

## Southwestern College- Educational Vision Plan 2030

### **President's Message**

Dear Southwestern College Community,

I am honored to highlight Southwestern College's Educational Vision Plan 2030. This plan sets the path forward for the Southwestern Community College District in the development of excellent instructional, career, and support programs and services that will serve our community in preparing for opportunities now and in the future.

Southwestern College, through its focused work on diversity, equity, inclusion, and belonging is creating innovative programs and services that will create opportunities for our communities, especially our disproportionately impacted communities of color, to be prepared with the skills necessary to participate in San Diego's dynamic ecosystem of innovation.

Since 1961, Southwestern College has been the only public, post-secondary institution in San Diego's South County creating educational opportunities for our community to be active members in our local and regional economy. Southwestern College graduates have gone on to bright careers as Chefs, Hollywood Producers, Construction Managers, College Faculty, High School Teachers, Firefighters, College Classified Professionals, Doctors, Police Officers, College Administrators, Professional Athletes, Attorneys, Drone Operators, Nurses, Dental Hygienists, Accountants, and College Presidents.

The college has made a successful transition from the global COVID-19 pandemic in which we saw a significant decrease in college enrollment. However, as of the fall 2023 semester, our enrollment has rebounded to pre-pandemic levels, including in face-to-face courses at our Chula Vista campus and Higher Education Centers.

Considering our enrollment resurgence, the college finds itself at a pivotal moment. It is imperative that we become architects of change, addressing the deep-rooted systemic inequities that persist within the rich tapestry of San Diego County. According to the San Diego Regional Economic Development Corporation's 2023 Inclusive Growth Progress Report, 52 percent of Hispanic and 61 percent of Black households are low-income, exacerbated by the rising costs of living in San Diego County. Women in San Diego County are also disproportionately impacted in their representation in low wage careers, an area we must work to address to develop a talented workforce surplus.

We must continue to be laser-focused on our work supporting Hispanic and Black student success. We must also prepare for the promising future that awaits us by

preparing for and embracing the growing Asian, Native American Indian, and aging student populations as a testament to our commitment to inclusivity.

Our amazing faculty, classified and confidential professionals, and college leaders are building pathways to opportunity for our community to thrive in our regional ecosystem. Our educational vision plan 2030 serves as the roadmap for how the college will ensure we are meeting this mission at the highest level.

Planning and implementation of programs to ensure we are creating the talent needed to fill the workforce opportunities now and in the future. Physicians, Bio and Mechanical Engineers, and specialists in Artificial Intelligence are a few of the current and emerging industries in need of professionals in San Diego County.

Please join us as a part of this journey in service to preparing our South County community.

Dr. Mark Sanchez  
Superintendent/President

# FOREWORD

In the constantly evolving landscape of higher education, Southwestern College (SWC) plays a vital role in shaping the intellectual and socio-economic future of the South San Diego County (also referred to as the South Bay or the South County) communities in its service area. Recent years have brought unprecedented challenges, most notably the profound impact of a global pandemic and its influence on the delivery of instruction. Overnight, SWC was transformed into an online college and had to shore up its technology infrastructure to support distance education instruction and student services delivery, as well as accommodate remote work for the majority of its employees. Furthermore, the College had to pivot toward correspondence education, a first for the institution, to continue to deliver instructional material to justice-impacted students.

The pandemic exacerbated educational disparities, particularly affecting underrepresented students. The College embraced this challenge wholeheartedly by focusing on programs and redirecting resources to marginalized groups within its student body. One of the remarkable strengths that emerged during these trying times was a renewed dedication to equity and inclusion.

As the College moves beyond the pandemic, challenges have emerged in the region, some of which could lead to new opportunities. Some include a modified methodology for state funding, dynamic shifts in student demographics, widening attainment gaps in underserved communities, rapid technological changes, a disparity between the number of skilled workers and labor market needs, soaring housing costs, and heightened competition to capture student enrollment between public, private, and for-profit institutions.

Community colleges have historically operated under tight budgets. The financial impact of the pandemic has added further strain, placing greater importance on strategic planning and constant vigilance against fiscal threats. A plethora of legislative changes has brought both pressures and growth opportunities for SWC. For example, binational legislation and collaborations can provide exciting prospects for expanding educational horizons beyond the U.S. border..

Given the above, the College currently faces several questions:

1. What academic and co-curricular program adjustments would benefit our students the most?
2. What role should the College have in helping women and communities of color, the majority of whom are employed in low wage sectors, access better remunerated, high skilled careers?

3. How does the College address the skills gap between labor market needs and the existing workforce?
4. Given the disparity between the percentage of the service area residents holding a bachelor's degree or higher relative to San Diego County and the State, how can the College expand its activities to help bring four-year degrees to South San Diego County?
5. How can the College leverage technological opportunities, such as Artificial Intelligence, to reimagine its instructional services and student support while minimizing online threats to the College's security?
6. In the face of budget constraints and new legislation, how can the College build a strong financial foundation and a robust infrastructure while staying true to its mission and vision?

The Educational Vision Plan (EVP) 2030 provides clear goals designed to address these pivotal questions. The overarching themes of the Plan draw upon information gathered from (a) [student, staff, and community input](#), (b) data from the California Community Colleges Chancellor's Office (CCCCO) and the SWC Office of Institutional Research and Planning, (c) SWC goals established by the [Governing Board](#) and the [Superintendent/President](#), (d) performance metrics gleaned from existing College plans, (e) [SWC Institution-Set Standards](#), (e) accreditation standards, and (f) State legislation and initiatives.

Insights derived from internal and external data are divided into the external scan, the internal scan, economic opportunities, and the employee and student climate surveys and focus groups. The external scan provides a comprehensive overview of SWC's service area, offering information on external factors that influence the institution. The internal scan explores key aspects such as enrollment trends, student characteristics, and completion outcomes. The economic opportunities section covers employment and labor market fluctuations that impact the community. The employee and student section outlines recent feedback about the College from these groups.

Informed by the aggregate data gathered, EVP 2030 establishes prioritized goals with associated outcome metrics. The next phase is the alignment of our Strategic Plan with EVP 2030. Faculty, administrators, and staff will work collaboratively to develop SMART (**S**pecific, **M**easurable, **A**chievable, **R**elational, and **T**ime-bound) activities associated with each goal, ensuring that SWC continues to shine as the premier institution of higher education for equitable, inclusive, accessible, affordable, and transformative education.

# I. MISSION, VISION, AND VALUE STATEMENTS

## Mission Statement

Southwestern Community College District promotes learning and success to prepare students to become critical thinkers and engaged life-long learners/global citizens. The District is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation.

Southwestern Community College District utilizes a variety of instructional modalities to provide educational and career opportunities in the following areas: Associate degree and certificate programs, transfer, professional, technical and career advancement, foundational skills, personal enrichment, and continuing education.

Southwestern Community College District is the premier public institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access, and clear pathways to student success.

*Approved by the Governing Board on March 10, 2020*

*Note: The SWC Mission Statement will be reviewed in 2024.*

## Vision Statement

Southwestern College is the leader in equitable education that transforms the lives of students and communities.

*Note: The SWC Vision Statement will be reviewed in 2024.*

## Value Statements

**Student Success** - Southwestern College provides a student-centered environment, through equitable access, opportunity, support, and clear pathways that enable students to achieve their educational and professional goals.

**Equity** - Southwestern College intentionally identifies and removes barriers to cultivate success for all, and purposely addresses the effects of systemic inequities.

**Scholarship** - Southwestern College inspires students to become lifelong learners and responsible global thinkers.

**Professional Excellence** - Southwestern College continuously supports and educates all employees to ensure effective collaboration, support student success, and uphold the highest professional standards.

**Cultural Proficiency** - Southwestern College engages in cultural proficiency by providing a rich learning environment that embraces our cultural differences and experiences.

**Sustainability of Stewardship** - Southwestern College utilizes natural, financial and physical resources effectively, equitably, and respectfully.

**Community** - Southwestern College bridges the gap between higher education, civic engagement, and economic well-being to the community we serve.

**Inclusionary Practices** - Southwestern College actively honors and respects diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

### ***Definitions for Diversity, Equity, and Inclusion***

*Diversity: Diversity is all differences and similarities including all human traits, experiences, beliefs, and backgrounds that make each individual unique.*

*Equity: Equity is intentionally identifying and removing barriers to ensure access and provide meaningful opportunities and support for all to succeed.*

*Inclusion: Inclusion is actively honoring and respecting diversity to foster a safe welcoming community where all are inspired to participate and realize a sense of belonging.*

## **II. COLLEGE OVERVIEW**

Located in the southern part of San Diego County, Southwestern Community College (SWC) is a single-college district whose service area encompasses the communities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside.

The District serves one of the most racially, ethnically, and culturally diverse communities among the 116 colleges and 73 districts comprising the California Community College (CCC) system. Of the 2.1 million students enrolled in a California community college, our District has served as many as 29,000 students in recent years and currently has an annual headcount of approximately 25,000.

The proximity of the District to the U.S.-Mexico border creates opportunities for binational exchanges for education, travel, and employment. The community's ethnic and linguistic diversity is one of its greatest strengths.

The SWC service area population has the following [characteristics](#):

- Estimated to number 505,970 in 2021 and projected to grow to 589,235 by 2050.
- Predominantly Hispanic (59 percent), while San Diego County overall is only 34 percent Hispanic.
- The Hispanic population is expected to hold steady at 58 percent through 2050.
- Slightly more male than female residents, 51 percent and 49 percent respectively.
- Over 69 percent of residents are under the age of 50, with 29 percent age 50 or over.
- For the 2021–2022 year, approximately 73 percent of enrolled students reported living within the SWC service area.

## One College, Five Locations

In addition to its Chula Vista campus, SWC operates three Higher Education Centers in key geographical areas of National City (HEC-NC), Otay Mesa (HEC-OM), and San Ysidro (HEC-SY) as well as the Crown Cove Aquatic Center (CCAC) site in Coronado.

[PICTURES OF HECs and CCAC HERE](#)

- HEC-NC, established in 1998 and granted Center status in May 2013, offers a variety of general education and science courses as well as four Career Education (CE) programs (Dental Hygiene, Medical Laboratory Technician, Optical Technician, and Medical Office Professional). Additionally, HEC-NC serves as the base for an apprenticeship program with the Puget Sound Naval Shipyard and the Naval Air Station, North Island in Coronado. The Restorative Justice (RJ) Program, established in spring 2016 at HEC-NC, expanded the College's in-person instruction inside correctional facilities.

With funding from SWC's Proposition R General Obligation Bond in 2008, the College established the Center for Business Advancement (CBA) at HEC-NC and consolidated the following programs in one location: (a) the Apex

Accelerator, (b) the Small Business Development Center Network (SBDC), (c) the South San Diego Small Business Development Center, and (d) the San Diego and Imperial Women's Business Center. The CBA programs assist more than 10,000 regional small businesses through no-cost expert training and business counseling. Annually the economic impact from these programs is more than \$1 billion and helps to support upward of 50,000 jobs.

- HEC-OM was established and granted Center status in fall 2007 and further expanded its facilities in 2021 to meet the educational needs of the region. HEC-OM's signature programs include the Nursing and Health Occupations and the Public Safety programs. Effective spring 2023, the operations of the College's Continuing Education department, consisting of the California Adult Education Program (CAEP) and noncredit, are housed and administered at HEC-OM.
- HEC-SY, first established in 1988 and granted Center status in May 2013, was built on the site of the 1984 mass shooting at a McDonald's restaurant. Located minutes away from the San Ysidro International Border Crossing, HEC-SY brings higher education opportunities to those who live or work in the border region. HEC-SY offers a wide range of student services and courses for students to pursue their general education requirements, update their basic skills, and further engage in personal development.
- CCAC is an off-campus site of SWC nestled between the cities of Coronado and Imperial Beach on the Silver Strand State Beach. Through a unique partnership with California State Parks and Recreation and the Division of Boating and Waterways, CCAC is able to provide a wide range of educational and recreational aquatic activities. CCAC does not have a formal Center status.

**PICTURES OF WESA, MSE, PAC, HEC-NC LABS, AND SBDC HERE**

SWC has benefited from significant community support through the approval of three General Obligation Bonds:

Proposition Z, a \$400 million General Obligation Bond, passed overwhelmingly by South County voters in 2016. This bond led to the construction of instructional space for a Wellness and Aquatics Complex, a Math, Science, and Engineering building, an additional science and lab building at the HEC-NC, a Center for Business Advancement to house all small business resources, a College Police Building, and a Performing Arts Center. Current projects include the construction of the Student Union Center, Instructional Complex I, the Landscape Nursing Technology/Botanical Garden, and upgrades to various athletic fields and courts.



The College was previously supported by the service area voters in 2008 (Proposition R) and 2000 (Proposition AA) by way of two General Obligation Bond measures in the amounts of \$389 million and \$49 million respectively. The influx of these funds facilitated the remodeling of, and technology upgrades for, multiple classrooms, subject-specific and computer labs, the IT Data Center, and the art gallery. Additionally, the College leveraged these funds in the construction of new buildings and emergency access roads.

## **Our Programs**

SWC offers upward of 260 degrees, certificates, and programs in credit, noncredit, and vocational fields. As the sole public higher education institution in its service area, the College plays a pivotal role in the intellectual growth and economic development of residents and industries in both the United States and Mexico.

The programs and courses offered are outlined in the [2023–2024 Catalog](#).

## **Our Students**

### **HSI and AANAPISI Designation**

SWC is characterized by its diverse student population and federally designated as a Hispanic Serving Institution (HSI). Additionally, the College meets the criteria for an Asian American and Native American Pacific Islander Qualifying Institution (AANAPISI). Over the past five years, the percentage of Hispanic enrollment has exceeded two-thirds and the share of AANAPISI enrollment has surpassed 11 percent.

### **Student Demographics**

During the 2022-2023 academic year, SWC served a population of 24,988 students and granted 3,102 degrees and certificates.

Reflecting nationwide trends, in fall 2022, 54.74 percent of our student body was female, and 67.64 percent were 24 years old or younger. Demographic projections indicate however that the College's service area will house a significantly larger percentage of older (35+ years old) in the upcoming decades.

*Source: SWC Internal Data Warehouse*

## **Credit and Noncredit Enrollment per Instructional Modality**

Of the students attending SWC in fall 2022, 95.86 percent were enrolled in credit courses while 4.14 percent participated in the College's noncredit offerings. Approximately 22.3 percent of non-concurrent enrollment credit students attend classes on-campus only, while 32 percent are online-only students. The remainder attend a combination of face-to-face and hybrid and/or online courses (45.7 percent). The number of older students (35+ of age) attending college in an online environment has trended upward in the post-pandemic era while traditional students seem eager to attend classes in person.

## **Income, Concurrent Employment, and College Attendance**

More than 57 percent of SWC credit students are financial aid recipients. To accommodate their work and family obligations, more than 58 percent of students attend SWC on a part-time basis. Student employment data for SWC students is currently not available.

Parts of SWC's service area have a lower median household income, a higher poverty rate, and lower educational attainment than both San Diego County and the State of California.

## **III. OUR NEW PLANNING AND DECISION-MAKING MODEL**

**The Shared Consultation Council (SCC)** is the College's primary institutional and participatory governance body and adheres to the principles described in [BP2510](#). SCC provides recommendations to the Superintendent/President in four areas: strategic planning, policy and procedure review and approval, issue management, and campus communication.

During the 2022–2023 academic year, the College adopted a new decision-making model whereby many governance committees were sunsetted and replaced by four standing committees:

- Employee Support (ESC)
- Planning and Budget (PBC)
- Policies and Procedures Review (PPRC)

- Student Equity and Success (SESC)

Furthermore, two other committees overseeing the program review and accreditation processes were maintained as independent entities that receive and provide input from and to all four standing committees.



The participatory governance planning committee that oversees each of the College's vision planning documents will review or create activities on an annual basis to achieve the EVP 2030 goals. The activities associated with EVP 2030 will adhere to the **SMART** design of being **S**pecific, **M**easurable, **A**chievable, **R**elational, and **T**ime-bound.

Prior to submitting recommendations to SCC, each standing committee assumes the responsibility of reviewing and approving the draft strategic plans that fall within its purview. When needed, project teams are established by the standing committee to

assist with the task of developing activities associated with the EVP 2030 goals. Each project team focuses on the specific tasks assigned in a mutually respectful environment that includes diverse perspectives from key constituent groups.

## **IV. EVP 2030 DEVELOPMENT AND PLANNING CONSIDERATIONS**

The development of the EVP 2030 goals and objectives was informed by data from multiple sources and with input from College and community constituencies and industry partners. The planning process began in fall 2022 with (a) listening sessions, (b) focus groups, (c) student, staff, and community surveys, and (d) [internal and external scans](#). The themes emerging from these activities evolved to the final goals and objectives of the EVP 2030 and are consistent with the [Governing Board Goals](#) and the [Superintendent/President Goals](#).

EVP 2030 is further aligned with the California Community College Chancellor's Office (CCCCO) [Vision for Success](#), the [California Governor's Roadmap](#), and regional, State and National trends.

### **California Community College Chancellor's Office Vision for Success (VFS) and Student Success Metrics (2017)**

In 2017, the California Community Colleges Board of Governors announced a plan designed to increase the number of students transferring to the University of California or California State University campuses, eliminate achievement gaps, and improve preparation for in-demand jobs.

#### **[California Community Colleges Vision for Success](#)**

**The strategic goals in the Vision for Success (VFS) aimed to:**

**VFS 1** - Increase by 35 percent the number of California community college students transferring annually to a UC or CSU campus by mid-2022.

*At SWC, we opted to measure this metric by the number of ADT earners per year. In the baseline year of 2016–2017, 584 enrolled students earned an ADT. In the most recent measured year of 2021–2022, 874 enrolled students earned an ADT, amounting to a 49.7 percent increase over a five-year period.*

**VFS 2** - Increase the percentage of career education program graduates who find a job in their field of study from 60 to 76 percent by 2022.

*In 2014–2015, 61.1 percent of the baseline cohort reported working in a job closely related to their field of study. For the 2018–2019 cohort, this percentage rose to 72.1; however, only 56 percent of the 2019–2020 cohort reported working in a job closely related to their field of study.*

**VFS 3** - Increase the number of students annually who earn associate degrees, credentials, certificates or acquire specific skill sets that prepare them for an in-demand job by at least 20 percent by 2022.

*In the 2016–2017 baseline year, 1,494 SWC students attained the vision goal for completion. In 2021–2022, the most recent year for which data are available, 1,847 students attained the vision goal for completion, amounting to a 23.6 percent increase over the five-year period.*

**VFS 4** - Reduce the average number of units accumulated by students who earn an associate degree from 87 to 79.

*In the baseline year of 2016–2017, SWC associate degree earners averaged 91 accumulated units by the time of their first degree. This average decreased to 85 for first-time associate degree earners in 2021–2022.*

**VFS 5** - Reduce achievement gaps by 40 percent within 5 years and fully closing all gaps within 10 years.

*For VFS goal 1, we closed the equity gaps for Black/African American and students of two or more races. However, equity gaps appeared for Filipino and White students within the most recent year measured (2021–2022). For VFS goal 2, an equity gap for Hispanic students remains, though it was not found in every year measured from the baseline cohort of 2014–2015 through the most recent cohort of 2019–2020. For VFS*

*goal 3, the equity gap for students of two or more races closed by the 2021–2022 academic year. However, achievement gaps are still present for Black/African American students on this metric. No equity gaps were calculable for VFS goal 4; however, Hispanic associate degree earners averaged two more accumulated units (86 units) compared to the next highest subgroup, students of two or more races (84 units).*

Note: Although the CCCCO's [Vision 2030](#) is replacing the [Vision for Success](#) (VFS), the performance measures for the new plan are yet to be published as of this writing. Therefore, the crosswalk outlined in the EVP 2030 goals utilizes the existing metrics of VFS.

## **SWC's Institution-Set Standards (ISS)**

The College has established both a standard (floor) and an aspirational (stretch) goal for six metrics which are integral to its institutional decision making process and aimed to promote continuous improvement. The College's standards require that for the current year each metric equal or exceed 95 percent of the previous five-year average, while the aspirational goal necessitates achieving 100 percent or more. The standards must be met for the following six metrics:

### **ISS 1 - Successful Course Completion**

Percentage of enrolled students who receive a passing/satisfactory grade.

*Definition: The percentage of credit enrollments that resulted in a passing or satisfactory grade (A, B, C, P, IA, IB, IC, IPP) during the fall term.*

*Between 2015–2016 and 2020–2021 SWC's actual results surpassed both the standard and the aspirational (stretch) goal for this metric.*

### **ISS 2 - Certificate Completion**

Number of certificates awarded in an academic year; includes certificates requiring a minimum of 16 units to those requiring 60 or more units.

*Between 2015–2016 and 2020–2021 SWC's certificate completions greatly surpassed both the standard and the aspirational (stretch) goal for this metric.*

### **ISS 3 - Degree Completion**

Number of degrees awarded in an academic year; includes AS-T, AA-T, AS, AA

*Between 2015–2016 and 2020–2021 SWC’s degree completions greatly surpassed both the standard and the aspirational (stretch) goal for this metric.*

#### **ISS 4 - Transfers**

Number of student transfers to the UC and CSU system, in-state private (ISP), and out-of-state (OOS) institutions as reported by the NSC

*SWC’s transfer numbers surpassed both the standard and the aspirational (stretch) goal for this metric in four out of the five academic years between 2015–2016 and 2020–2021.*

#### **ISS 5 - Examination Pass Rates**

Pass rates in programs where students must pass a licensure examination in order to work in their field of study

*In 2019–2020, SWC’s licensure examination pass rates met or exceeded both the standard and the aspirational (stretch) goal for all but one program.*

#### **ISS 6 - Job Placement Rates**

Placement rates for students completing significant coursework or obtaining degrees/certificates in career education.

*Note: Job placement rates are based on data provided through the Chancellor’s Office’s Perkins Core .*

*Between 2017–2018 and 2020–2021 SWC met the floor and stretch goals for this metric in 14 out of 26 programs.*

## **Governor’s Roadmap (2022–2026)**

This multi-year roadmap, published in May 2022, outlines the State’s and California Community Colleges’ (CCC) joint prioritized goals and expectations, modeled after the Vision for Success, and accompanying outcome measures for CCCs. The Roadmap’s term spans the fiscal and academic years of 2022–2023 through 2026–2027.

The [Governor’s Roadmap](#) (GR) aims to:

## **GR 1 - Improve Educational Outcomes**

**GR 1.1 - Increase by 20 percent the number of students attaining degrees and credentials.**

*The SWC count of students having received an award in 2022–2023 was 2,294.*

**GR 1.2 - Reduce by 15 percent the median number of completed units in excess of 60.**

*In 2021–2022 the average number of units earned by first-time AA degree recipients at SWC was 85.*

**GR 1.3 - Improve the placement and completion into transfer-level mathematics and English within one year.**

*In 2021–2022, only 15 percent of first year SWC students completed transfer-level math and English. The one-year throughput rate for transfer-level math for Black/African American and Hispanic students was below that of their peers by 13.5 and 6.8 percentage points respectively.*

**GR 1.4 - Proportionally increase the number of CCC students transferring annually to a UC or CSU by 35 percent or relative to enrollment growth at the UC and CSU.**

*In 2020–2021, 1,139 SWC students transferred to the UC or CSU campuses.*

**GR 1.5 - Publish the two-year associate degree graduation rates, the average units to degree for those graduating with an associate degree, and the percentage of first-time students who have completed at least 30 units prior to entering their second year, disaggregated to reflect**



**underrepresented students, Pell Grant recipients, and disabled students and facilitate the evaluations of equity gaps.**

*In 2021–2022, the average number of units to complete a degree among SWC students was 85. Disaggregated by race/ethnicity, the completed units were: 74 (Asian), 83 (Black/African American), 81 (Filipino), 86 (Hispanic), 82 (White), 84 (Two or more races), and 78 (unknown ethnicity).*

*The three-year AA graduation rate for all SWC students is 11.9 percent, while CCPG/Pell students have a higher graduation rate of 13 percent. In 2020–2021, 6 percent of students completed 30 or more units in their first year. The breakdown by race/ethnicity is as follows: Asian (9 percent), Black/ African American (6 percent), Filipino (10 percent), Hispanic (8 percent), White (7 percent), and Two or more races (10 percent).*

*([Table 12](#) in Appendix 2)*

## **GR 2 - Improve Student Success and Advance Equity**

**GR 2.1 - Improve completion rates, transfer rates, and units to degree completion among Pell Grant recipients, underrepresented minority, and disabled students to match the average of all students by 2026.**

*In 2021–2022, the average number of completed credit units to degree earned for each group was:*

- *Pell grant recipient: 88*
- *Underrepresented minority students, specifically African Americans: 83*
- *Hispanic students: 86*
- *Students with disabilities: 91*

*Among students who had stated an AA degree/transfer as their educational goal:*

- *10 percent earned an AA degree. In 2021–2022, the rate of AA attainment for Pell Grant recipients, students with disabilities, African American and Hispanic students was 11, 13, 8, and 11 percent respectively.*

- *In 2020–2021, 8 percent successfully transferred to a four-year institution.*

Source: CCCCCO Student Success Metrics

**GR 2.2 Compile baseline data on existing equity gaps between the types of students able to access a dual enrollment program.**

Table 1 lists the representation of CCAP students based on race and ethnicity at SWC and their respective proportions at SUHSD.

**Table 1 - SWC Current Baseline Data**

Race/Ethnicity	CCAP SWC 2021–2022	SUHSD 2021–2022 Students enrolled in 9th, 10th, 11th, or 12th
<i>Asian</i>	2.3%	2%
<i>Black or African American</i>	2.0%	3%
<i>Filipino</i>	9.3%	11%
<i>Hispanic</i>	73.4%	69%
<i>Two or more races</i>	4.3%	3%
<i>White</i>	7.6%	11%

*Note: Students enrolled in 9th-12th grades might potentially seek to participate in dual enrollment. We chose the Sweetwater Unified High School District (SUHSD) to identify potential equity gaps because it is our main feeder district. This table below demonstrates that although White students account for 11 percent of students enrolled in 9th-12th grades, only 7.6 percent of CCAP enrollment at Southwestern are White.*

Source: SWC District Data warehouse and CCCCCO K-12 Strong Workforce Program dashboard

**GR 3 - Increase Intersegmental Collaboration with the UC and CSU**

[AB 928](#), signed into law in 2021 establishes the requirement for a unique transfer curriculum between the CCCs and the UC and CSU systems.

In 2021-2022, the number of SWC students who transferred to the UC system was 156, and 840 transferred to the CSU.

Currently, SWC has 30 Associate of Arts/Science degrees for transfer (ADT).

(See [Figure 9](#))

## **GR 4 - Support Workforce Preparedness and High-Demand Career Pipelines**

**GR 4.1 - Increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15 percent.**

*Among the SUHSD Class of 2021, 3 percent of dually enrolled students earned 12 or more college units by the time of high school graduation.*

**GR 4.2 - Establish guidance and practices in closing any existing equity gaps between the types of students able to access a dual enrollment program.**

*The [Vision 2030](#) aims to expand access to dual enrollment to all high school students across the State. This goal is consistent with SWC's current endeavors to increase its CCAP/dual enrollment footprint in SUHSD.*

**GR 4.3 - Establish a baseline for, and annually increase options in, credit for prior learning (CPL) offerings. Increase system-wide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent.**

*SWC currently only offers CPL for eight courses by way of examination,*

portfolio, prior military experience, or industry certification or licensure ([2023–2024 Catalog](#)). However, there is an ongoing effort to expand the number of courses eligible for CPL by these methods and increase access for students to pursue CPL. Furthermore, credits earned through external exams (e.g. AP and IB tests) are not currently tracked or reported as CPL. Work is underway to rectify this discrepancy and improve the College’s ability to report CPL to external agencies as required as well as monitor and improve utilization of CPL opportunities for students.

SWC will begin a CBE pilot program in fall 2024 with an expected cohort size of 30–60 students.

**GR 4.4 - Increase by 15 percent the percentage of exiting students who earn a living wage.**

*In 2020–2021, 41 percent of SWC graduates earned a living wage one year after exiting SWC without transferring to another institution.*

Source: CCCCCO Student Success Metrics

**GR 4.5 - Focus the CCCs toward establishing or expanding programs that address California’s workforce needs in healthcare, climate action, education, and early education.**

*Current curricular and programmatic expansions at SWC take into consideration the regional recommendations on labor market demands outlined in the [San Diego Inclusive Economy Report](#).*

**GR 4.6 - Establish educational pathways from high school through four-year institutions in the high-need fields of education, healthcare, technology, and climate action.**

*SWC is in the process of establishing partnerships with several four-year*

*universities and creating pathways for students to complete their bachelor's degree while remaining in the South Bay.*

## **Governor's Executive Order on Career Education (August 2023)**

The California Governor's [Executive Order N-11-23](#), published in August 2023. Two of the Plan's overarching goals are:

**GCE 1** - At the start of high school, students should be encouraged to discover and explore well-compensated, lasting careers—including those that do not require college degrees—and be guided to pathways to those careers.

**GCE 2** - Students and workers [...to] have expansive opportunities to "learn by doing" and be trained in real-life skills, especially via paid earn-and-learn opportunities.

Furthermore, the Executive Order requires a review process by the California Department of Human Resources, to be completed by October 1, 2023, to update existing policies for any position for which a "bachelor's degree remains a job-related educational requirement, explicit analysis of whether a bachelor's degree is necessary for successful performance in the position and, if it is determined necessary, supporting data that demonstrates the necessity."

## **Regional, State, and National Trends**

The goals and objectives delineated in the EVP 2030 are aligned with Regional, State, and National educational trends and labor market priorities.

### **Regional Priorities**

Launched in 2018, the San Diego Regional [Economic Development Corp's](#) (EDC's) Inclusive Growth Initiative includes the following goals for San Diego County, to be met by 2030:

- Equip small businesses to compete by establishing 50,000 new quality jobs per year.
- Build a strong local talent pipeline by training 20,000 skilled\* workers to enter the workforce on an annual basis.
- Address the affordability crisis by cultivating 75,000 new thriving\*\* households.

San Diego County's small businesses (defined as those employing fewer than 100 workers) employ 61 percent of the workforce—twice the national average—providing 738,227 total jobs for the region. Despite fueling the economic engine of San Diego County in aggregate form, these enterprises are often unable to compete for skilled employees in a tight job market or match the compensation levels offered by large businesses.

Access to quality occupations remains elusive for women and communities of color who in 2021 held 65 and 56 percent of low-income jobs respectively. Meanwhile, the median earning gap between white and non-white households has continued to widen. This income disparity correlates with quality, high paying jobs being disproportionately held by white San Diegans: compared to a white worker, a Black person is 27 percent and a Hispanic individual 42 percent less likely to hold a quality job.

Investing in the educational attainment of underserved groups would reverse the talent shortage in the region as well as close the income gap between communities of color and white households. Employers can play a pivotal role in providing opportunities for the Black and Latino workforce by lowering unnecessary educational requirements for entry-level positions as well as creating a strong job recruitment pipeline for community colleges.

*Source: [sandiegobusiness.org/inclusive-growth/](http://sandiegobusiness.org/inclusive-growth/)*

*\*It is projected that 84 percent of new jobs created between now and 2030 will be filled by skilled workers—those who have completed some form of postsecondary degree or credential.*

*\*\*A thriving renter household, as defined by EDC, needs an income of at least \$79,000 in household income per year while homeowner households need \$122,412 per year. San Diego's increasingly expensive housing market has driven record levels of inflation, resulting in fewer than 44 percent of San Diego households being considered thriving.*

## **State Mandates**

At the State level, several pieces of legislation have fundamentally reshaped the direction, emphasis, and funding mechanism of California Community Colleges (CCC) and pivoted the system’s mission and vision toward greater accountability, program completion, and equity-focused, inclusive practices.

**AB 19** (2017) gave birth to the California College Promise and the possibility of free community college tuition for first-time students enrolled in 12 or more units.

*Promise Grant data are available in aggregate form without distinction for first and second year. In 2021–2022, there were 224 AB19/Promise Grant recipients at SWC. Completion/Transfer data specific for AB19 students is not available. However, 11 percent of all Promise Grant recipients (all students who ever received Promise Grant/BOG waiver) who were seeking to earn a degree or transfer achieved this goal in 2021–2022.*

**AB 86** (2021) focuses on partnerships between K-12 and CCCs to facilitate a seamless transition between the two systems for students. Furthermore, it funds regional consortia of public K-14 educational agencies to improve and expand adult education services in basic skills, English as a second language, citizenship, workforce preparation, programs for adults with disabilities, short-term Career Education programs with high employment potential, and programs for apprentices.

*SWC supports the provision of adult education through its participation in the South Bay Adult Education Consortium. As part of the consortium, SWC served students in the following adult education programs in 2021–2022:*

*ESL: 158*

*Workforce preparation: 332*

*Adults with Disabilities: 45*

*Short term career education: 536*

**AB 91** (2023) if enacted, the bill would exempt prospective, low-income students whose residence is within a 45-mile distance of the California-Mexico border from nonresident tuition fees.

*Institutional Research will begin tracking the number of SWC students receiving the AB 91 tuition rate and will monitor enrollment and success outcomes for these students.*

**AB 190** (2022) provides one-time grants for the construction or acquisition of student housing for the purpose of providing affordable, low-cost housing options for students enrolled in public postsecondary education in California.

**AB 288** (2016) enables colleges to enter into a College and Career Access Pathways (CCAP) partnership with school districts. With the enactment of this bill, colleges are able to provide dual enrollment programs in both CCAP and non-CCAP tracks. The *CCAP track* (AB 288) establishes a structured academic programmatic framework for identified groups of students.

The *non-CCAP track* preserves the pre-AB 288 options which continue CCCs' ability to provide dual enrollment opportunities to students individually or by entering into formal partnership agreements with local high school districts.

*In 2022–2023, a total of 1655 high school students enrolled in SWC coursework; 1180 high school students participated in CCAP courses, and 728 in non-CCAP dual enrollment.*

*Note: CCAP and non-CCAP attendance are not mutually exclusive - some students are enrolled in both.*

**AB 358** (2023) exempts community colleges from the Field Act, which streamlines the process for building affordable student housing.

**AB 368** (2023–pending) if enacted, would require a community college district to assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program.

**AB 634** (2023–pending). Existing law makes specified community college career development and college preparation courses and classes for which credit is not given, and that are offered in a sequence of courses leading to certain outcomes, eligible for state funding. This bill would instead make the same courses and classes for which



credit is not given eligible for state funding if those courses are offered in both face-to-face and distance education instructional methods.

**AB 705** (2017) and **AB 1705** (2022) require CCCs to maximize the probability of a student to enter and complete transfer-level English and math coursework within a one-year timeframe of their initial attempt in the discipline. Furthermore, the transfer-level coursework should satisfy the English and mathematics requirements of the intended certificate or degree program within the student's declared academic goal.

*The implementation of these two legislations has resulted in the College experiencing a significant shift in the number of students being placed directly into, and enrolling in, transfer-level English and math courses. The College is closely monitoring the success and retention rates in mathematics in particular and found that almost half (49.8 percent) of Hispanic and Black/African American students still do not complete transfer-level math coursework within one year of their initial attempt in the discipline.*

*The School of Math, Science, and Engineering has actively pursued grant funding from the National Science Foundation and other sources to diversify student participation in STEM fields and expand opportunities for underrepresented groups. Current projects include the development of transfer and certificate pathways, an increase in experiential learning and research opportunities, and an analysis of classroom instructional methodologies and practices. Furthermore, a significant portion of each grant is earmarked for scholarships to financially support students throughout their educational journey.*

*The School of Languages & Literature is focused on supporting high challenge, high support, equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across courses. These efforts will be completed and expanded through grant opportunities, braided funding, and collaboration across the College. Currently, the School is working through communities of practice and professional learning opportunities, which focus on humanizing the classroom, promoting interaction and engagement, fostering a sense of belonging, and through mentoring and peer observation.*

**AB 928** (2021) - **The Student Transfer Achievement Reform Act (CalGETC)**

The bill requires the Intersegmental Committee of the Academic Senates of the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC) to establish a singular lower division general education

pathway that meets the academic requirements necessary for transfer admission to the CSU and the UC. The bill would require the singular lower division general education pathway, commencing with the fall term of the 2025–26 academic year, to be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments, and to not lengthen the time-to-degree or include more units than those required under the Intersegmental General Education Transfer Curriculum (IGETC) on July 1, 2021.

**AB 1002 (2021) and AB 1786 (2018) - Credit for Prior Learning (CPL)**

Originally intended for military personnel and veterans, and subsequently expanded to other students, the CPL initiative aims to reduce the time to completion for degree and certificate-seeking students by awarding course credit when a student can demonstrate that their work or life experience validates their prior knowledge, skills, and abilities taught in the course through work experience, military experience, external exam scores in AP/IB/CLEP testing, Early College Credit courses, exams taken at their high school, or skills developed through their life experiences are documented and validated.

Faculty may use assessment tools such as exams or portfolios to award course credit or grant course credit to students by establishing equivalencies between SWC courses to military occupations, military coursework, industry certifications earned on the job, and other alternative methods of awarding credit. While this innovation is new to California, it is very prominent in higher education in other parts of the country.

*In 2022–2023, two students were awarded credit for prior learning, each through the process of credit by exam. In the same year, 395 students earned “transfer course equivalency” units; these units can be earned through external transcript equivalencies, which are not considered credit for prior learning, and through AP or other external exams (IB, CLEP, etc.), which are considered credit for prior learning.*

**AB 1111 (2021)** requires that California Community Colleges, on or before July 1, 2024, adopt a common course numbering system for all general education requirement courses and transfer pathway courses, and to incorporate these common course numbers from the adopted system into their course catalog.

**AB 1187 (2022)** extends the list of noncredit courses to include supervised tutoring for foundational skills and for degree-applicable and transfer-level courses that are authorized for apportionment funding.

**AB 1719** (2022) added community college districts to the Teacher Housing Act of 2016 so they may establish and implement programs that address the housing needs of faculty and staff who face challenges in securing affordable housing. To the extent feasible, districts may leverage federal, state, and local public, private, and nonprofit fiscal resources available to housing developers.

**AB 2248** (2018) requires colleges to notify prospective students that Cal Grant awards are limited to four years and that they need to enroll in 15 units during each primary semester to complete a bachelor's degree within the allotted four years.

*In 2021–2022, SWC awarded Cal Grant B/C to 2,930 students, and of those students, 12.5 percent attempted 30 or more units within the fall and spring primary terms. Only 3.9 percent of students who did not receive Cal Grant B/C in the 2021–2022 academic year attempted 30 or more units within the fall and spring primary terms.*

**AB 2322** (2022) requires that K-14 public institutions ensure that facilities, including classrooms for students, have heating, ventilation, and air conditioning (HVAC) systems that meet minimum ventilation rate requirements as specified in the Building Energy Efficiency Standards, and for the California Building Standards Commission and Division of the State Architect to research, develop, and propose for adoption mandatory standards for carbon dioxide monitors in classrooms.

**Competency-Based Education (CBE)** - As we look to the future of higher education, Direct Assessment Competency Based Education (CBE), which is currently in an exploratory phase, will provide older and/or working adult students a more flexible instructional model where they may learn at their own pace.

In a Direct Assessment CBE degree or certificate program, students do not enroll in courses, but instead they demonstrate mastery of program outcomes that define expected knowledge, skills, and abilities essential to the program. Rather than having to complete a 16- or 8-week class, the student moves on in the program once the faculty determines their mastery of a competency.

*The College has been part of a pilot program with CCCCO to explore the feasibility and scalability of CBE. Aside from changes required to accommodate an open entry/open exit format spanning multiple semesters, financial aid eligibility and awards that fit a flexible timeline, a new methodology for learning outcomes assessments and transcription of completed work, a higher level of apportionment funding will be*

*necessary to cover the cost of CBE instruction. The CCCCO is currently exploring various models to support CBE and assist in its implementation in participating districts.*

**Strong Workforce Program (SWP)** (2016) created to support and expand Career Education (CE) for middle-skill workers to attain a living wage. SWP is outcomes driven and promotes innovation, specifically in areas that would make the curriculum more responsive to evolving labor market conditions.

*SWP funds are distributed annually with each round allocated a three-year spending window. SWP is typically used to fund tutoring, software, instructional and non-instructional supplies, curriculum development in credit and noncredit, equipment, software, event planning, and hourly (Instructional aide) instructional support for various programs. Included in this funding cycle was a series of noncredit CDCP career certificates.*

*The current three SWP rounds of funding are as follows:*

**SWP 2021 - 2022** (\$1,771,334); expires December 30, 2023

**SWP 2022-2023** (\$1,912,201); expires June 30, 2024

**SWP 2023- 2024** (\$2,218,806); expires June 30, 2025

*For all funding cycles, SWP supports outreach events, marketing efforts, Work-Based Learning (WBL), high school articulations and participation in professional development.*

**Student-Centered Funding Formula (SCFF)** (2017) shifts the long-standing CCC methodology of general apportionment's sole reliance on enrollment to a three-factor model including:

- A base allocation reflecting enrollment (70 percent),
- A supplemental allocation based on the numbers of students receiving a College Promise Grant or a Pell Grant, and students covered by AB540 (20 percent)
- A student success allocation based on success outcomes (10 percent)

*In the last SCFF Supplemental allocation, based on 2021–2022 data, we had 10,778 CCPG students, 6,492 Pell students, and 634 AB540 students.*

*Table 2 represents the SCFF Success metric values based on 2021–2022 data, including the premium amounts given for low-income (CCPG and Pell) student achievements.*

**Table 2 - SCFF Success Allocation Values for 2021–2022**

	<i>All students</i>	<i>CCPG Students</i>	<i>Pell Students</i>
<i>ADT</i>	<i>874</i>	<i>707</i>	<i>557</i>
<i>AA/AS</i>	<i>739</i>	<i>599</i>	<i>462</i>
<i>Certificate</i>	<i>160</i>	<i>118</i>	<i>82</i>
<i>Bachelor's</i>	<i>N/A</i>		
<i>Transfer</i>	<i>913</i>	<i>690</i>	<i>501</i>
<i>Succ. Complete 9 CTE Units</i>	<i>2,143</i>	<i>1,584</i>	<i>1,211</i>
<i>Succ. Complete Transfer-Level English &amp; Math in first year</i>	<i>593</i>	<i>333</i>	<i>273</i>
<i>Regional Living Wage</i>	<i>2,055</i>	<i>1,361</i>	<i>832</i>

**Work-Based Learning (WBL)** - The California Department of Education (CDE) is expanding the College/Career Indicator (CCI) with more career measures such as registered pre-apprenticeship, state and federal job programs, transition work-based experience, and transition classroom-based work exploration. WBL is embedded in these efforts and includes participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. WBL connects the classroom to real-world experiences, develops transferable, in demand skills, and assists in career goal-setting.

The three categories required by the State to qualify for the WBL designation are:

- A. Preparing for employment

- B. Practical Experience and Interaction with industry
- C. Building Awareness and Exploration of Careers

*In 2018–2019, a faculty workgroup consisting of seven coordinators began the College’s work on WBL by first adopting a glossary proposed by the regional consortium faculty in congruence with the CCCCO’s request for reporting WBL. The workgroup subsequently undertook the years-long project of reviewing individual course syllabi to gather a listing of WBL opportunities offered to students.*

*In this ongoing effort, each instance within a syllabi of a WBL experience is recorded, and these instances of experiences are multiplied by the number of students within those applicable sections to capture an estimated number of WBL student interactions. Over the last five academic years, the largest number of WBL experiences and student interactions occurred in 2020–2021, followed by a sharp decline in 2021–2022, and a sizable recovery in 2022–2023.*

**Table 3 - Work-Based Learning Syllabi Review Results**

	2018–19	2019–20	2020–21	2021–22	2022–23
WBL Experiences	781	1,102	1,354	424	770
WBL Student Interactions	20,187	36,117	38,662	13,992	30,295

*Source: SWC WBL Syllabi Review, Internal Data Warehouse*

*In addition to curricular WBL experiences, SWC provides opportunities for students to engage in WBL outside of their enrolled courses. In 2021–2022, 391 students participated in extracurricular WBL experiences. In 2022–2023, the number of participants dipped to 247.*

## National Movements

At the national level, the most significant movement affecting the operations of community colleges is Guided Pathways:

**Guided Pathways** is a nationwide reform based on the book *Redesigning America's Community Colleges: A Clearer Path to Student Success*, authored in 2015 by the faculty of the Community College Research Center at Columbia University. The movement seeks to move the needle in completion rates and achievement gaps in the nation's community colleges by undertaking a comprehensive restructuring of programs and student supports.

The Guided Pathways Model is predicated on four pillars that aim to:

- Clarify students' paths to education and career goals;
- Help students select and enter an educational path;
- Provide support for students to remain on their chosen path; and
- Ensure student learning across programs.

*Renamed **Jaguar Pathways** at SWC, the College's Guided Pathways efforts began in 2017 and are ongoing as of this writing. During fall 2022, a college-wide overhaul led to the implementation of eight academic **Fields of Study (FoS)**:*

*FoS 1: Health, Wellness, and Public Safety*

*FoS 2: Mathematics, Science, and Engineering*

*FoS 3: Business*

*FoS 4: Arts, Communication, Design, and Media*

*FoS 5: Education, Humanities, Social and Behavioral Sciences*

*FoS 6: Languages and Literature*

*FoS 7: Applied Technology and Hospitality Management*

*FoS 8: Exploration and Personal Growth*

*During spring 2023, Student Success Teams (SSTs) began to form for each FoS to implement data-informed, equity infused practices. Each SST consists of the following six members:*

- *FoS Dean*
- *Student Success Coach*
- *Instructional Faculty Liaison*
- *Counseling Faculty Liaison*
- *Data Liaison*
- *Student Ambassador*

*Note: SSTs will utilize the [SEAP metrics](#) to assess their performance.*

## V. ENVIRONMENTAL SCANS - MAJOR FINDINGS

The following environmental scan represents the accumulation of insights derived from data organized by SWC's Office of Institutional Research and Planning and input from students, employees, and community stakeholders who participated in surveys, focus groups, town hall discussions, and a community forum.

These insights, along with the College's leadership goals and statewide mandates, have informed the identification of priorities and broad goals for EVP 2030.

This environmental scan is divided into three parts: external, internal, and economic opportunities with takeaways from each section listed in bullet points representing internal summaries.

1. The external scan describes SWC's service area in terms of current demographic trends such as educational attainment, economic characteristics, and projected population changes through the year 2050.
2. The internal section examines enrollment trends, student characteristics, degree completions, and time to degree, in addition to other performance measures.
3. The economic opportunities section provides projections on employment forecasts in various fields and high growth industries.

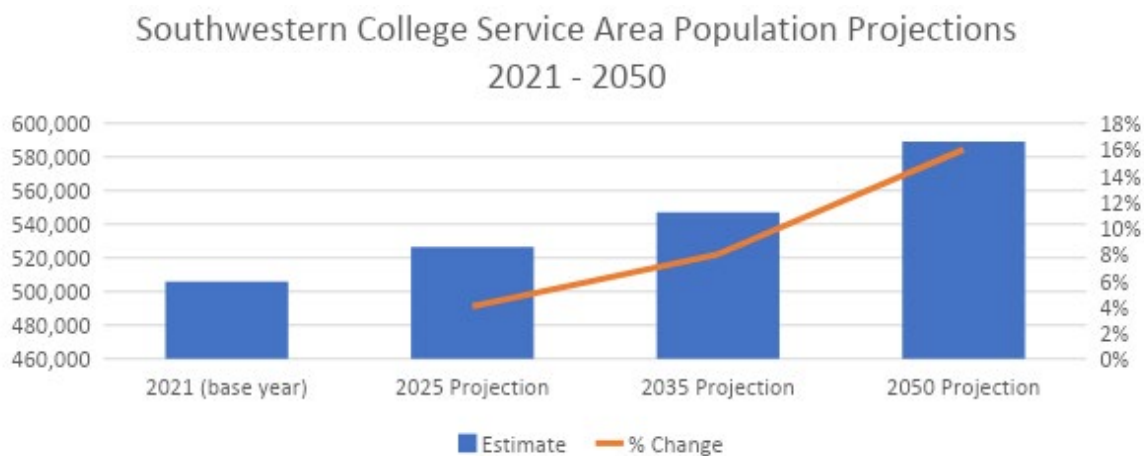
### External Scan

**SWC's Service Area Population is projected to grow by 16 percent in the next three decades.**

The service area's current population is 505,970 and is projected to increase to 589,235 by 2050, an overall growth rate of 16 percent ( Figure 1).



**Figure 1 - SWC Service Area Population Projections (2021–2050)**



Source: San Diego Association of Governments (SANDAG) (2022)

**The population growth is disproportionately concentrated in older age groups while the share of the younger segments is expected to decrease (Figure 2).**

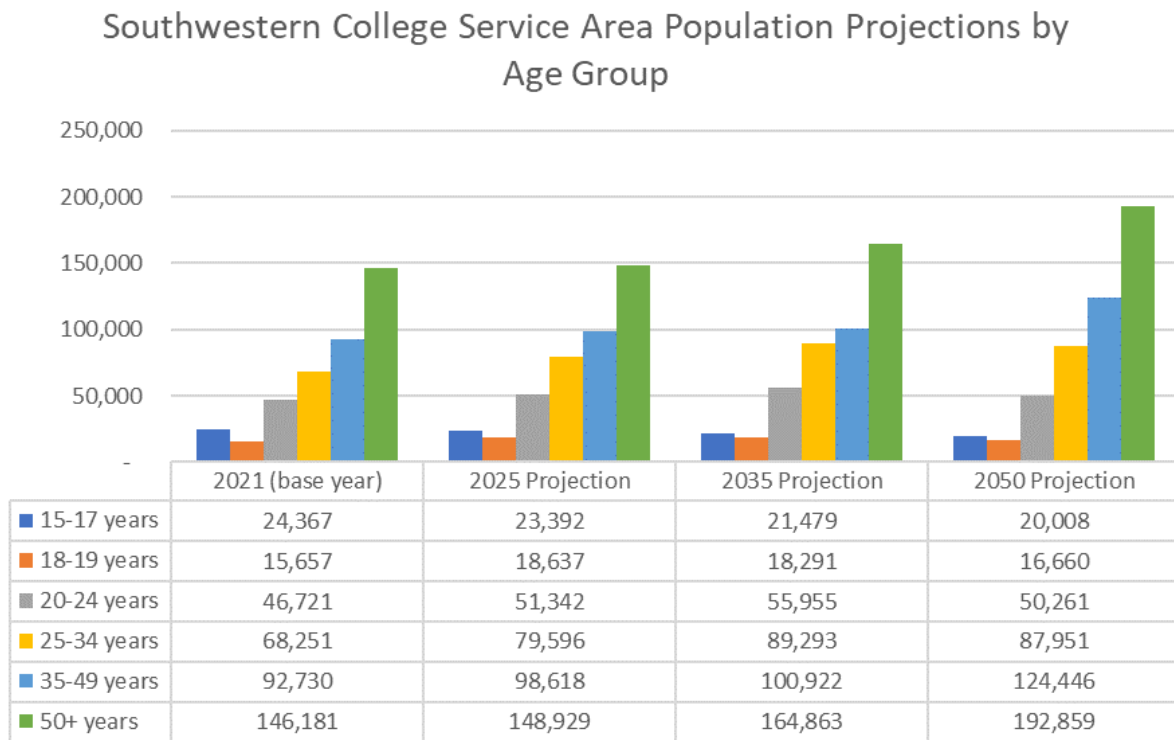
The projected population fluctuation will not be uniform across all age groups:

- a. The 15–17 age group will decrease by approximately 17 percent, from 24,367 to 20,008.
- b. The young adult population, those in the 18–19 and 20–24 age groups, will experience only modest growth.
- c. The bulk of the population increase will take place among adults 25–34 (slightly below 30 percent) and those in the age groups of 35–49 and 50+, who will experience a growth exceeding 30 percent.

As the median age of the service area trends upward in the next three decades, educational services may need to evolve to meet the demands of the service area's

changing population. A higher emphasis on Continuing Education, associate and bachelor's degrees, and possibly graduate degrees are items to consider.

**Figure 2 - SWC Service Area Population by Age Group (2021–2050)**



Source: San Diego Association of Governments (SANDAG) (2022)

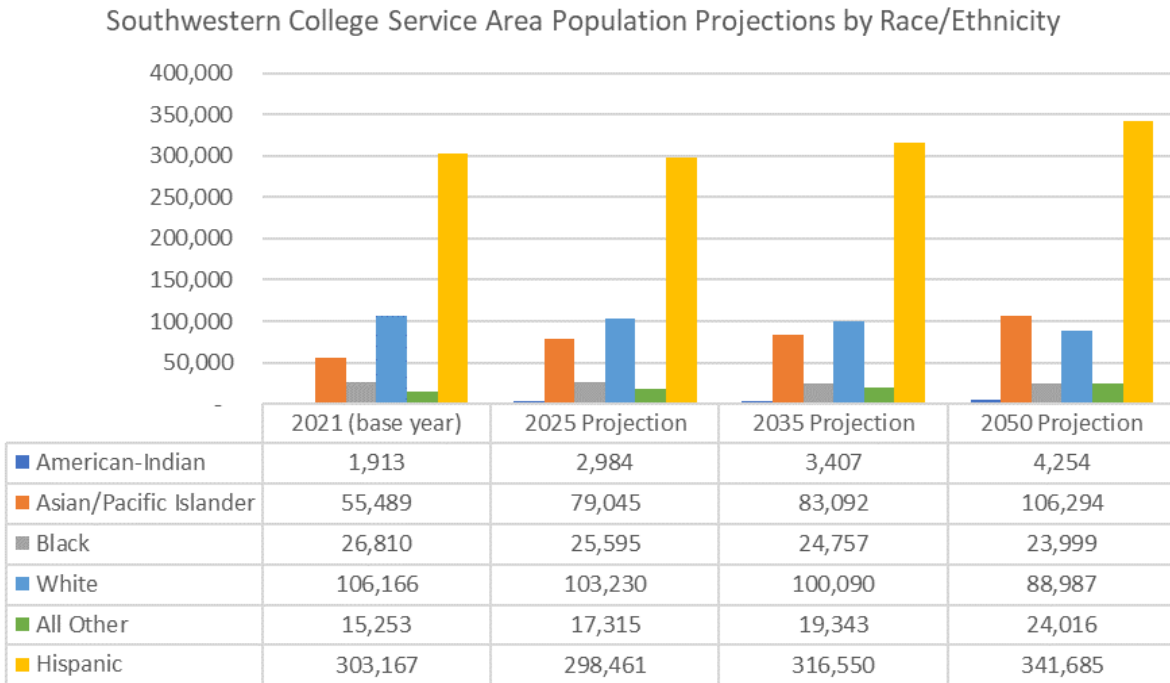
**Hispanics will continue to be the largest ethnic group while the Asian/Pacific Islander population will increase from 55,489 to 106,294 by 2050.**

Similarly to age distributions, the projected population fluctuations will not be uniform across ethnic groups (Figure 3).

- a. The representation of the Hispanic community, the largest segment of the service area's current population, will continue to hold steady at approximately 58 percent.

- b. The Asian/Pacific Islander category is expected to increase by approximately 91 percent and become the second largest group in the service area.
- c. The number of Black/African American individuals residing in the service area is projected to decrease by about 10 percent.
- d. The American-Indian population is expected to grow by over 100 percent. However, the overall share of the population will remain relatively low,

**Figure 3 - SWC Service Area Population by Race/Ethnicity (2021–2050).**



Source: San Diego Association of Governments (SANDAG) (2022).

**San Diego County and the State both outperform the service area in higher education (bachelor’s degree or higher) attainment.**

The service area population trails the State of California and San Diego County in higher education attainment, with only 26.6 percent of individuals 25 years and older holding a bachelor’s degree or higher ([Table 12 in Appendix 2](#)).

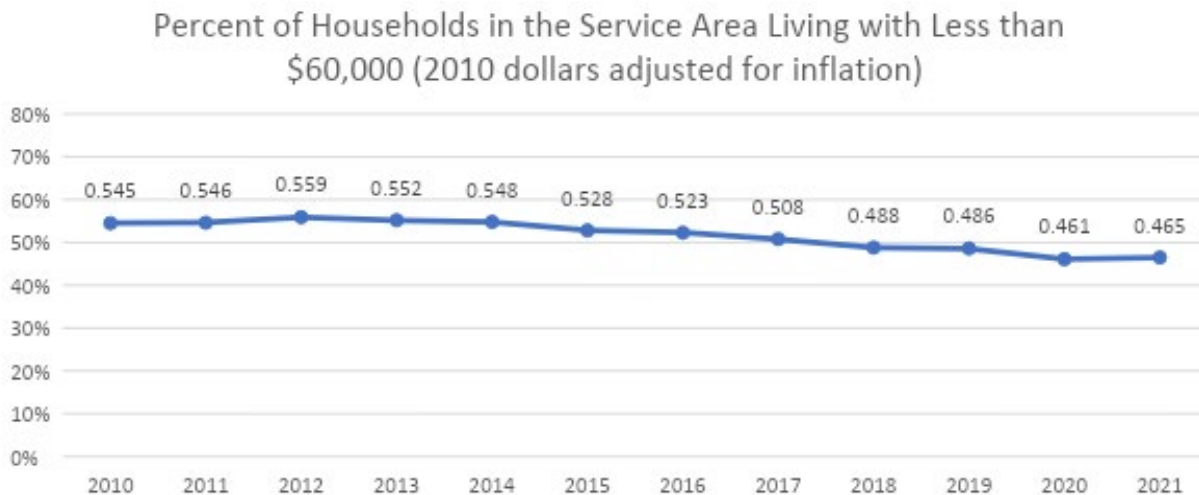
**Many service area households live with less than \$60,000 per year.**

Although Figure 4 signals a slow decrease in the number of households living with less than \$60,000 per year, the share of the population under this threshold continues to be stubbornly high and is currently about 46 percent.

Figure 5 depicts an even more concerning picture, outlining the percentage of the households in the service area who live at or below poverty\*. San Ysidro, National City, and Imperial Beach house an especially large segment of the population living in poverty.

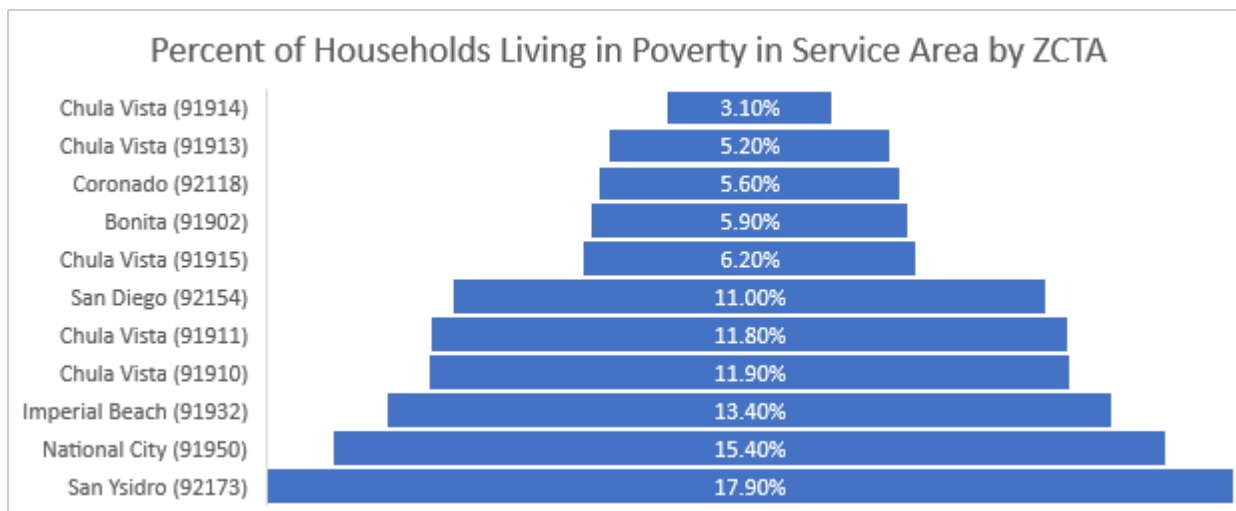
\*Poverty is defined using income thresholds based on family size. For example, the income threshold for a single person under 65 is \$14,097.

**Figure 4 - Service Area Households Living with Less than \$60,000 (2010 Dollars Adjusted for Inflation).**



Source: San Diego Association of Governments (SANDAG), U.S. Census Bureau.

**Figure 5 - Service Area Households Living Below Poverty by ZCTA\*\***



Note 1: Poverty is defined using income thresholds based on family size. For example, the income threshold for a single person under 65 is \$14,097.

Note 2: Households living in poverty in California = 12.30 percent and San Diego County = 10.70

Source: United States Census Bureau. American Community Survey (2021)

*\*\*Zip Code Tabulation Areas (ZCTACs) are generalized area representations of the United States Postal Service (USPS) ZIP code service areas, but are not the same as ZIP codes.*

The data gathered through the external scan lead to the following conclusions:

- The age distribution of future SWC students will skew further away from young adults toward individuals over 25.
- Asian/Pacific Islander students, including Filipinos, are likely to increase their share of the student population at SWC.
- The large percentage of the service area population living in households with earnings below \$60,000 would be well served by Career Education programs, short-term certificates, and noncredit training modules that lead to well-paying jobs that do not require a bachelor's degree.
- The College should increase its focus on helping students attain a four-year degree to be competitive for high-wage jobs in the Southern California job market.

## Internal Scan

Over 73 percent of the SWC student population lives in the service area, with the city of Chula Vista accounting for 44.4 percent of the College's headcount (Table 2).

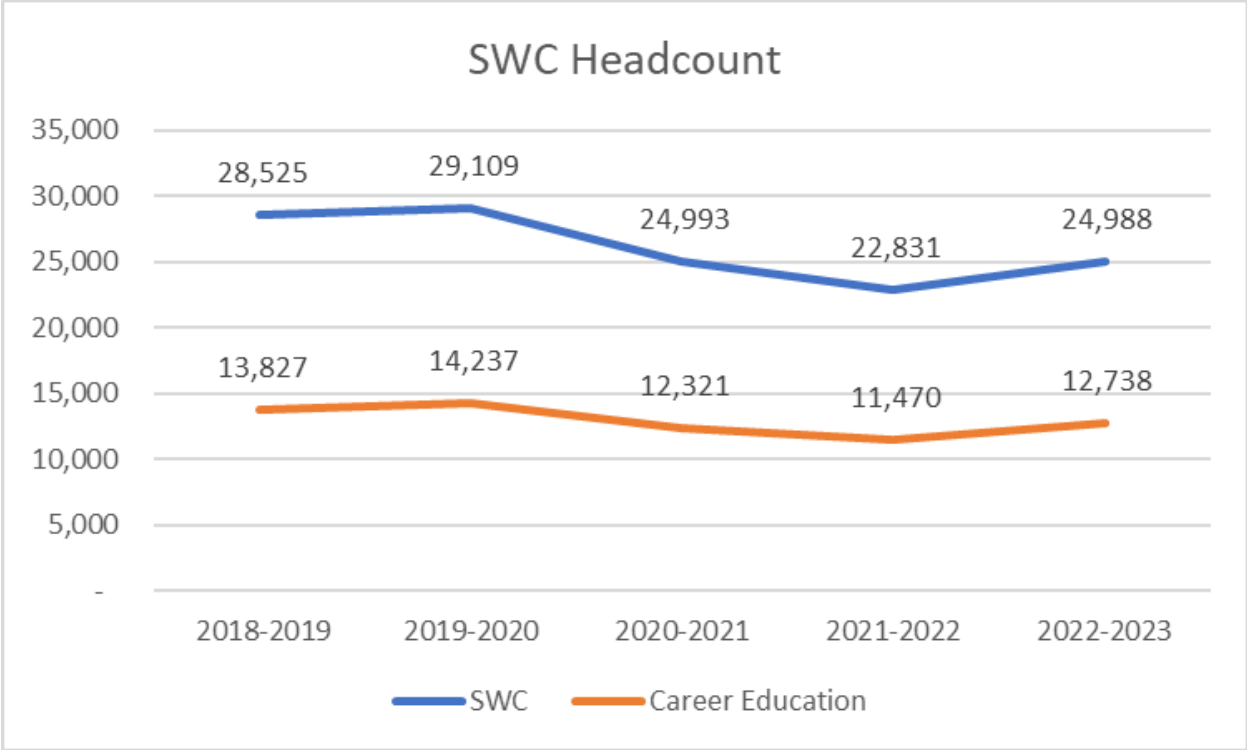
Although the population in the service area has been increasing in recent years, headcount at SWC has decreased from a high of nearly 30,000 in 2019–2020 to a low of approximately 23,000 in 2021–2022 (Figure 6). The downward trend in enrollment began to reverse in 2022–2023.

**Table 4 - SWC Headcount by City Compared to Service Area Population**

<b>City</b>	<b>Percent of Service Area Population</b>	<b>Percent of SWC Headcount</b>
Bonita	3.5%	2.2%
Chula Vista	53.4%	44.4%
Imperial Beach	5.2%	2.5%
National City	11.5%	5.4%
Coronado	3.9%	0.4%
Otay Mesa	16.7%	12.2%
San Ysidro	5.8%	6.1%
Total	100%	73.2%

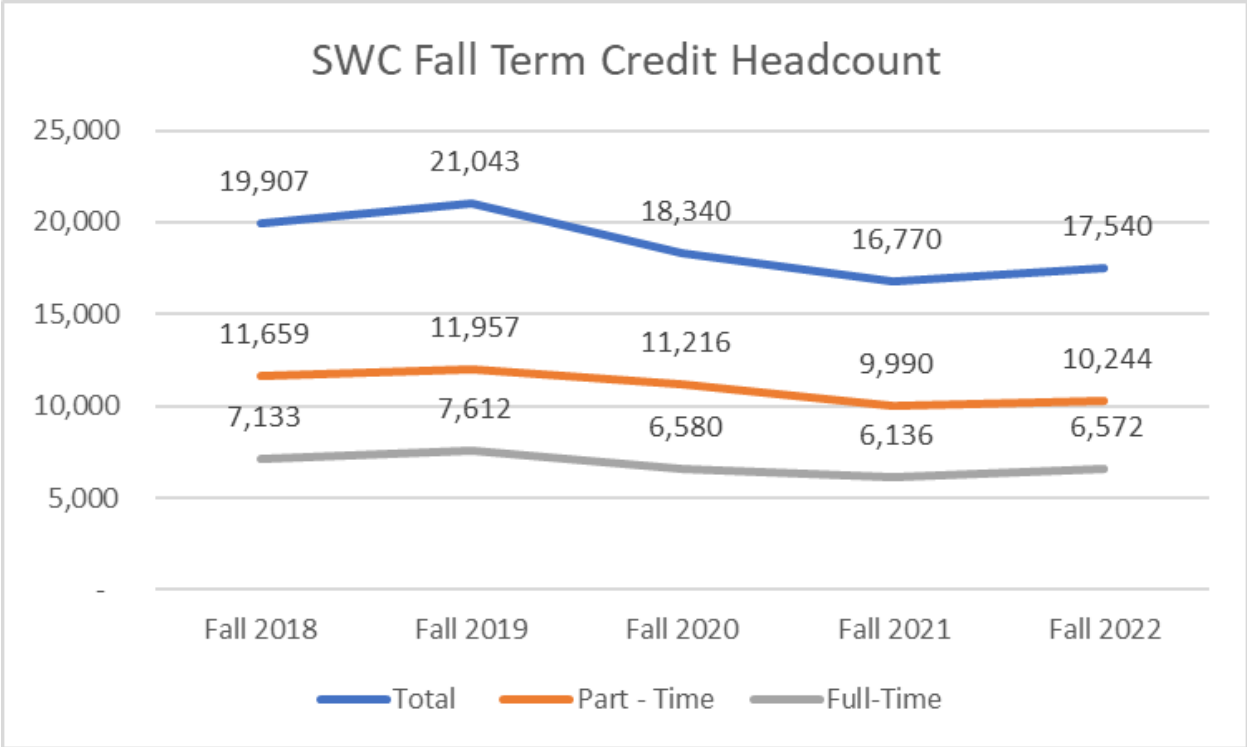
*Source: Southwestern Community College District Data Warehouse, US Census Bureau*

**Figure 6 - SWC Headcount**



Source: SWC District Data Warehouse.

**Figure 7 - SWC Fall Term Headcount by Full- and Part-Time status**



Source: California Community Colleges Chancellor's Office Data Mart

**The number of High School graduates in the District's service area slightly decreased, along with SWC's capture rates ([Table 13](#) in Appendix 2)**

To help understand the decrease in enrollment, it is helpful to review the graduation rates at our largest feeder high school, Sweetwater Unified High School District (SUHSD). In 2017–2018, 6,495 individuals graduated from SUHSD. Of these graduates, 72.8 percent enrolled in postsecondary education with SWC's share accounting for 32.2 percent. In 2020–2021, the SUHSD graduating class had decreased to 5,644, with 70 percent enrolling in postsecondary education. Of those, 31.3 percent elected to attend SWC.

Additionally, the number of high school students enrolled at SWC in 2021–2022 was 1,470, down from 1,887 in 2019–2020.

**SWC student headcount decreased across most student groups from 2020–2021 to 2021–2022, but rebounded in 2022–2023.**

Tables 5 and 6 depict enrollment fluctuations across age and race/ethnicity groups among student groups between 2020 and 2023.

Following a sharp decline during the first two years of the pandemic, SWC's enrollment began to recover in 2022–2023, with the greatest percentage gain realized among students over 35 years of age.

In early 2023, Hanover Research conducted a student survey with 902 participants. Among the key findings, most students expressed a preference for eight-week courses, and over 40 percent shared their interest in evening classes. Moreover, most students articulated their need for the College to offer online and in-person services like counseling, EOPS, and financial aid.

**Table 5 - Headcount Change by Age Group 2020–2021 to 2022–2023**

Age Group	2020–2021	2021–2022	2022–23	Change % (22–23 vs. 21–22)
19 or less	8,324	7,586	8,638	13.9%
20 to 24	7,761	7,058	7,322	3.7%
25 to 29	3,311	2,890	2,891	0.0%



30 to 34	1,925	1,799	1,860	3.4%
35 to 39	1,172	1,126	1,299	15.4%
40 to 49	1,458	1,366	1,699	24.4%
50 +	1,088	1,128	1,504	33.3%
Unknown	3	5	3	-40.0%

Source: California Community Colleges Chancellor's Office Data Mart

**Table 6 - Headcount Change by Race/Ethnicity 2020–2021 to 2022–2023**

Ethnicity	2020–2021	2021–2022	2022–23	Change % (22–23 vs. 21–22)
African-American	1,130	1,065	1,113	4.5%
American Indian/Alaskan Native	69	49	55	12.2%
Asian	632	572	633	10.7%
Filipino	2,164	2,010	2,060	2.5%
Hispanic	17,077	15,704	17,133	9.1%
Multi-Ethnicity	1,103	999	999	0.0%
Pacific Islander	84	95	96	1.1%
Unknown	443	333	406	21.9%
White Non-Hispanic	2,340	2,131	2,721	27.7%

Source: California Community Colleges Chancellor's Office Data Mart

The enrollment trends at SWC suggest several actions, including:

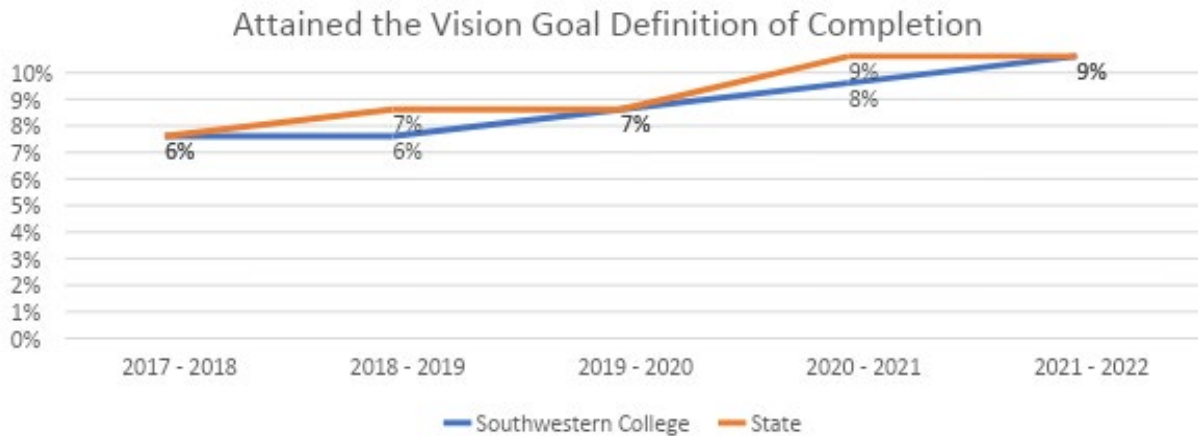
- Work with feeder high school partners to offer postsecondary education opportunities through CCAP/dual enrollment.
- Develop and market academic programs and services that meet the changing demographics of the community and SWC.
- Develop schedule options for courses, e.g. sequential eight-week courses.
- Offer services online and in-person.

**Student success metrics show improvements in completions, but time to degree has increased.**

Over the last few years, the percentage of students who earn an associate degree or transfer has grown to 9 percent, matching the state average (Figure 8). However, the

percentage of students transferring to the California State University or the University of California currently stands at 5 percent, a number trailing statewide levels (Figure 9).

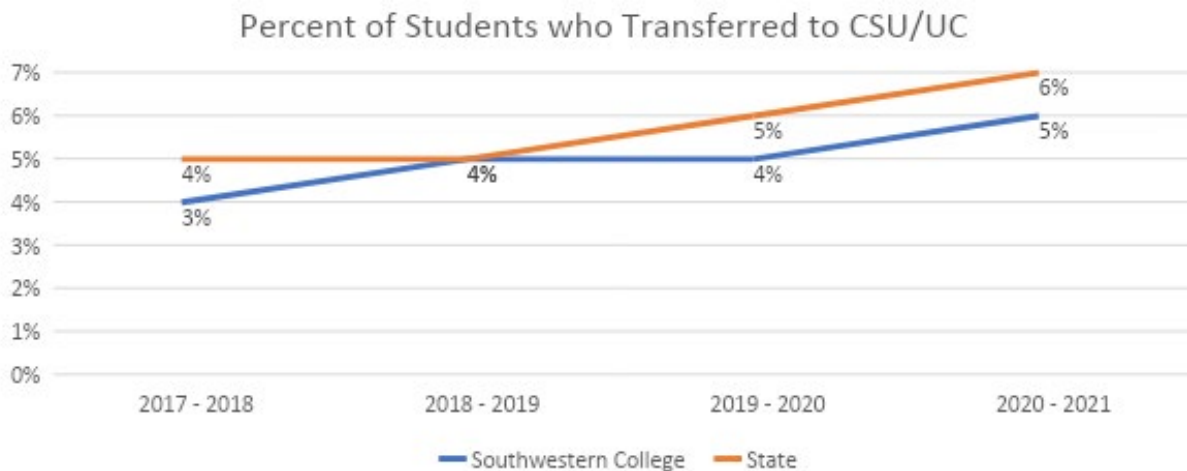
**Figure 8 - Percentage of Students Who Attained the Vision Goal Definition\* of Completion**



Source: CCCCO Student Success Metrics Dashboard.

*Note: VFS completion is defined as earning a Chancellor’s Office approved certificate (Certificate of Achievement) and/or associate degree. In addition, to be considered a completion, the student must be enrolled in the year the award (certificate and/or degree) is earned.*

**Figure 9 - Percentage of Students Who Transferred to a Four-Year (CSU or UC)**

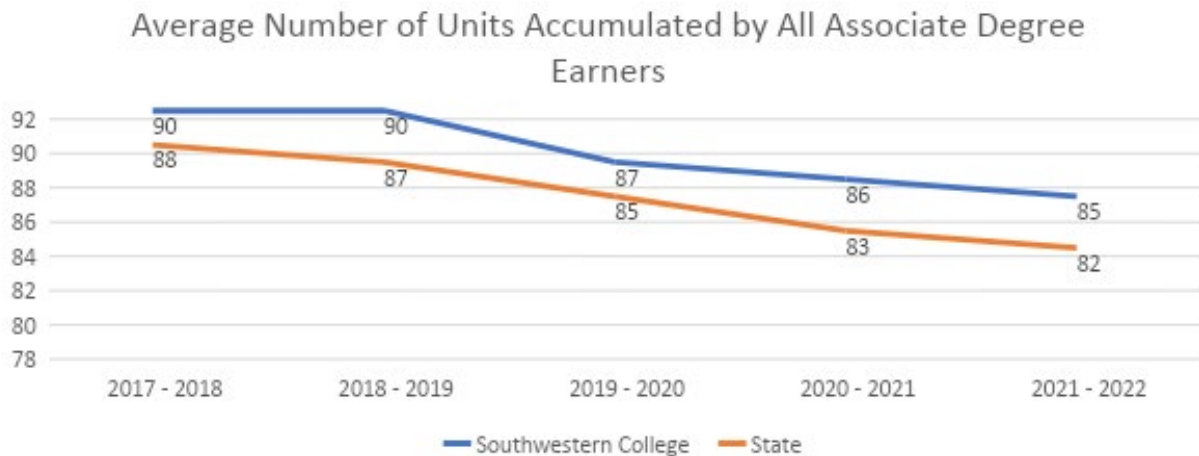


Source: CCCCO Student Success Metrics Dashboard.

Potentially, the rates of graduation and transfer might both improve if students were to reduce the number of units they complete.

SWC associate degree earners of 2021–2022 accumulated an average of 85 units of college coursework by the time of graduation (Figure 10). While this number is trending in the right direction and is five units below 2017–2018, it remains above the state average and far beyond the 60-unit requirement for an ADT.

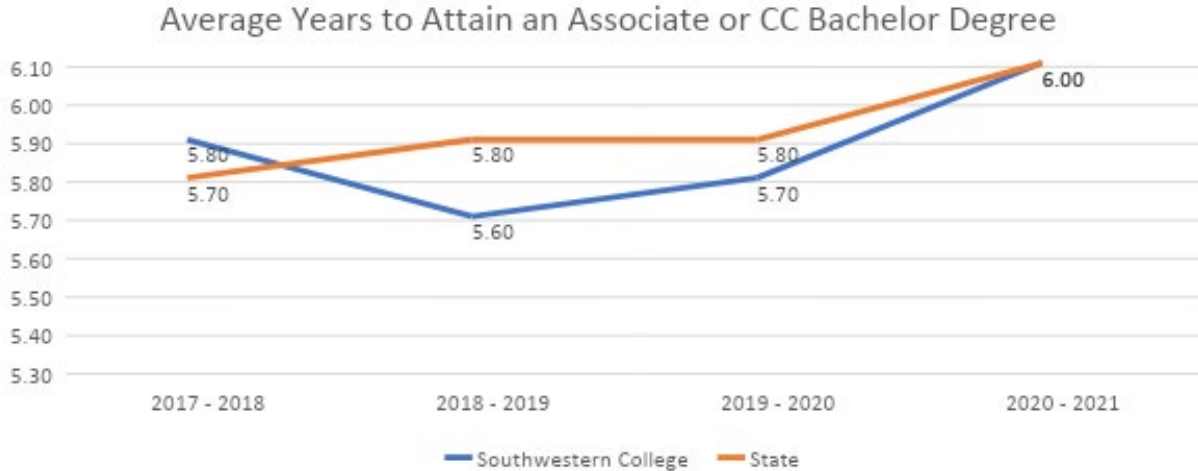
**Figure 10 - Average Number of Units Accumulated by All Associate Degree Earners**



Source: CCCC Student Success Metrics Dashboard.

While the average number of units accumulated has declined, the time to degree seems to be on the rise (Figure 11).

**Figure 11 - Average Years to Attain an Associate or CC Bachelor's Degree**



Source: CCCCCO Community College Pipeline

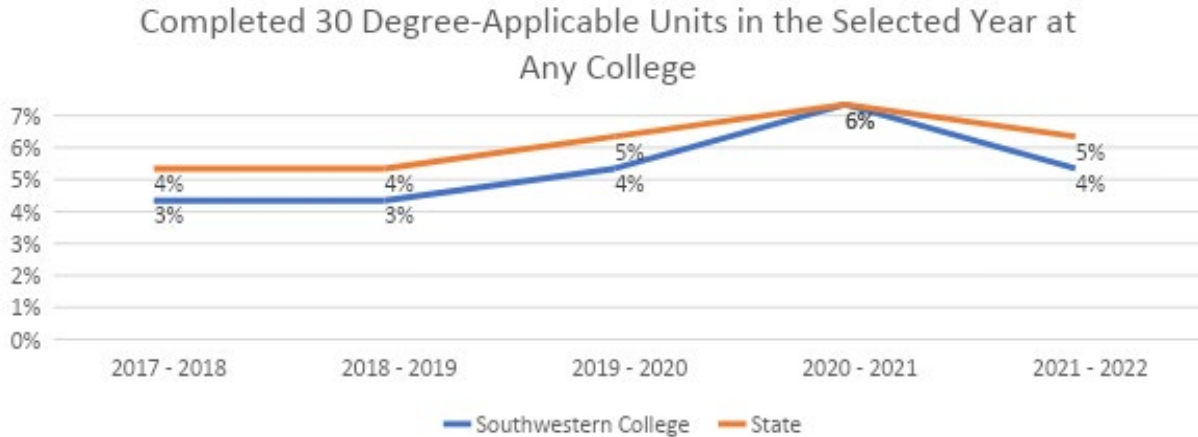
**A low percentage of students complete 30 or more units within one year.**

Consistent with high units completed and time to degree, Figure 12 demonstrates that over the last few years, only 3 to 4 percent of students complete 30 or more degree-applicable units in a one-year period, a rate that trails the statewide average.

Over 60 percent of SWC attend college on a part-time basis (Figure 7), taking longer to earn an award and delaying their entrance into the labor market in well-paying and in-demand occupations that require a degree or certificate.

Participants in the Employee Survey and the Community Forum identified the challenges associated with supporting students as they work to attain their degree or transfer ([Appendix 3](#)). These participants noted that students would benefit from the full deployment of Jaguar Pathways and focused counseling services available to students who seek to transfer.

**Figure 12 - Percentage of Students Who Successfully Completed 30 Degree-Applicable Units in the Selected Year at Any College**



Source: CCCC Student Success Metrics Dashboard.

The key takeaways from the internal scan include:

- Reduce the time to degree for associate degree earners to allow graduates to enter the labor market sooner.
- Implement focused counseling services and course scheduling to help students reduce the average units accumulated to degree.
- Increase the transfer rate to CSU and UC, as well as find alternatives for transfer.
- Investigate enrollment patterns to increase the percentage of students who complete 30 or more units per year.

### **Economic Opportunities**

**More than 56 percent of SWC graduates are employed in their fields of study.**

The latest available data from the Career and Technical Education Outcomes Survey (CTEOS) indicate that 56.4 percent of graduates surveyed in 2021–2022 are employed in a field related to their program of study.

The discussions that took place during the town halls and community forum organized by SWC further underline the premise that Career Education instructional programs need to better align with skills required by employers. Their input supports a process that involves identifying employer demands, informing the curriculum development and assessment process, and delivering focused education in developing employability skills ([Appendix 3](#)).

**Minorities tend to underperform in the labor market, in part for lack of degree attainment opportunities.**

Black and Hispanic students continue to be underrepresented in postsecondary education, and subsequently in careers requiring post-secondary degrees. Greater equity and economic growth might be achieved by removing barriers for minority students to earn a credential, by having businesses in the region attract more talent from the community, and by implementing inclusive hiring practices.

**Employment opportunities in the region are shifting among industries.**

SWC graduates are likely to stay in the region and become part of San Diego County’s labor force. Three out of the five top industries in the region experienced decline since 2017. However, other industries increased the number of jobs in the 2017–2022 time period (Tables 7 and 8). The changes in the labor market suggest the need for continuous training and skill development, especially among individuals belonging to minority groups currently locked out of jobs with higher earning potential.

**Table 7 - Top Industries in the San Diego Region.**

Industry	2017 Jobs	2022 Jobs	National Average in 2022 Jobs	Change in Jobs	% Change in Jobs
Government	351,765	335,782	256,827	(15,983)	(5%)
Health Care and Social Assistance	183,029	208,955	227,981	25,926	14%
Accommodation and Food Services	168,966	167,819	145,586	(1,147)	(1%)
Retail Trade	157,644	146,878	172,006	(10,766)	(7%)
Professional, Scientific, and Technical Services	151,888	180,273	127,399	28,385	19%

Source: California Employment Development Department

**Table 8 - Top Growing Industries in the San Diego Region.**

Industry	2017 Jobs	2022 Jobs	National Average in 2022 Jobs	Change in Jobs	% Change in Jobs
Professional, Scientific,	151,888	180,273	127,399	28,385	19%

and Technical Services					
Health Care and Social Assistance	183,029	208,955	227,981	25,926	14%
Administrativ e and Support and Waste Management and Remediation Services	98,755	113,136	112,392	14,381	15%
Transportatio n and Warehousing	33,124	42,045	78,027	8,921	27%
Manufacturin g	112,124	120,199	138,873	8,075	7%

Source: California Employment Development Department

To better understand the changes taking place in the region, SWC conducted a community forum, as well as employee and student surveys and listening sessions, to receive input on the College’s future direction from internal and external constituents.

Suggestions included planning for stackable credentials (e.g., help certificate earners to pursue an associate degree, encouraging associate degree earners to apply for transfer in pursuit of a bachelor’s degree, and offering bachelor’s degree options on campus.

[\(Appendix 3\)](#)

The Employee Survey underlined the need for a greater emphasis on the alignment of academic programs with industry needs. To that end, participants suggested a greater inclusion of labor market data in curriculum review and development and an increase in work-based learning opportunities. [\(Appendix 3\)](#)

**Environmental Scan Conclusions**

This environmental scan is a synopsis of SWC and CCCCCO data, the U.S. Census Bureau information, and primary research conducted by the college and external

consultants. The result is a baseline analysis created to support the strategic planning efforts of the College.

As the institution moves into the planning phase, some of the main considerations to keep in mind are:

- As demographic changes take place in the region, develop strategies to attract and serve a student body that is greater in ethnicity and age distribution.
- Continue to close equity gaps across student groups for degree attainment and transfer.
- Plan for strategies to accommodate fast growing ethnic groups.
- Work closely with SUHSD to promote CCAP/dual enrollment and an early/middle college at SWC.
- Reduce the time to degree completion by helping students limit the total number of units accumulated.
- Increase the number of students who complete 30+ units per year.
- Better align the curriculum with labor market demand, most notably in Career Education.
- Encourage students to engage in high growth fields like professional, scientific, and technical fields; healthcare; and social assistance.
- Closely monitor labor market trends in the region and adjust teaching and learning strategies accordingly.
- Investigate student progression in the math sequence.

## **VI. EVP 2030 GOALS, STRATEGIES, and PERFORMANCE MEASURES**

The purpose of the EVP 2030 is to outline the overarching goals and objectives of the College for the next seven years in alignment with its mission, the Governing Board's and Superintendent/President's goals, constituency input, funding streams, and State legislation and mandates.

EVP 2030 also serves as a roadmap for activities and strategies that will be developed or expanded upon by the College's planning committees within its participatory governance process. In other words, the EVP 2030 serves as a set of high level guiding principles for various planned actions that are aligned with its specified goals and objectives. As such, all programs and services will link their planning objectives



and resource requests to the EVP 2030 goals in their Program Review submission so as to ensure and demonstrate alignment of planning efforts at multiple levels of the institution.

The responsible units/parties will be identified for each objective, and performance measures/metrics, timelines, and benchmarks will be developed and implemented to assess their progress. The Institutional Research team will assess the progress in meeting the EVP 2030 goals by collecting data on an annual basis for each performance measure in the Plan and compare the results against the set targets and benchmarks.

### **The Five Overarching Goals of the EVP 2030 are:**

**Goal 1 - Increase Enrollment, Learning, Skill Attainment, and Completion in the Non-Transfer Ecosystem**

**Goal 2 - Increase Student Transfer and Access to Bachelor's Degree Attainment in the South Bay**

**Goal 3 - Expand Equitable Student Achievement and Access through Support for Contextualized Teaching Interventions and Academic and Student Services Program Development and Expansion**

**Goal 4 - Be Responsible to Changes in Student/Population Demographics**

**Goal 5 - Bolster the District's Infrastructure**

The chart below details (a) the specific, measurable objectives for each goal, (b) their performance measure, (c) the institution-set standards to which each supports, and (d) the Governing Board, Superintendent/President, Vision for Success, and Governor Roadmap's goals to which they relate. The planned activities for each goal will be developed in 2024 in the College's Strategic Vision Plan.

### **EVP 2030 Goals and Related Performance Measures**

**Goal 1 - Increase Enrollment, Learning, Skill Attainment, and Completion in the Non-Transfer Ecosystem**

**Subgoal 1.1 - Research and implement on- and off-campus programs and services that increase opportunities for high school students to participate in higher education. (e.g., Middle College, Dual Enrollment)**

Findings	College Goals and Standards	State Initiatives and Legislation	EVP 2030 Performance Measures
<a href="#">Table 1</a> <a href="#">Table 13</a> <a href="#">Figure 14</a>	<a href="#">ISS 1</a>	<a href="#">AB 19</a> , <a href="#">AB 86</a> , <a href="#">AB 288</a> , <a href="#">AB 368</a>  <a href="#">ACCJC</a> (Standard 2)  <a href="#">GCE 1</a>  <a href="#">GR 2.2</a> <a href="#">GR 4.1</a> , <a href="#">GR 4.2</a> ,	CCAP enrollment  Percentage of CCAP students earning 12 units  Equitable access to CCAP

**Subgoal 1.2 - Connect and engage with community members who would benefit from college enrollment in CE programs**

<a href="#">Table 3</a> <a href="#">Table 7</a> <a href="#">Table 8</a> <a href="#">Table 11</a> <a href="#">Table 12</a> <a href="#">Table 14</a> <a href="#">Figure 4</a> <a href="#">Figure 5</a> <a href="#">Figure 6</a>	<a href="#">ISS 2</a> , <a href="#">ISS 5</a>  <a href="#">SEAP 1</a> , <a href="#">SEAP 5</a>  <a href="#">Jaguar Pathways</a>	<a href="#">AB 86</a> , <a href="#">AB 634</a> , <a href="#">AB 1002</a> , <a href="#">AB 1786</a>  <a href="#">ACCJC</a> Standard 2  <a href="#">GCE 2</a>  <a href="#">GR 2.1</a> , <a href="#">GR 4.3</a> , <a href="#">GR 4.4</a> , <a href="#">GR 4.5</a> , <a href="#">GR 4.6</a>  <a href="#">SCFF</a> Success Metrics  <a href="#">SWP</a>	Enrollment in CE courses  Completion in CE certificates/degrees  Median earnings  Regional living wage
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**Subgoal 1.3 - Initiate additional credit programs and services that increase retention and completion of currently enrolled credit and noncredit students**

<a href="#">Table 2</a> <a href="#">Table 17</a> <a href="#">Table 18</a> <a href="#">Table 19</a> <a href="#">Figure 8</a> <a href="#">Figure 9</a> <a href="#">Figure 11</a>	<a href="#">ISS 2, ISS 3, ISS 4</a>  <a href="#">SEAP 1, SEAP 3</a>  <a href="#">Jaguar Pathways</a>	<a href="#">AB 19, AB 705/1705, AB 928, AB 2248</a>  <a href="#">ACCJC</a> Standard 2  <a href="#">GR 1.1, GR 1.4, GR 1.5, GR 2.1</a>  <a href="#">SCFF</a> Supplemental and Success Metrics  <a href="#">VFS 1, VFS 3</a>	Fall-to-Spring retention  Graduation rates  Time to degree
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**Subgoal 1.4 - Develop strategies that prioritize enrollment and success of the students residing in economically disadvantaged communities in the service area**

<a href="#">Table 2</a> <a href="#">Table 9</a> <a href="#">Table 11</a> <a href="#">Table 12</a> <a href="#">Table 19</a> <a href="#">Figure 4</a> <a href="#">Figure 5</a>	<a href="#">ISS 1, ISS 2, ISS 3, ISS 4, ISS 5, ISS 6</a>  <a href="#">SEAP 1, SEAP 2, SEAP 3, SEAP 4, SEAP 5</a>  <a href="#">Jaguar Pathways</a>	<a href="#">AB 19, AB 86, AB 91, AB 705/1705</a>  <a href="#">ACCJC</a> Standard 2  <a href="#">GR 1.1, GR 1.2, GR 1.5, GR 2.2, GR 4.1, GR 4.2, GR 4.3, GR 4.4</a>  <a href="#">SCFF</a> Supplemental and Success Metrics  <a href="#">VFS 1, VFS 3</a>	Certificate completion in current and future programs offered in HEC-SY  Enrollment by zip code  Course success by zip code  Retention by zip code
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**Goal 2 - Increase Student Transfer and Access to Bachelor's Degree Attainment in the South Bay**

**Subgoal 2.1 - Reduce Completed Units and Number of Years Leading to Transfer / Streamline programs to include only courses essential for completion**

Findings	College Goals and Standards	State Initiatives and Legislation	EVP 2030 Performance Measures
<a href="#">Figure 8</a> <a href="#">Figure 9</a> <a href="#">Figure 11</a> <a href="#">Figure 12</a>	<a href="#">ISS 3, ISS 4</a>  <a href="#">SEAP 2</a>  <a href="#">Jaguar Pathways</a>	<a href="#">AB 19, AB 91, AB 705/1705, AB 928, AB 1002, AB 1187, AB 1786, AB 2248</a>  <a href="#">ACCJC Standard 2</a>  <a href="#">GR 1.2, GR 1.3, GR 1.4, GR 1.5, GR 2.1</a>  <a href="#">SCFF Success Metrics</a>  <a href="#">VFS 3</a>	Number of programs with program map and smart schedule to support completion  Transfer level math completion within one year of first attempt (AB 705)  Accumulated units to degree  Time to degree  Graduation and Transfer Rates

**Subgoal 2.2 - Partner with local jurisdictions and public or private institutions of higher education to increase four-year degree offerings in South County**

<a href="#">Table 2</a> <a href="#">Table 12</a>	<a href="#">SEAP 4</a>  <a href="#">Jaguar Pathways</a>	<a href="#">ACCJC Standard 2</a>  <a href="#">GR 1.1, GR 3, GR 4.5, GR 4.6</a>  <a href="#">SCFF Success Metrics</a>  <a href="#">VFS 1</a>	Percent of service area population with a bachelor's degree or higher [long term goal]
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<b>Subgoal 2.3 - Submission of Baccalaureate Program(s) Applications</b>			
<a href="#">Table 2</a> <a href="#">Table 12</a> <a href="#">Table 13</a> <a href="#">Figure 8</a> <a href="#">Figure 9</a> <a href="#">Figure 14</a>	<a href="#">SEAP 2</a>  <a href="#">Jaguar Pathways</a>	<a href="#">ACCJC</a> Standard 2  <a href="#">GR 2.1</a> , <a href="#">GR 4.5</a> , <a href="#">GR 4.6</a>  <a href="#">SCFF</a> Success Metrics  <a href="#">VFS 3</a>	Submission of baccalaureate program applications  Maximized enrollment in baccalaureate program, drawing from a binational pool.

<b>GOAL 3 - Expand Equitable Student Achievement and Access through Support for Contextualized Interventions and Academic and Student Services Program Development and Expansion</b>			
<b>Subgoal 3.1 - Prioritize and Support Teaching Strategies, Curriculum Development, and Student Support Services Which Accelerate Institutional Performance to Close Student Achievement Equity Gaps.</b>			
<b>Findings</b>	<b>College Goals and Standards</b>	<b>State Initiatives and Legislation</b>	<b>EVP 2030 Performance Measures</b>
Table 19	SEAP 1-5  Jaguar Pathways  SP3, SP 5  GB 1	ACCJC Standard 2  GR 1.3, GR 1.5, GR 2.1	Equitable ISLO performance  Equitable completion of transfer-level English and Math in first academic year  Equitable student retention date

			Equitable Graduation/Transfer Rate
<b>Subgoal 3.2 - Explore Additional Binational Partnerships</b>			
UNI work group  <a href="#">San Diego Regional Priorities</a>	<a href="#">GB 1</a>	<a href="#">AB 91</a>  <a href="#">ACCJC</a> Standard 2	AB91 student enrollment
<b>Subgoal 3.3 - Establish an Early College with a STEM Emphasis in HEC-SY</b>			
<a href="#">Table 13</a>  <a href="#">Figure 14</a>  <a href="#">San Diego Regional Priorities</a>	<a href="#">GB 5</a>  <a href="#">ISS 2</a> , <a href="#">ISS 3</a> , <a href="#">ISS 6</a>  <a href="#">SP 5</a> , <a href="#">SP 6.a</a>	<a href="#">AB 288</a> , <a href="#">AB 368</a> , <a href="#">AB 705/1705</a>  <a href="#">ACCJC</a> Standard 2  <a href="#">GCE 1</a> , <a href="#">GCE 2</a>  <a href="#">GR 1.1</a> , <a href="#">GR 1.2</a> , <a href="#">GR 1.3</a> , <a href="#">GR 1.5</a> , <a href="#">GR 2.1</a> , <a href="#">GR 2.2</a> <a href="#">GR 4.1</a> , <a href="#">GR 4.2</a> <a href="#">GR 4.3</a> , <a href="#">GR 4.4</a> , <a href="#">GR 4.5</a> , <a href="#">GR 4.6</a>  <a href="#">SCFF</a> Success Metrics  <a href="#">VFS 2</a> , <a href="#">VFS 3</a> , <a href="#">VFS 4</a>	SUHSD capture rate to postsecondary  Transfer level math completion within one year of first attempt (AB 705)
<b>Subgoal 3.4 - Expand CCAP/Dual Enrollment Throughout the District</b>			
<a href="#">Table 1</a>  <a href="#">GR 4.1</a>  <a href="#">AB 288</a>	<a href="#">ISS 1</a>  <a href="#">SP 6.a</a> , <a href="#">SP 6.d</a>	<a href="#">AB 288</a> , <a href="#">AB 368</a>  <a href="#">ACCJC</a> Standard 2  <a href="#">GCE 1</a>	CCAP/Dual Enrollment headcount and enrollment  Equitable student outcomes for

		<a href="#">GR 1.1</a> , <a href="#">GR 2.2</a> , <a href="#">GR 4.1</a> , <a href="#">GR 4.2</a>	CCAP/Dual Enrollment students
<b>Subgoal 3.5 - Expand Noncredit CDCP Throughout the District</b>			
<a href="#">Figure 16</a>  <a href="#">San Diego Regional Priorities</a>  <a href="#">Table 5</a>  <a href="#">AB 86</a>	<a href="#">ISS 1</a> , <a href="#">ISS 2</a> , <a href="#">ISS 6</a>  <a href="#">GB 1</a>  <a href="#">SP 1.d</a> , <a href="#">SP 3.a</a>	<a href="#">AB 634</a>  <a href="#">ACCJC</a> Standard 2  <a href="#">GR 4.3</a> , <a href="#">GR 4.4</a> , <a href="#">GR 4.5</a>	Number of CDCP certificate offerings through curriculum process  Number of CDCP course offerings in centers  CDCP headcount/enrollment  CDCP certificate awards
<b>Subgoal 3.6 - Foster Culturally Competent Global Citizens in an Equitable and Inclusive College Culture</b>			
<a href="#">Appendix 3</a>  <a href="#">AB 1705</a>	<a href="#">SP 1</a> (all) <a href="#">SP 2.d</a> , <a href="#">SP 5.b</a> , <a href="#">SP 5.c</a>  <a href="#">GB 3</a>	<a href="#">ACCJC</a> Standard 3	Campus climate survey results  Obtain AANAPISI Designation  Number of Professional Development and Student Development events related to equity/inclusion  Number of students attending events related to equity/inclusion

			Number of employees participating in educational incentives/hurdle credit
<b>Subgoal 3.7 - Encourage and Facilitate Student Learning Activities Related to Sustainability and Increase Career Pathways to Green Jobs</b>			
	policy/procedures?	<a href="#">CCCCO Climate Action and Sustainability Goals</a>	<p>Increase in students enrolled in programs on sustainability (e.g. Landscape Nursery Technology, Automotive Technology, Environmental Health management)</p> <p>Number of curriculum opportunities related to environmental justice and climate science</p> <p>Number of work-based learning opportunities focused on climate science/sustainability</p> <p>Number of Professional Development on contextualizing climate change and sustainability in teaching and assessment</p> <p>Number of campus events related to climate change and career paths to green jobs</p>



**Subgoal 3.8 - Promote and support instructional materials and affordability initiatives such as use of Open Educational Resources and development of Zero Textbook Cost courses and programs.**

pending	pending	pending	Number of Zero Textbook Cost course sections  Number of Zero Textbook Cost programs/degrees  Estimated cost savings for students
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**Goal 4 - Be Responsive to Changes in Student/Population Demographics**

**Subgoal 4.1 - Optimize Curriculum Design, Adapt Instructional Modalities, and Develop Course Scheduling Patterns to Meet Student Employment and Academic Needs**

<b>Findings</b>	<b>College Goals and Standards</b>	<b>State Initiatives and Legislation</b>	<b>EVP 2030 Performance Measures</b>
<a href="#">Figure 8</a>  <a href="#">Figure 10</a>  <a href="#">Figure 11</a>  <a href="#">Figure 15</a>  <a href="#">San Diego Regional Priorities</a>	<a href="#">ISS 1</a> , <a href="#">ISS 2</a> , <a href="#">ISS 3</a>	<a href="#">AB1705</a>  <a href="#">ACCJC</a> Standard 2  <a href="#">GR 1.3</a> <a href="#">GR 1.5</a>  <a href="#">SCFF</a> Success Metrics	Curriculum revision measured by course/program revisions per year  Course scheduling efficiency measures including teaching modality, length of class, time of class, day of class

		<a href="#">VFS 1</a> <a href="#">VFS 3</a>	<p>Accumulated units to degree</p> <p>Time to degree/certificate completion</p> <p>Number of awards</p> <p>Number of programs offered in high demand/growing industries supported by LMI data</p> <p>Program Discontinuance/Revitalization data</p>
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**Subgoal 4.2 - Provide programs and services to provide college credit for students who have met course competencies through non-traditional learning pathways (e.g., work-based learning, credit for prior learning, competency-based education.)**

<a href="#">GR 4.3</a>  <a href="#">AB 1002/</a> <a href="#">AB 1786</a>  <a href="#">Table 3</a>	<a href="#">SP 3.d,</a> <a href="#">SP 6.a</a>	<a href="#">ACCJC</a> Standard 3  <a href="#">GCE 2</a>  <a href="#">GR 4.3</a>  <a href="#">VFS 3</a>  <a href="#">AB 1002/</a> <a href="#">AB 1786</a>	<p>Student interactions with WBL</p> <p>Students receiving CPL</p> <p>Students in pilot cohort of CBE</p> <p>CBE competency completion</p> <p>CBE degree completion</p>
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**Goal 5 - Bolster the District's Infrastructure**

**Subgoal 5.1 - Ensure the Short- and Long-term Fiscal Stability of the District**

Findings	College Goals and Standards	State Initiatives and Legislation	EVP 2030 Performance Measures
<p>See text below  <a href="#">Subgoal 5.1</a></p>	<p><a href="#">SP 4.a</a>  <a href="#">SP 4.b</a>  <a href="#">GB 4</a></p>	<p><a href="#">AB 190</a>, <a href="#">AB 358</a></p> <p><a href="#">ACCJC</a>                      Standard 3</p> <p><a href="#">SCFF</a> [all]</p>	<p>Annual budgeted revenue exceeds budgeted expenses</p> <p>Actual revenues are within a reasonable margin of budgeted revenues</p> <p>Actual expenses are within a reasonable margin of budgeted expenses</p> <p>Revenue growth rate compared to expense growth rate</p> <p>Percentage of unrestricted general fund budget allocated to salaries and benefits at or below state recommended level</p> <p>Budgeted ending fund balance at or above Board policy requirements</p> <p>Minimize potential for audit findings and correct them expeditiously.</p>

			Comply with the 50% law  Comply with the Full-time Faculty Obligation Number (FON)
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**Subgoal 5.2 - Strengthen Human Resources and Employee Support**

See text below <a href="#">Subgoal 5.2</a>  <a href="#">Appendix 3</a>	<a href="#">SP 1.a</a> , <a href="#">SP 1.b</a> , <a href="#">SP 1.c</a> , <a href="#">SP 2.b</a> , <a href="#">SP 2.c</a> , <a href="#">SP 2.d</a>  <a href="#">SP 5</a> [all]  <a href="#">GB 2</a> <a href="#">GB 3</a>	<a href="#">ACCJC</a> Standard 3	Timeline to fill vacancies  Total percentage of staffed positions  Demographics of applicants  Update the HR Plan  Employee Satisfaction  Satisfaction with Professional Development opportunities
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**Subgoal 5.3 - Develop Plans for a Facilities Upgrade/Upkeep Consistent with Statewide Sustainability Goals for the Community College System and SWC's Community**

See text below <a href="#">Subgoal 5.3</a>		<a href="#">AB 190</a> , <a href="#">AB 358</a> , <a href="#">AB 2322</a>  <a href="#">ACCJC</a> Standard 3	Student satisfaction with College facilities  Adequate instructional facilities to meet new programming needs  Adequate facilities for employee needs
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			<p>Update Facilities Vision Plan</p> <p>Reductions in our carbon footprint in our vehicle fleet</p> <p>Reductions in energy consumption</p> <p>Reduction in water usage for landscaping and other facilities operations</p>
<p><b>Subgoal 5.4- Further Equip IT to Meet the Academic and Operational Technology Demands in the 21st Century</b></p>			
<p>See text below <a href="#">Subgoal 5.4</a></p>		<p><a href="#">ACCJC</a> Standard 3</p> <p><a href="#">VFS</a></p> <p><a href="#">Vision 2030</a></p>	<p>Count instances of Generative AI use</p> <p>BP/AP on clear guidance for Generative AI for academic use</p> <p>BP/AP on clear guidance for Generative AI for administrative use</p> <p>BP/AP on IT security</p> <p>Implementation of Fraud Prevention Mechanism</p> <p>Update Technology Plan</p>

Abbreviations:  
AB - Assembly Bill

ACCJC - Accrediting Commission for Community and Junior Colleges  
CBE - Competency-Based Education  
CPL - Credit for Prior Learning  
GB - Governing Board Goals  
GCE - Governor's Executive Order on Career Education  
GR - Governor's Roadmap  
ISS - Institution-Set Standard  
SCFF - Student-Centered Funding Formula  
SP - Superintendent/President Goals  
VFS - Vision for Success Goals  
WBL - Work-Based Learning

### **Subgoal 5.1 - Ensure the Short- and Long-Term Fiscal Stability of the District**

The budgeting mechanism in the CCC is primarily based on Proposition 98 revenues and fluctuates with tax receipts collected by the State. Until recently, the share of funding for each college was a function of Full Time Equivalent Students (FTES) and dependent on the number of students enrolled. The State has since transitioned to a new apportionment system, the [Student-Centered Funding Formula](#), whereby only 70 percent of each college's general funds allocations are based on FTES and the remaining 30 percent predicated on completion and equity metrics.

This shift refocuses the CCC system on core missions that extend beyond universal access and emphasizes student achievement, system accountability, and additional support for marginalized populations.

Each College's general funds are augmented by a plethora of categorical allocations (e.g. SWP, Perkins, SEAP, CAEP, Guided Pathways) each of which are subject to specific spending guidelines and timetables, as well as require regular report submissions to the State.

As part of the CCC system, SWC is subject to specific compliance measures such as the 50 percent law, the Faculty Obligation Number, and minimum levels of reserves, to name a few. Some of the performance measures identified in this section aim to ensure continued compliance with these requirements to ensure the short- and long-term fiscal viability of the District.

Internally, SWC follows an ever evolving budget allocation methodology which is tied to its program review process. Hiring prioritizations and programmatic support are based on a thorough analysis of needs and continuous improvement.

The Department of Business and Financial Affairs (BFA) is in the process of implementing a more robust system of checks and balances to ensure that all instructional and non-instructional expenditures are within allotted amounts, and expected increases in line items such as health and benefits, step and column increases, maintenance and contracts, and the total cost of ownership of new buildings are considered in the budget development process.

BFA will also partner with Academic Affairs to implement efficiency measures in course scheduling and devise an FTES allocation model to maximize student access and success while remaining within allocated budgets.

### **Subgoal 5.2 - Strengthen Human Resources and Employee Support**

In the last year, the Human Resources department has instituted methodologies that are firmly aligned with the principles of diversity, equity, and inclusion. These practices have been implemented to not only attract but also retain top-tier talent, which in turn enables the College to advance our fundamental vision of becoming a leader in equitable education.

At the heart of this strategic vision lies an overarching objective: to fortify and enhance the infrastructure of our human resources function. This objective necessitates a steadfast commitment to the continuous improvement and thorough review of hiring and talent development practices. Through these efforts, the aim is to create a workplace environment that is not only inclusive but also a true reflection of the rich diversity within the communities the College is privileged to serve.

To achieve this objective, the Human Resources department will continue its efforts in the following multifaceted approach:

- Refine Job Descriptions and Qualifications: HR will rigorously review and update job descriptions and qualifications, as well as Board and Administrative Policies, ensuring their relevance, impartiality, and incorporation of diverse viewpoints and experiences. Additionally, these revisions will be attuned to addressing the evolving requisites of an academic institution.
- Expand Outreach Initiatives: Our HR department will broaden its outreach efforts to encompass a wider and more diverse range of candidates. This strategic expansion aims to attract individuals from various backgrounds and perspectives, thereby enriching our talent pool.
- Undergo continuous Training and Development: In line with our commitment to reducing implicit bias in interviews, HR will continue to provide training and development opportunities. These initiatives will empower our hiring managers

with the tools and knowledge necessary for conducting equitable and unbiased interviews.

- Implement robust position control mechanisms that guarantee the timely and ongoing replenishment of vacant positions.

Through these concerted efforts, SWC will not only attract a more diverse array of candidates but also ensure that our selection processes remain grounded in principles of equity, diversity, and inclusion, aligning seamlessly with the evolving needs of the institution.

### **Subgoal 5.3 - Develop Plans for a Facilities Upgrade/Upkeep Consistent with Statewide Sustainability Goals for the Community College System and SWC's Community**

The first iteration of the [Facilities Vision Plan](#) (FVP) was developed in 2018 and refreshed in 2022. The Plan includes overviews of each College site and lays out a vision for the Chula Vista campus and various centers in new construction, building renovations, and site development.

In keeping with the overall vision laid out in the FVP 2022, the aggregate data leveraged in the development of EVP 2030 support the following overarching goals:

- Include a comprehensive study of current space utilization and FTES projections per program and location to inform all expansions
- Partner with Academic Affairs and other units (IT, Human Resources, and Business and Financial Affairs) to develop and implement a methodology that accounts for the entire cost of new and revised curricula (space, equipment, materials, and personnel).
- Ensure all facilities are inclusive of technology that supports 21st Century instruction.
- Provide affordable options that alleviate housing insecurity for students, faculty, and staff.
- Endorse the construction of new instructional and student support facilities that meet the evolving needs of the entire College community and are adaptive to new curricula.
- Link the development of strategically located facilities to equity gaps and create a smooth transition from K-12 to higher education.



## **Subgoal 5.4 - Further Equip IT to Meet the Academic and Operational Technology Demands in the 21st Century**

SWC applies principles of Universal Design\* in technology to enhance learning and instruction, educational opportunities, personalized student services, and effective administrative operations and processes. Technology is divided in two broad categories of instructional and administrative segments. The former is associated with resources for teaching and learning (academic) and the latter with resources for communication and operations (administrative).

Areas of purview in Information Technology include: (a) Student Access, (b) Instructional Technology, (c) Student Services, (d) Administrative Computing, (e) Network Infrastructure, (f) Technology Support, (g) Digital Communications, (h) Information Technology Security, and (i) Artificial Intelligence (AI).

The last two components are of particular importance and new additions to the College's previous Technology Plan.

### **Information Technology Security**

Information Technology Security (ITS) is an integral component of IT woven nowadays into every aspect of IT services and products, ranging from Endpoints (user devices) to Software Applications, and Server Infrastructure to communication links. Furthermore, ITS is a fundamental design that the College employs in solving business challenges.

SWC utilizes Biometric authentication on phones, laptops, and desktops with FIDO2 compliant mice and Face recognition called gestures to seamlessly enable secure logins on computers. Authentication and Identification systems have been augmented with Multi-Factor Authentication using a variety of methods, all built on an enterprise cloud system called Azure.

IT regularly files "obsolete technology" reports with the Chancellor's Office for out of date servers and end user workstations. Additionally, IT regularly files a questionnaire with the College's Procurement, Central Services, and Risk Management Office for eligibility on an insurance policy regarding ransomware or catastrophic IT failure.

### **Generative Artificial Intelligence (AI)**

Generative AI is a new technology with the potential to fundamentally transform higher education. IT is undertaking preparations to support this technology in the classroom and business applications when appropriate, taking into consideration any state regulations and guidance and in full compliance with Governor Newsom's [Executive Order to Prepare California for the progress of AI](#). SWC's IT Department expects that AI will be regulated as a technology.

The CCCCO has articulated in the [Vision 2030](#) plan that Generative AI is an important strategic component providing direction to the [Future of Learning](#).

The reliance on technology exploded during the pandemic as the majority of course offerings and services moved to an online environment. Despite a return to in-person instruction, demand for online courses remains high. IT's role in supporting distance education remains pivotal and likely to grow.

SWC's IT Department is supporting various units on campus in the implementation of multiple new applications for course scheduling, catalog production, room assignments, Customer Relationship Management, and student support. These added activities require an expanded body of knowledge on the maintenance of these new applications.

*\*The principles of Universal Design include: equitable use; flexibility in use; simple and intuitive use; perceptible information; tolerance for error, low physical effort; and size and space for approach and use.*

## **VII. EVP 2030 IMPLEMENTATION AND EVALUATION PROCESS**

The implementation and assessment of the EVP 2030 will occur in three distinct phases over a period of seven years.

During 2024 and early 2025 the College will work on the first phase by aligning various College plans with the EVP 2030 and develop activities and action items with specific timelines and deliverables.

In the second phase, the College will begin the activities proposed in Phase 1 and measure the baseline for each performance metric.

The third phase will concentrate on the evaluation of goals based on established performance measures delineated in the EVP 2030 and the target metrics established for each action item.

## **1) Phase 1: Adoption Assessment and Auxiliary Plan Alignment**

- a) In Spring 2024, all College institutional plans will align with the applicable EVP 2030 goals and subgoals. For plans that have not yet expired, any addenda required for this alignment will be submitted by the end of Fall 2024.
- b) In early 2025, the Office of Institutional Research and Planning (IRP) will:
  - i) Review the alignment of auxiliary plans to the EVP 2030 goals and identify any gaps in the EVP 2030 adoption.
  - ii) Review and ensure the each aligned auxiliary plan goal includes activities and action items with timelines and measurable deliverables (SMART goals)
  - iii) Review and ensure the auxiliary plans specify target goals for applicable EVP 2030 performance metrics. Ensure various auxiliary plans that share EVP 2030 goals or subgoals use common target goals for performance metrics.
- c) The Executive Leadership Team (ELT) will ensure that any identified gaps are addressed by the appropriate unit(s) and objectives and action items modified accordingly in those plans.

## **2) Phase 2: Activities Kick Off and Assessment of Implementation**

- a) Following the alignment of the College institutional plans with EVP 2030 goals, various units will begin the implementation of activities that support each subgoal.
- b) IRP will measure and report on the baseline of all identified performance metric values in the EVP 2030 Goals table by Fall 2024.
- c) Individual units will provide annual updates on the progress of each activity.
- d) IRP will review the annual updates of college institutional plans beginning in 2024-2025 and report on the following:
  - i) Progress on the measurable deliverables of activities and action items
  - ii) Any activities not meeting expected implementation timelines or deliverables.

## **3) Phase 3: Performance Measures Evaluation**

- a) The Office of Institutional Research and Planning (IRP) will evaluate the EVP 2030 performance metrics during plan years 2-7 in the fall, beginning Fall 2025.
- b) In the fall of 2030, IRP will provide a final update on the performance metrics of the EVP 2030 and will begin the environmental scan for the next EVP.

## **VIII. SWC'S FUTURE**

SWC has served the South Bay community in San Diego County for 62 years. Adjacent to two major U.S - Mexico border crossings, the College serves a significant number of binational students, contributing to the College's "frontera" identity that supports its mission to "prepare students to become critical thinkers and engaged lifelong learners/global citizens."

During the last six decades, the College has expanded its operations from one to five locations with two campuses strategically placed within minutes of the US–Mexico border. The geographic positioning of the border-adjacent Centers has contributed a great deal to the binational culture and economic growth of both nations.

SWC's commitment to equitable access and sense of belonging encompasses the preservation and recognition of the heritage of its students. In May 2023, the College held its first graduation ceremony in Tijuana, allowing family members of our binational students to celebrate this important milestone with their loved ones. The following month, SWC held its first binational conference for undergraduate students in Guanajuato, Mexico, bringing U.S. and Mexican students together to discuss critical education-related topics. A total of 20 individuals, including seven DACA students, were sponsored to participate. This voyage was a first return in several years, even decades, for many of these students to their homeland and helped them reconnect with their roots.

The synergy between the two nations is likely to flourish and further expand after the passage of AB 91. In coming years, the College may seek legislation that creates clear pathways to employment and income for undocumented students, recognizing their contributions and potential in the South Bay.

The purpose of the EVP 2030 is to focus the College's efforts in a post-pandemic era on the fundamental tenets of its mission within an equity-minded framework and ensure the success of a greater number of students of all backgrounds through thoughtful strategies, innovative curriculum, planned activities, and specified performance measures and benchmarks.

Our efforts extend to forging greater opportunities for students that may not be interested in, or are unable to, attend college post high school graduation. To that effect, we have partnered with our service area school districts in the application for grants to expand our dual enrollment offerings. Specifically, the creation of an early Middle College in HEC-SY with a STEM emphasis is in its preliminary planning phase. Further talks are underway to create a STEM hub in HEC-SY that would house a bachelor's degree in Architecture and Civil Technology, and expand the pool of potential students for these programs to residents on both sides of the U.S.-Mexico border by leveraging the passage of AB 91. The realization of such an ambitious plan is predicated on the District's ability to broaden its physical footprint at HEC-SY and house the necessary classrooms, laboratories, technology, and student support services in this border location.

A careful review of our demographic changes, curriculum, infrastructure and facilities, labor market needs, instructional technology trends and modalities, and human capital will position the College for the next generation of students, providing greater access to previously underserved populations and fulfilling the region's needs for high-skilled workers in high-paying jobs. As the median age of the region's population continues to increase in coming decades, the College should adapt its curriculum, scheduling practices, and support services to invest in the educational attainment of working adults.

The pandemic has brought on significant shifts in student preferences on course offerings and modalities. It was previously presumed that Generation Z, the population born between 1997 and 2012, had a preference for online learning and that older generations leaned toward face-to-face interactions. Based on enrollment data gathered by IRP, this trend is now reversing, with younger students who spent some of their high school years in remote learning craving greater human interaction, and their parent students enjoying the convenience of taking a class online after work.

As the sole institution of higher education in the South Bay area, SWC has not only done an excellent job in providing post-secondary instruction to its students but also been proactive in the efforts of bringing four-year college campuses and programs to the area. The UNI program, for which a planning group consisting of city leadership and college constituents was formed in fall 2023, furthers the discussions and efforts for a

multi-university presence in Chula Vista. The expansion of four-year degree programs is contingent on future legislation that provides resources to increase their availability within South County.

Beyond reaching expected levels of enrollment, SWC has focused on assisting students move on to rewarding postsecondary learning or work experiences. The goals outlined in this document will assist a greater number of students in our community achieve these goals.

## **APPENDIX 1 - Governing Board Goals, Superintendent/President Goals**

### **Governing Board Goals**

#### **GB 1: Student Centered Approach**

GB 1.a Support the implementation and institutionalizing of Jaguar Pathways to increase access and utilization of academic and personal support for students.

GB 1.b Advocate for and support the implementation of ethnic studies (i.e. African American studies, Chicano studies, Asian Pacific Islander (API) studies, Indigenous studies, LGBTQIA studies, Women's studies, and others).

GB 1.c Support college programs that leverage student workforce opportunities, which may include service-learning, internships, and apprentice program.

#### **GB 2: Inclusive Equity-Focused, Anti-Racism Campus Culture - Emphasis on Leadership**

GB 2.a Adopt board policies that support the development of administrative procedures requiring anti-racism and implicit bias training as a requirement for all new hires, hiring committees, Associated Student Organization (ASO) and board members.

GB 2.b Ensure the Board conducts business and communication from an inclusive, equity-focused, and anti-racist practices. The Board will serve as a model of unity and cohesive leadership for the college.

GB 2.c Support the strengthening of institutional accountability and implementation of tools to address racism or violations of the discrimination policy.

GB 2.d Support the Superintendent/President in developing the college's 2021-2025 Strategic Plan that includes diversity, equity, inclusion, and anti-racist practices.

### **GB 3: Faculty, Staff and Leadership Representation Through Hiring, Onboarding, Retention, Mentoring and Leadership Development**

GB 3.a Adopt policies that require diverse hiring committees and support recruitment strategies that ensure a diverse candidate pool for all open positions.

GB 3.b Adopt board policies that support the development of administrative procedures promoting the hiring and retention of a diverse workforce at all levels.

GB 3.c Support equitable retention strategies in support of programs tools, training, mentoring and other opportunities for Black, Indigenous, People of Color (BIPOC) faculty and staff.

### **GB 4: Leverage Financial Power to Dismantle White Supremacy & Institutional Racism**

GB 4.a Adopt an equitable budget that aligns with board goals and the college's strategic plan.

GB 4.b Assess and revise current business and financial affairs governing board policies through an equity-minded, race conscious and anti-racism lens.

GB 4.c Support district strategies to partner with district BIPOC-led/owned businesses and organizations.



## **GB 5: Community Connectedness**

GB 5.a Support the strengthening of communication with surrounding neighborhoods and community to highlight programs and services of the college.

GB 5.b Support strategies to increase participation and college presence in the community while creating opportunities for engagement with students, faculty, and staff to serve as ambassadors through the sharing of their stories and work at the college.

*Governing Board Approved, January 10, 2022*

## **Superintendent/President Goals**

**SP 1. Inclusive, Equity-Focused, Anti-Racism Campus Culture-Emphasis on Leadership**

SP 1.a Work collaboratively with the campus community to ensure a college culture that centers on equity, diversity, and inclusion - focusing on race consciousness, social justice, and cultural proficiency.

SP 1.b Ensure faculty, staff, students, and administrators are contributing to the collective connection of respect and inclusion, through the development of their professional goals and interactions with one another at the college.

SP 1.c Identify, revise, and develop administrative procedures that require anti-racism, implicit bias and related trainings in critical areas including but not limited to new hires, hiring committees, Associated Student Officers, and board members.

SP 1.d Work with college leaders to develop new and innovative programs that will increase enrollment – including an intentional focus on marginalized communities.

## **SP 2. Faculty, Staff and Leadership Representation Through Hiring, Onboarding, Retention, Mentoring & Leadership Development**

SP 2.a Create opportunities to support faculty, classified professional, and administrator professional/leadership development and college engagement.

SP 2.b Ensure Human Resources on campus is maintaining strong policies, procedures and practices for employee professional development/growth, employee performance accountability and comprehensive employee evaluations.

SP 2.c Work with faculty, staff, and leadership to identify and develop retention strategies for Black, Indigenous, People of Color (BIPOC).

SP 2.d Update policies and procedures that facilitate equity in hiring practices.

## **SP 3. Student-Centered Approach**

SP 3.a Maximize student opportunities to access enrollment through student engagement/re-engagement, financial support, resources, and scholarships.

SP 3.b Increase transfer rates of students to the University.

SP 3.c Decrease the number of units students are taking to complete an educational goal.

SP 3.d Increase the number of students securing workforce training and employment opportunities in their field of study.

SP 3.e Ensure for all the above measures, eliminating equity gaps for disproportionately impacted student groups on campus.

SP 3.d Institutionalize Jaguar Pathways by providing administrative and fiscal support for the program.

#### **SP 4. Leverage Financial Power to Dismantle White Supremacy & Institutional Racism**

SP 4.a Work to ensure the short and long-term fiscal stability of the college district, simultaneously allocating resources to support student enrollment and success.

SP 4.b Ensure financial support for programs and services that create equity and inclusion for students in the district.

SP 4.c Ensure the college district is maximizing resources and training for intentional and well-designed marketing-outreach efforts. Ensure these efforts are focused in communities of color/other marginalized communities and in multiple languages aligned with the languages spoken in our service area.

#### **SP 5. Campus-Wide & Department-Focused Diversity, Equity & Inclusion Strategy**

SP 5.a Maintain a district-wide culture focused on diversity, equity and inclusion through regular and consistent training, professional and leadership development opportunities.

SP 5.b Ensure diversity, equity, anti-racism, and inclusion is embedded into the objectives of the college's updated Strategic Plan, which will be aligned with the college's DEI plan, Local Vision College goals, Governing Board goals and superintendent/president's goals.

SP 5.c Ensure consistent review and updating of the college's core values with a focus on diversity, equity, anti-racism, and inclusion. Ensure every department has a diversity, equity, and inclusion plan by the end of 2022.

#### **SP 6. Community Connectedness**

SP 6.a Facilitate effective partnerships with K-12 districts, business and industry, regional government agencies, colleges and universities, non-profit organizations, and community-based organizations with a focus on expanding partnerships with BIPOC-owned, led and/or serving businesses and organizations.

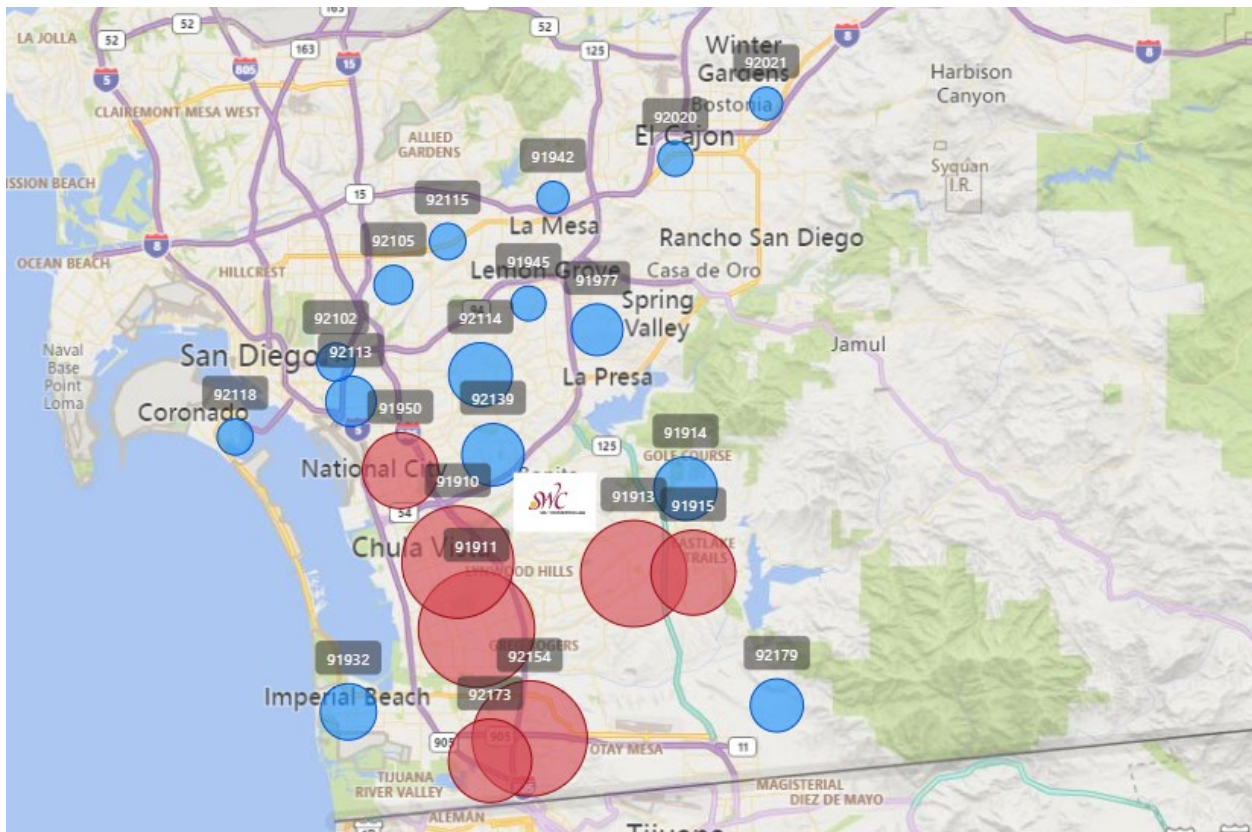
SP 6.b Maintain effective engagement with the Foundation Board of Directors.

SP 6.c Maintain strong relationships with local media outlets to ensure a positive college profile.

SP 6.d Increase outreach and awareness, including to communities of color with a focus on increasing pathways to enrollment at the college.

## APPENDIX 2 - External Scan

Figure 13 - Map of the SWC Service Area by Zip Code



Note 1: Zip codes with student counts fewer than 100 are not included in the map

Note 2: Bubble size is based on student count.

Note 3: Red bubbles represent zip codes with 1,000 or more students while blue bubbles represent zip codes that contribute less than 1,000 students

**Table 9 - 2022–2023 Headcount by Zip Code**

City	Zip Code	Headcount
Chula Vista	91911	3,148
San Diego	92154	3,066
Chula Vista	91910	2,886
Chula Vista	91913	2,561
Chula Vista	91915	1,531
San Diego	92173	1,476
National City	91950	1,178
San Diego	92114	776
Chula Vista	91914	767
San Diego	92139	734
Bonita	91902	610
Imperial Beach	91932	567
San Diego	92179	491
Spring Valley	91977	459
San Diego	92113	432
San Diego	92105	213
San Diego	92102	200
San Diego	92115	175
Coronado	92118	169
El Cajon	92020	156
Lemon Grove	91945	151
El Cajon	92021	127
La Mesa	91942	121

Note: Zip codes with student counts fewer than 100 are not included.

Source: SWC District Data Warehouse.

**Table 10 - Demographic Information**

<b>Gender</b>	<b>Primary Service Area</b>	<b>Outside of Primary Service Area</b>	<b>SWC</b>
Male	7,572	3,137	10,709
Female	10,108	3,692	13,800
Non-Binary	133	41	174
Unknown	217	88	305
<b>Ethnicity</b>			
Hispanic	13,192	3,740	16,932
White	1,387	1,317	2,704
Asian	408	212	620
African American/Black	499	600	1,099
American-Alaskan Native	17	39	56
Hawaiian/Pacific Islander	47	45	92
Two or More Races	729	269	998
Unknown	273	168	441

<b>Age</b>			
19 or less	6,838	1,450	8,288
20 - 24	5,723	1,852	7,575
25 - 29	1,755	1,151	2,906
30 - 34	1,085	786	1,871
35 - 39	733	548	1,281
40 - 49	954	682	1,636
50+	942	486	1,428
Unknown	0	3	3

Source: SWC District Data Warehouse.

**Table 11 - Income and Poverty Level**

<b>Household Income</b>	<b>Service Area</b>	<b>San Diego County</b>	<b>California</b>	<b>Notes</b>
Median Income	\$83,471.71	\$98,928	\$91,551	SY: \$54,003 NC:\$51,300
Percentage of households below poverty level	10.71%	10.6%	12.2%	SY: 17.90% NC: 15.40%

Source: US Census Bureau

**Table 12 - Educational Attainment for Individuals 25 Years and Older.**

<b>Educational Attainment</b>	<b>California</b>		<b>San Diego County</b>		<b>SWC Service Area</b>	
	n	%	n	%	n	%
Population over 25	26,797,070	100%	2,251,321	100%	337,651	100%
Less than HS	4,236,035	15.8%	263,063	11.7%	62,436	18.5%
HS graduate (equivalency)	5,477,154	20.4%	409,660	18.2%	78,505	23.3%



Some college, associate degree	7,632,443	28.5%	672,143	29.9%	106,866	31.6%
Bachelor's degree or higher	9,451,438	35.3%	906,455	40.3%	89,844	26.6%

Source: US Census Bureau

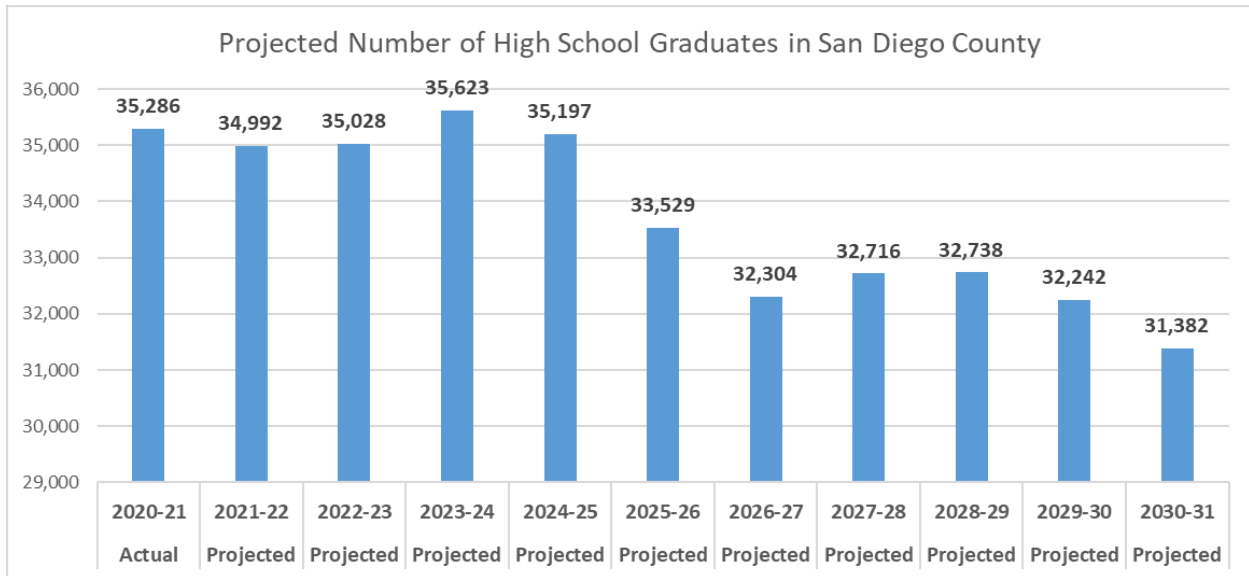
**Table 13 - Number of Graduates from Feeder High Schools (2017–2021)**

High School	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Alta Vista Academy	<10*	<10*	<10*	<10*	<10*
Bonita Vista Senior High School	543	552	578	502	501
Castle Park Senior High School	302	292	360	357	270
Chula Vista Senior High School	579	595	578	611	513
East Hills Academy School	<10*	<10*	<10*	<10*	<10*
Eastlake High School	704	797	735	714	656
Hilltop Senior High School	456	455	509	473	360
Mar Vista Senior High School	352	386	350	347	284
Montgomery Senior High School	362	388	392	438	363
Olympian High School	681	674	601	588	536
Options	28	21	17	17	28

Secondary School					
Otay Ranch Senior High School	562	634	583	571	545
Palomar High School	103	83	70	79	55
San Ysidro High School	496	537	580	533	557
Southwest Senior High School	387	416	405	439	303
Sweetwater High School	643	659	601	673	660
<b>Total</b>	<b>6201</b>	<b>6495</b>	<b>6364</b>	<b>6350</b>	<b>5644</b>
<b>Total Captured at SWC within one-year of graduation</b>	<b>2058 (33.2%)</b>	<b>2157 (33.2%)</b>	<b>2241 (35.2%)</b>	<b>1929 (30.4%)</b>	<b>1768 (31.3%)</b>

Source: National Student Clearinghouse data provided by Sweetwater Union High School District

**Figure 14 - Projected Number of High School Graduates in San Diego County**



Source: State of California, Department of Finance: California Public K-12 Graded Enrollment and High School Graduate Projections by County — 2022 Series

**Table 14 - Projected Employment Opportunities in Various Sectors in San Diego County**

Industry	Jobs (2020)	Jobs (2030)	Job Change %
Agriculture, Forestry, Fishing and Hunting	10,694.98	12,181.82	14%
Mining, Quarrying, and Oil and Gas Extraction	377.00	465.68	24%
Utilities	4,801.21	5,864.03	22%
Construction	100,859.18	115,359.40	14%
Manufacturing	117,556.28	123,538.58	5%

Wholesale Trade	42,932.25	44,070.92	3%
Retail Trade	142,026.68	144,638.50	2%
Transportation and Warehousing	35,827.57	50,979.09	42%
Information	24,128.48	22,121.21	-8%
Finance and Insurance	53,598.51	53,775.91	0%
Real Estate and Rental and Leasing	37,030.41	40,753.49	10%
Professional, Scientific, and Technical Services	165,924.10	206,845.48	25%
Management of Companies and Enterprises	23,443.43	26,284.30	12%
Administrative and Support and Waste Management and Remediation Services	95,699.53	129,131.68	35%
Educational Services	38,540.52	44,957.75	17%
Health Care and Social Assistance	191,783.99	259,097.63	35%
Arts, Entertainment, and Recreation	26,260.08	41,140.78	57%
Accommodation and Food Services	129,549.25	205,173.25	58%
Other Services (except Public Administration)	87,116.16	106,542.88	22%
Government	327,501.99	358,295.57	9%

Source: California Employment Development Department, 2023

## **Appendix 3 - Surveys, Listening Sessions, and Forums**

### **3.1 Employee Perceptions on Diversity, Inclusion, and Support**

In spring 2023, SWC surveyed administrators, classified/confidential/hourly employees, and faculty to inform the development of the EVP 2030. The EVP Employee survey was conducted with 194 participants which included 89 faculty, 83 classified/confidential/hourly staff, and 22 administrators.

Across the different groups of employees, the majority agreed or strongly agreed that SWC embraces diversity (79 percent), supports equity (72 percent), and promotes inclusion (72 percent). Using the same scale, employees agreed or strongly agreed that they have access to professional development (70 percent), but the majority disagreed or strongly disagreed that the College had adequate employees to fulfill the needs of the

District (53 percent). Finally, 79 percent reported feeling moderately or completely welcome at the College, and the same distribution expressed that they feel they belong at the District.

These findings suggest that employees feel that their work environment promotes diversity, equity, and inclusion. Nearly 80 percent indicated that they experience a sense of belonging with the SWC community. Employees further confirmed that professional development is appropriately available and consistent with the types of skills and knowledge required to perform their jobs.

The one area of concern for employees was staffing, with over half of the respondents feeling that the College lacks adequate staffing.

Regarding the question of lessons learned from the COVID-19 pandemic, employees noted the advantages of being able to leverage hybrid courses and work schedules. They stressed the need for both in-person and online services (especially counseling). When prompted to share their thoughts on the EVP 2030, employees echoed several items previously noted (e.g. develop students' skills to better serve employers), and they added suggestions for organizational growth, employee accountability (including supervisors), and continued improvements on remote work.

### **3.2 Student Feedback**

Three surveys and one focus group were conducted in 2023 to gather student input:

- 2023 Hanover Research Survey with 902 participants
- 2023 Focus Group with 10 participants
- Restorative Justice Student Survey with 110 participants

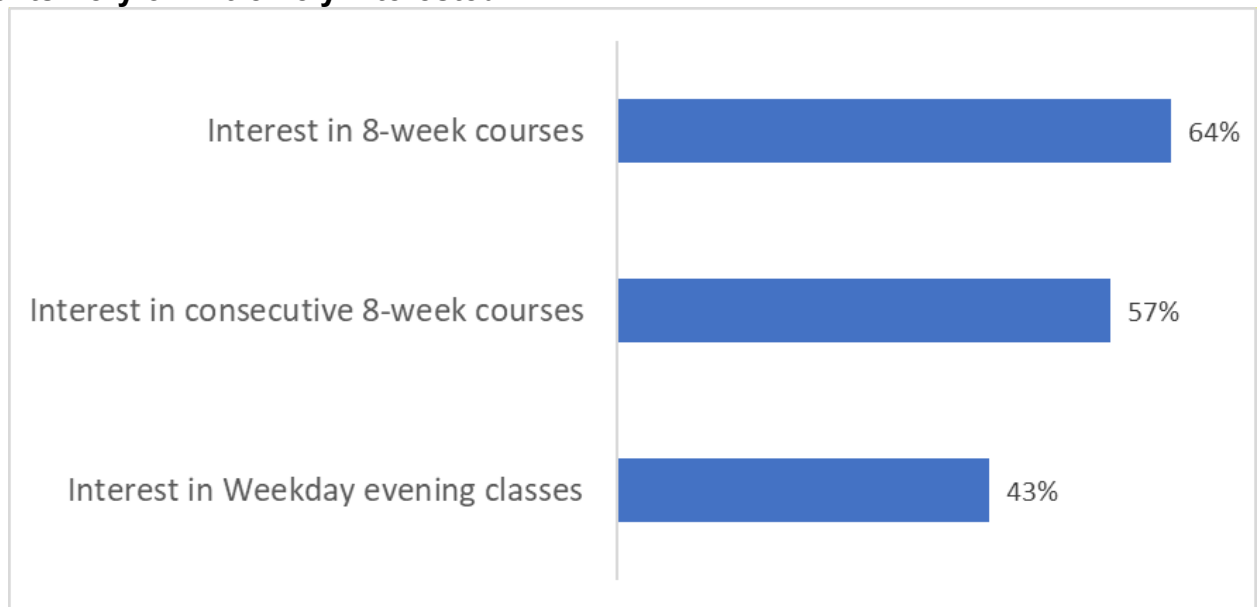
The Hanover Research Survey relied primarily on quantitative data while the focus group and restorative justice student survey relied on prompts to help students express their views using their own words (qualitative data).

The 2023 Hanover Research Survey investigated students' preference on course scheduling and modality as well as perceptions of student support. The results suggest that students would be better served if SWC optimized its course offerings to match the schedules, course duration, and modalities in a manner that is consistent with student demand.

The results of the Student Feedback Survey, noted in Figure 15, indicate that 64 percent of respondents have a strong interest in eight-week courses, with 57 percent

reporting that they were “very or extremely” interested in consecutive eight-week courses, and 43 percent expressing that they were similarly interested in weekday evening classes.

**Figure 15 - Student Feedback Survey - Schedule Preferences - Percent of Respondents Very or Extremely Interested**



*Source: SWC 2022 Student Feedback Survey (2762 respondents)*

During the focus group session, students noted that their educational experience would be improved if they could have greater access to

- Clear and timely information regarding their most used services (especially financial aid),
- Wellness services, and
- Increased socialization via social events and by providing more open spaces for gatherings near green areas.

When asked to share their perceptions regarding what SWC should do over the next seven years to help more students succeed, students identified three priorities:

- streamline the enrollment process
- address the void left by the removal of remedial courses
- deploy a coordinated information system

The Restorative Justice Student Survey used open-ended questions as prompts to help students articulate their needs and success factors. The respondents indicated a desire for

- increased bandwidth/connectivity to access some of the materials they need to complete their assignments,
- hardware upgrades (laptops), and
- access to additional library resources.

*Note: the California Department of Corrections and Rehabilitation oversees the facility where the students are located, so any improvements on the conditions noted above, such as increased connectivity, would involve this authority.*

### **3.3 Community Feedback**

#### **Business and Industry Partners**

In fall 2022, 11 business and industry partners met with listening session facilitators to share items for SWC to consider in developing its EVP 2030. Ideas for consideration included:

- Keeping the curriculum responsive to local businesses/industries and revising it frequently to ensure content & skillsets are relevant to today's jobs.
- Seeking additional solutions/partners to address student housing.
- Providing training for employers to better understand how to maximize internship experiences for students.
- Preparing students for jobs of the future that may not yet exist.
- Exploring more “earn and learn” apprenticeships and internships—businesses are willing to support SWC students.
- Partnering with businesses to provide onsite career exploration experiences and introduce students to jobs/careers with which they may not be familiar (logistics, data analytics, advanced manufacturing).
- Exploring new entry-level and mid-skill training programs in high-demand jobs (e.g., skilled trades, logistics, manufacturing).

#### **Non-Profit Organization Partners**

Mirroring the session with business and industry partners, eight non-profit organization partners met with listening session facilitators in fall 2022 to provide feedback on the College's direction and priorities for the next seven years.

Their suggestions for improvements focused on enhancing student support services, providing diverse mentors, and meeting students' basic needs (e.g., housing and food).



They further offered an array of ideas for consideration for SWC’s future planning:

- Expand dual enrollment by focusing on STEM in under-resourced schools
- Partner with nonprofit organizations on Service Learning opportunities
- Offer more short-term certificates for students to enter the workforce quickly while continuing their education
- Grow health-care pathways beyond nursing
- Extend college outreach activities to Middle School students
- Develop specialized counseling and college/career pathways for older, nontraditional students seeking upward mobility.

**Table 15 - Town Hall Priority Items listed by Number of Mentions**

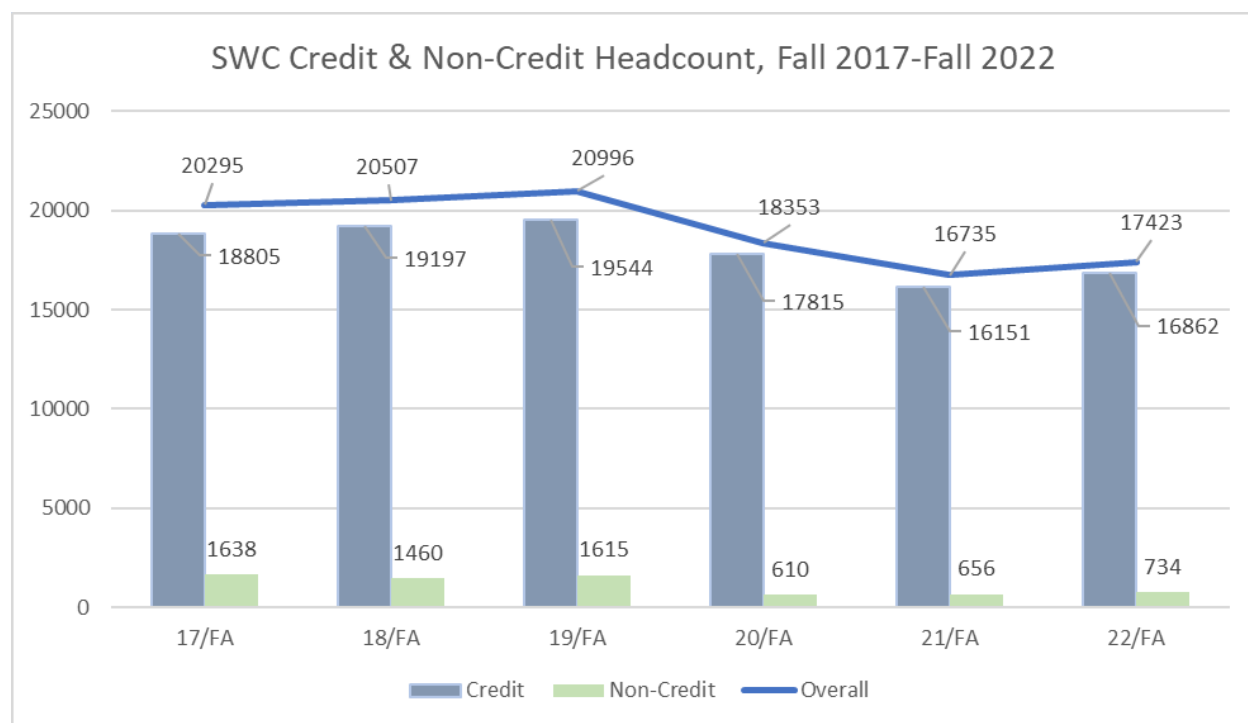
<b>Themes</b>	<b>Mentions</b>
Student Success	37
Access/Enrollment	27
Infrastructure	16
Curriculum/Programs	13
Workforce development	12
SWC Positioning/Engagement	10
Resources/Funding	6
Organizational/HR	5
Partnerships	5

*Note: Total participants 61 (131 mentions).*

Source: Community Forum held at SWC as part of the EVP planning process.

## APPENDIX 4 - INTERNAL SCAN

Figure 16 - SWC Credit and Noncredit Headcount, Fall 2017 - Fall 2023



Source: Southwestern College, Enrollment and Course Outcomes Dashboard

Note: A student is considered to have been enrolled in a course if the student either received an end-of-term grade notation (A, B, C, D, EW, F, I, IP, MW, NP, P, RD, or W) in a credit course or received more than zero positive attendance hours in a noncredit course.

**Table 16 - Student Demographic Changes by Gender, Age, and Ethnicity, Fall 2017 - Fall 2022**

	2017	2018	2019	2020	2021	2022
<b>Total Headcount</b>	20295	20507	20996	18353	16735	17423
<b>Gender</b>						
Male	9061	9111	9215	7643	7201	7594
Female	11045	11187	11504	10512	9303	9508
Non-Binary	13	22	27	37	66	115
Unknown	176	187	250	161	165	206
<b>Ethnicity</b>						
African-American	922	889	848	772	749	756
American Indian/Alaskan Native	53	52	60	52	40	40
Asian	462	475	509	422	381	395
Filipino	1666	1634	1779	1574	1481	1515
Hispanic	13806	14278	14735	12747	11595	12173
Multi-Ethnicity	720	821	805	791	732	691
Pacific Islander	98	72	85	58	59	62
Unknown	300	301	405	331	271	281
White Non-Hispanic	2268	1985	1770	1606	1427	1510
<b>Age</b>						
19 or Less	6116	6412	6863	6087	5597	6249
20 to 24	7089	7034	6869	6106	5480	5599

25 to 29	2541	2516	2573	2277	2020	1878
30 to 34	1160	1211	1276	1311	1212	1145
35 to 39	818	828	869	800	754	760
40 to 49	1129	1175	1130	1005	909	983
50+	1439	1330	1403	766	761	806
Unknown	3	1	13	1	2	3

Source: Southwestern College, Enrollment and Course Outcomes Dashboard

## APPENDIX 5 - Performance Measure Inventory

**Table 17- Successful Course Completion by Demographic Group, Fall 2017–Fall 2022**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>Overall Successful Course Completion Rate</b>	69.1%	70.4%	71.1%	71.5%	70.6%	68.0%
<b>Gender</b>						
Female	70.9%	71.8%	72.4%	73.4%	71.3%	68.4%
Male	67.2%	68.9%	69.5%	69.1%	69.7%	67.4%
Non-Binary	60.0%	55.2%	70.2%	56.5%	69.2%	70.4%
Unknown	66.2%	65.3%	71.0%	65.7%	66.6%	68.9%
<b>Ethnicity</b>						
African-American	65.0%	68.1%	66.0%	66.4%	66.3%	65.5%
American Indian/Alaskan Native	68.2%	68.9%	59.8%	69.5%	72.9%	52.7%

Asian	79.4%	80.1%	78.4%	79.9%	78.0%	79.2%
Filipino	76.6%	78.0%	77.8%	78.0%	77.0%	75.3%
Hispanic	67.2%	68.4%	69.7%	69.9%	68.9%	66.0%
Multi-Ethnicity	69.7%	72.7%	71.9%	72.1%	74.2%	70.7%
Pacific Islander	65.9%	69.3%	65.5%	74.3%	65.6%	66.9%
Unknown	73.4%	70.8%	72.5%	70.1%	71.6%	65.9%
White Non-Hispanic	76.0%	78.5%	78.3%	80.7%	76.9%	75.5%
<b>Age</b>						
19 or Less	68.2%	69.1%	70.4%	69.2%	69.3%	66.2%
20 to 24	67.1%	68.5%	69.3%	69.3%	68.5%	67.4%
25 to 29	70.1%	71.5%	72.5%	74.4%	72.9%	68.6%
30 to 34	72.3%	74.3%	73.5%	77.0%	74.4%	70.9%
35 to 39	75.4%	76.7%	76.8%	79.0%	79.1%	73.2%
40 to 49	78.7%	82.0%	79.1%	82.1%	78.0%	76.7%
50+	80.4%	82.6%	79.9%	87.9%	79.0%	78.3%
Unknown						
<b>Entering Status</b>						
First-Time	63.7%	66.4%	68.0%	64.8%	63.9%	59.8%
First-Time Transfer	68.1%	70.9%	69.1%	74.3%	73.4%	69.7%
Returning/Continuing	70.0%	70.8%	71.7%	72.4%	71.6%	69.8%
High School	86.4%	90.2%	88.7%	86.2%	86.1%	82.1%
<b>Educational Goal</b>						
Degree/Transfer	68.4%	69.8%	70.8%	71.1%	70.2%	67.8%
Short-Term	74.3%	74.1%	71.2%	75.1%	72.9%	73.5%

Career Education						
Other/Undecided	70.7%	72.2%	72.8%	72.2%	71.4%	66.5%
<b>Special Population</b>						
DSPS	67.9%	69.1%	68.7%	74.6%	73.4%	68.1%
Economically Disadvantaged	68.2%	69.8%	70.9%	72.0%	71.2%	68.8%
Foster Youth	59.3%	59.2%	60.1%	61.6%	60.9%	60.5%
Homeless	N/A	53.2%	64.0%	59.7%	66.2%	57.7%
Veteran	72.0%	71.9%	70.6%	75.2%	80.8%	73.5%

Source: Southwestern College, Enrollment and Course Outcomes Dashboard

**Table 18 - Course Retention by Demographic Group, Fall 2017 - Fall 2022**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>Overall Course Retention Rate</b>	84.2%	84.4%	84.7%	85.0%	85.6%	86.6%
<b>Gender</b>						
Female	84.7%	84.7%	85.0%	85.8%	85.6%	86.6%
Male	83.6%	84.1%	84.5%	84.1%	85.6%	86.7%
Non-Binary	82.5%	73.1%	79.8%	70.7%	83.2%	85.7%
Unknown	84.8%	82.5%	83.7%	80.6%	83.8%	85.8%
<b>Ethnicity</b>						
African-American	83.3%	83.5%	84.3%	82.6%	85.0%	85.1%
American	87.9%	84.0%	75.4%	85.3%	86.4%	84.9%

Indian/Alaskan Native						
Asian	87.0%	87.8%	87.3%	89.7%	86.8%	91.1%
Filipino	87.7%	87.9%	87.0%	88.1%	87.3%	88.4%
Hispanic	83.5%	83.6%	84.2%	84.3%	85.0%	86.1%
Multi-Ethnicity	84.7%	84.5%	85.9%	85.6%	87.2%	86.8%
Pacific Islander	79.6%	81.5%	83.5%	87.4%	83.1%	87.2%
Unknown	86.5%	82.5%	83.8%	82.7%	88.3%	87.7%
White Non-Hispanic	86.1%	87.7%	86.9%	88.9%	87.5%	89.1%
<b>Age</b>						
19 or Less	85.4%	85.5%	86.4%	85.6%	87.3%	87.9%
20 to 24	82.7%	82.7%	82.9%	83.3%	83.5%	85.7%
25 to 29	82.4%	83.4%	83.9%	85.0%	84.7%	84.4%
30 to 34	85.4%	84.4%	83.7%	85.6%	85.2%	85.7%
35 to 39	85.0%	87.1%	85.3%	86.7%	87.8%	86.4%
40 to 49	87.3%	89.8%	86.7%	89.4%	86.4%	87.3%
50+	89.8%	87.7%	87.1%	92.0%	86.6%	87.5%
Unknown						
<b>Entering Status</b>						
First-Time	84.3%	84.8%	85.9%	85.0%	85.8%	85.8%
First-Time Transfer	81.4%	83.6%	83.4%	85.7%	86.7%	86.0%
Returning/Continuing	84.2%	84.1%	84.3%	84.8%	85.2%	86.7%
High School	94.4%	96.0%	97.1%	95.2%	95.8%	94.5%
<b>Educational Goal</b>						
Degree/Transfer	83.9%	84.0%	84.4%	84.8%	85.3%	86.5%

sfer						
Short-Term Career Education	86.4%	86.1%	84.2%	86.4%	86.3%	87.3%
Other/Undecided	84.9%	85.7%	86.4%	85.9%	86.8%	86.6%
<b>Special Population</b>						
DSPS	84.2%	84.6%	84.1%	86.9%	87.5%	86.9%
Economically Disadvantaged	83.5%	84.0%	84.5%	85.2%	86.0%	87.1%
Foster Youth	80.1%	78.8%	80.3%	78.1%	81.2%	83.0%
Homeless	N/A	78.4%	83.0%	76.4%	84.6%	79.5%
Veteran	87.7%	86.5%	88.1%	90.6%	92.2%	91.2%

Source: Southwestern College, Enrollment and Course Outcomes Dashboard

**Table 19 Student Equity and Access Plan (SEAP) Metrics**

<b>Priority</b>	<b>Metric</b>	<b>Target Student Group</b>	<b>Baseline 2020-21</b>	<b>College SEP Goal 2024-25</b>
<b>SEAP 1</b> Successful Enrollment	Increase the Percentage of applicants who enroll in Southwestern College.	Black or African American	25%	35%
	Reduce the equity metric gap for the target student group	Black or African American	14%	7%



<b>SEAP 2</b> Transfer-Level Math and English	Increase percentage of students who complete transfer-level Math and ENG in their 1st academic year.	Black or African American	10%	20%
	Reduce the equity metric gap for the target group.	Black or African American	5%	2.5%
<b>SEAP 3</b> Persistence	Increase the percentage of students retained from first primary term to subsequent primary term.	Black or African American, Male	61%	71%
	Reduce the equity metric gap for the target student group.	Black or African American	13%	6.5%
<b>SEAP 4</b> Transfer	Increase the percentage of students who transfer to a four-year institution within three years of starting at the college.	Latina/o/x, Male	20%	30%
	Reduce the equity metric gap for the target student group.	Latina/o/x	7%	3.5%
<b>SEAP 5</b> Comple-	Increase the percentage of students who earn a certificate or associate degree within three years of starting at the college.	Males, Native Hawaiian or Other Pacific Islander (NHPI)	Male: 9% NHPI: 7%	Male: 19% NHPI: 10%

tion	Reduce the equity metrics gap for the target student group.	Male, NHPI	Gap in last 3 of 5 years	Ensure equity gap remains closed
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## List of Acronyms

AA	Associate of Arts
AANAPISI	Asian American and Native American Pacific Islander Serving Institution
AA-T	Associate of Arts for Transfer
ADT	Associate Degree for Transfer
AS	Associate of Science
AS-T	Associate of Science for Transfer
CAEP	California Adult Education Program
CBA	Center for Business Advancement
CBE	Competency Based Education
CCAC	Crown Cove Aquatic Center
CCAP	College and Career Access Pathways
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CDE	California Department of Education
CDCP	Career Development and College Preparation
CDI	College/Career Indicator
CE	Career Education
CPL	Credit for Prior Learning
CRM	Customer Relationship Management
CSU	California State University
DE	Distance Education

EDC	Economic Development Center
EOPS	Extended Opportunity Programs and Services
ESC	Employee Support Committee
EVP	Educational Vision Plan
FoS	Field of Study
FVP	Facilities Vision Plan
GR	Governor's Roadmap
HEC-NC	Higher Education Center, National City
HEC-OM	Higher Education Center, Otay Mesa
HEC-SY	Higher Education Center, San Ysidro
HSI	Hispanic Serving Institution
HR	Human Resources
IGETC	Intersegmental General Education Transfer Curriculum
ISP	In State Private
ISS	Institution-Set Standards
IT	Institutional Technology
ITC	Institutional Technology Committee
NSC	National Student Clearinghouse
OOS	Out of State
PBC	Planning and Budget Committee
PPRC	Policy and Procedure Review Committee
PTAC	Procurement Technical Assistance Center
SCC	Shared Consultation Council
SCCD	Southwestern Community College District
SCFF	Student Centered Funding Formula
SESC	Student Equity and Success Committee
STEM	Science, Technology, Engineering, and Mathematics
SUHSD	Sweetwater Union High School District

SWC	Southwestern College
SWP	Strong Workforce Program
UC	University of California
VFS	Vision for Success
WBL	Work Based Learning