2035
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14b. List your stretch goal (aspirational) for associate degrees:

2013	2063	2142
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14c. List actual number or percentage of associate degrees:

2046	2269	2395
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Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

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2022-23

2023-24

2024-25

16b. List your Institution-Set Standard (floor) for a Direct Assessment Program:

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16c. List your stretch goal (aspirational) for a Direct Assessment Program:

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16d. List actual number or percentage of a Direct Assessment Program:

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Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes

No

If you answered no, skip to question 18.

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

- ☒ Number of transfers
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

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2022-23

2023-24

2024-25

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

1433	1456	1484
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17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

1509	1533	1562
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

1436	1563	1568
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Institution-Set Standards: Licensure Examination Pass Rates

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

Yes

No

If you answered no, skip to question 19.

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	Exam Type (National, State, Other)	Institution- Set Standard (%)(Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Associate Degree in Nursing	State	87	92	90	97	92
Certified Nursing Assistant	State	95	100	100	100	100
Emergency Medical Technician	National	69	73	81	75	67
Paramedic	National	94	97	100	93	94
Dental Hygiene	National	95	100	100	100	100

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

Yes

No

If you answered no, skip to question 20.

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

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 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. 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 – but please describe your definition and methodology in Question 19.

Program	Institution- Set Standard (%)(Floor)	Stretch (As pirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Architecture & Architectural Technology - 020100	62.0	65.3	60	57.1	76.5
Business & Commerce, General - 050100	56.9	59.9	72.7	55.6	63.6

Accounting - 050200	70.4	74.1	67.9	76.5	88.2
Business Administration - 050500	73.3	77.1	76.6	72.1	72.5
Business Management - 050600	71.0	74.8	64.0	75.0	58.5
Management Development & Supervision - 050630	46.7	49.2	62.5	92.3	75.0
Real Estate - 051100	59.0	62.1	68.0	68.4	74.2
Office Technolo gy/Office Computer Applications - 051400	69.1	72.8	80.0	86.4	72.9
Television (Including Combined TV/Film/Videos) - 060420	74.7	78.6	75.0	90.0	63.6
Automotive Technology - 094800	76.3	80.3	91.3	79.2	46.7
Graphic Art & Design - 103000	67.2	70.7	61.5	90.0	83.3
Medical Assisting - 120800	70.7	74.4	80.8	90.3	68.8
Hospital Central Service Technician - 120900	95	100	0	100	97.4
Surgical Technician - 121700	87.9	92.6	100	100	93.1
Registered Nursing - 123010	87.7	92.3	100	94.1	90.5
Licensed Vocational Nursing - 123020	89.6	94.3	96.0	100	88.5

Certified Nurse Assistant - 123030	75.6	79.6	66.7	78.3	88.7
Dental Hygienist - 124020	91.5	96.3	95.7	100	87.1
Emergency Medical Services - 125000	88.5	93.2	80.0	94.7	91.5

20. Please use the text box below 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. 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.

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.

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. The SSTs are comprised of a FoS Dean, Instructional Lead, Counseling Lead faculty members, Student Success Coach, Student Navigator, and Data Liaison. The teams work to examine equity gaps, plan interventions, and host outreach events. For example, Data Liaisons worked with the SSTs to analyze 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. As the information was presented and discussed with the SSTs, the group examined programs that were excelling and leveraged this information to create interventions for the programs in need of support. In Fall 2025, 7 Instructional Leads and 7 Counseling Leads participated in Communities of Practices. Instructional Leads participated in the ASCEND program, examining their teaching practices with student surveys and real time student feedback. In Spring 2026, the SSTs are implementing faculty interventions which impact the completion and success rates for students.

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

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.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- ☒ I reviewed the program listings and all of my institution's programs are correctly listed
- ☐ I have found some errors and will be reaching out to ACCJC for next steps on updating