

SOUTHWESTERN COLLEGE

Fact Book 2019–2020



Prepared by the Office of
Institutional Research and Planning
December 2019

Mission, Vision, and Values

Mission Statement

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.

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.

Vision Statement

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

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.

SWC Fact Book Table of Contents

Description	Page
Mission, Vision and Values	<u>2</u>
Introduction	<u>4-8</u>
Locations	<u>4</u>
Service Area Map	<u>5</u>
Community Overview	<u>6</u>
Residency	<u>7</u>
Local High School Matriculation	<u>7</u>
Student Profile	<u>9-13</u>
Student Enrollment Annual and by Term	<u>9</u>
Student Enrollment by Ethnicity	<u>9</u>
Student Enrollment by Gender	<u>10</u>
Student Enrollment by Age	<u>10</u>
Day-Evening Student Enrollment	<u>11</u>
Part-time Full-Time Enrollment	<u>11</u>
Most Popular Majors and Program Awards	<u>12</u>
Median Salary for Most Popular Majors	<u>13</u>
Student Services	<u>14-18</u>
Financial Aid Awards Recipients and Disbursements	<u>14</u>
Extended Opportunity Program and Services (EOPS)	<u>15</u>
CalWORKs	<u>15</u>
Veterans	<u>16</u>
Disabled Student Services (DSS)	<u>16</u>
Admissions Planning and Student Counseling	<u>16</u>
Power Study Program (PSP)	<u>17</u>
Math, Engineering, Science Achievement (MESA)	<u>18</u>
Student Outcomes and Achievement	<u>19-24</u>
Course Completion & Success by Course Type	<u>19</u>
Fall to Spring Retention	<u>20</u>
Completion of Transfer-Level Math and English	<u>20</u>
Degrees and Certificates	<u>21</u>
Degrees and Certificates by Ethnicity/Race	<u>21</u>
Degrees and Certificates by Gender	<u>22</u>
Average Units to Associate Degree	<u>22</u>
Transfers	<u>23</u>
Jobs Closely Related to Field of Study	<u>24</u>
Institutional Information	<u>25-29</u>
Finance	<u>25</u>
Human Resources	<u>26</u>
Organizational Leadership	<u>27</u>
Acknowledgments	<u>29</u>

Introduction

The 2019–2020 Southwestern College Annual Fact Book provides a snapshot of college and student information, including descriptive data related to the Southwestern Community College District (SCCD), its service area, and the community. Moreover, summary information related to student profiles, student support services, student achievement, employee demographics, and other institutional characteristics can be found within this publication. The demographic and institutional facts selected for inclusion provide a concise informational resource for students, college staff, and the community.

Most student, employee, and community demographic information found in this publication was obtained from the California Community College Chancellor's Office (CCCCO) Data Mart, the SCCD data warehouse, the National Student Clearinghouse, and the San Diego Association of Governments (SANDAG). Transfer data was acquired from California State University (CSU) and University of California (UC) through transfer reports prepared by these institutions.

Locations

The Southwestern Community College District (SCCD) serves diverse educational needs through its Chula Vista campus, its three satellite Higher Education Centers located in Otay Mesa, National City, and San Ysidro, as well as the Crown Cove Aquatic Center located in Coronado. The Chula Vista campus, Higher Education Centers, and Crown Cove Aquatic Center each offer signature programs and courses unique to their location, including:

CHULA VISTA CAMPUS

- Biotechnology
- Culinary Arts
- Insurance
- International Logistics and Transportation
- Legal Interpretation and Translation
- Recording Arts and Technology

HIGHER EDUCATION CENTER AT OTAY MESA

- Administration of Justice program
- Emergency Medical Technology and Paramedic program
- Fire Science Technology program
- Law Enforcement Training Academy program
- Nursing & Preparation for Allied Health programs

HIGHER EDUCATION CENTER AT SAN YSIDRO

- Family Studies (formerly Child Development) program

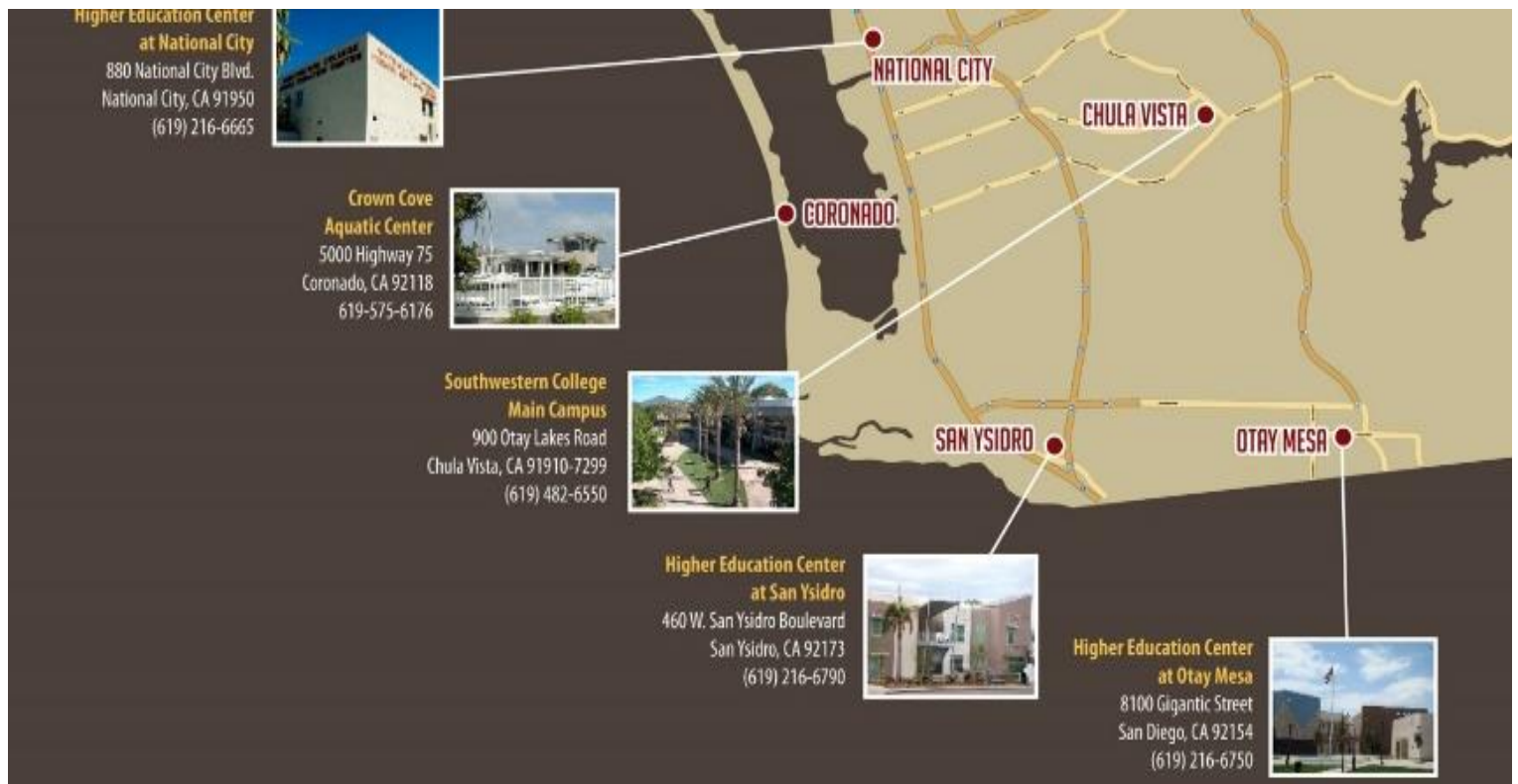
CROWN COVE AQUATIC CENTER

- CPR certification
- Lifeguard training
- Marine Safety and Recreation Assistant training programs
- Surfing, sailing, kayak and paddle boarding courses

HIGHER EDUCATION CENTER AT NATIONAL CITY

- Dental Hygiene program
- Medical Laboratory Technology (MLT) program
- Medical Assisting – Administrative & Clinical program
- Center for Business Advancement
- San Diego & Imperial Small Business Development Center (SBDC) network

Service Area Map



Community Overview

The Southwestern Community College District (SCCD) serves one of the most racially, ethnically and culturally diverse communities among the 115 colleges and 72 districts comprising the California Community College (CCC) system. Of the 2.1 million students enrolled in a California community college, our District serves approximately 28,000 students each year.

The SCCD service area is estimated to number 504,804 and is projected to grow to 550,888 by 2020 based on demographic estimates from the San Diego Association of Governments (SANDAG). The district service area is predominantly Hispanic, with 61% of SCCD residents falling within this demographic category. San Diego County as a whole is approximately 34% Hispanic. The proportion of Hispanics residing within the service area is expected to increase to 71% by 2050. The district service area is slightly more male than female with 39% under the age of 25 and 28.4% age 50 or over.

Ethnicity/Race	SCCD Service Area Population: 2018 Estimate
Female	49.3%
Male	50.7%
Age 19 or Under	30.2%
Age 20 to 24	9.0%
Age 50 and over	28.4%
American Indian/Alaskan Native	0.3%
Asian	11.8%
Black or African American	4.2%
Hispanic/Latino	61.1%
Pacific Islander	0.4%
Two or More	2.6%
White	19.6%
Persons with Disabilities	10.5%

**Percentages for the gender and ethnicity/race categories exclude the "Unknown" and "Decline to State" designations; the "Asian" designation includes the Filipino demographic group.*

Sources: SANDAG Data Surfer, Demographic and Socioeconomic Estimates, Southwestern Community College District (2018), <http://datasurfer.sandag.org/>; American FactFinder, 2017 American Community Survey, https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Additionally, seventy-eight percent (78%) of residents eighteen years of age or older are high school graduates, or have a higher degree, within the Southwestern College service area, compared to 87% of the county as a whole. In terms of higher educational attainment, twenty-four percent (24%) of residents in the service area have a bachelor's degree or higher; whereas, thirty-seven percent (37%) San Diego County residents have graduated with a bachelor's or higher degree.

Median household income within the district service area is slightly lower than that of the county as a whole. Service area median household income is \$61,487, while for the entire county it is \$68,489. About 24% of households earn less than \$30,000 per year, while 27% earn more than \$100,000 per year; this compares to countywide household income percentages of 21% and 32%, respectively.

As the only public institution of higher education is southern San Diego County, Southwestern College continues to play a vital role in helping local residents achieve their education and career goals.

Residency

For the 2018-19 year, approximately 76% of enrolled students reported living within the Southwestern Community College District (SCCD) service area. Of those living outside the service area, most reported living within the City of San Diego. Students living outside district boundaries may be taking classes at the district's Chula Vista campus, Higher Education Centers, extension sites, or online even though they may be within closer proximity to another community college district campus or extension site.

City or Community	Percentage
<i>Inside Southwestern CCD Service Area</i>	
Bonita	2.5%
Chula Vista	44.3%
Imperial Beach	2.9%
National City	5.7%
Coronado	0.3%
Otay Mesa	13.7%
San Ysidro	6.8%
<i>Outside Southwestern CCD Service Area</i>	
Other Communities	23.8%

Source: Southwestern Community College District Data Warehouse

Local High School Matriculation

Seniors graduating from the Sweetwater Union High School District (SUHSD) have historically provided the largest number of incoming students to Southwestern College. Graduating students enter college and universities throughout the region; however, Southwestern College received the highest number in 2018 with 2,176 of 6,585 (33%) graduates from SUHSD high schools entering college for the first time at Southwestern College.

Five Most Popular College Destinations for SUHSD Graduates*: Class of 2018	
College/University	Rank
Southwestern College	1
San Diego State University	2
San Diego City College	3
University of California, San Diego	4
Grossmont College	5

Source: National Student Clearinghouse Sweetwater Union High School District Profile Report

* Graduating class first enrollment as of April 2019

Although Southwestern College received graduates from all of the SUHSD high schools, the top four high schools (Ranks 1-4) sent more than two hundred of their graduates to college; eight other high schools (Ranks 5-12) each sent more than one hundred of their graduates.

Number and Rank of SUHSD Graduates Entering Southwestern College*: Class of 2018		
SUHSD High School	Students	Rank
Eastlake High School	237	1
Olympian High School	231	2
Chula Vista High School	225	3
Bonita Vista High School	212	4
San Ysidro High School	185	5
Sweetwater High School	166	6
Otay Ranch High School	159	7
Hilltop High School	154	8
Southwest High School	148	9
Montgomery High School	140	10
Mar Vista High School	138	11
Castle Park High School	118	12
Other Sweetwater School	32	13
Palomar High School	21	14
Options Secondary	8	15
Alta Vista Academy	2	16

Source: National Student Clearinghouse Sweetwater Union High School District Profile Report

* Graduating class first enrollment as of April 2019

Another important indicator regarding enrollment patterns between the SUHSD and Southwestern College is referred to as the high school capture rate. The capture rate measures the total number of SUHSD high school graduates in a given graduating class year who enroll in Southwestern College within a specified timeframe divided by the total number of SUHSD high school graduates in that given graduating class year. The table below presents capture rates for Southwestern College over the past five years. Capture rates for the most recent three years indicate that about one in three (1/3) graduates from SUHSD enter Southwestern College within one year of graduation.

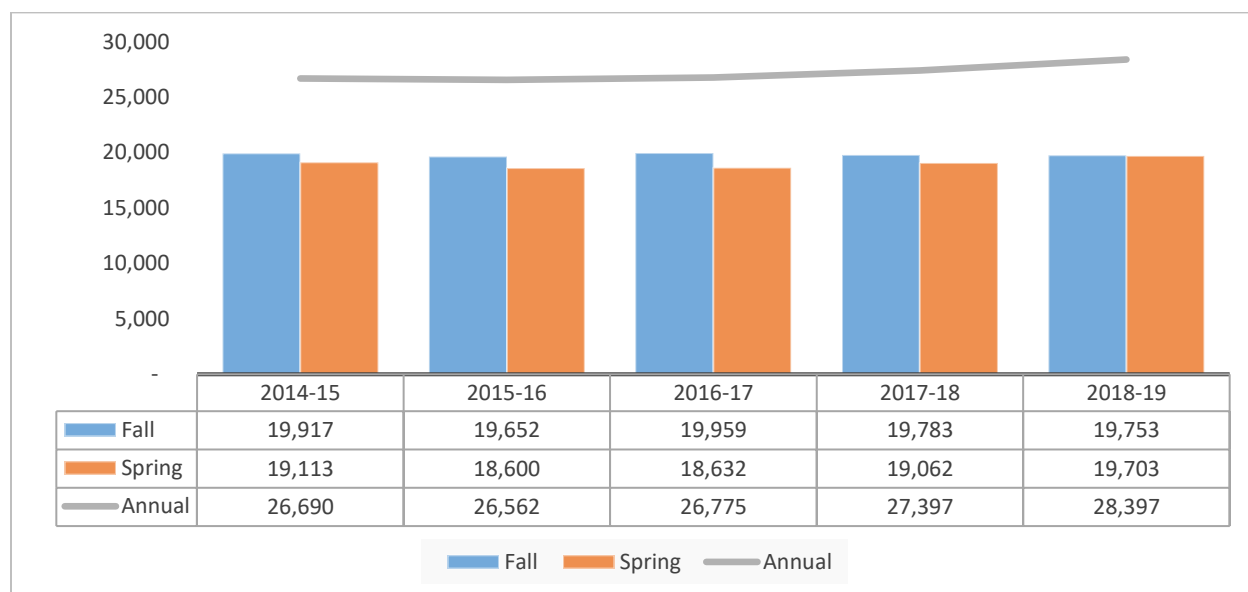
One Year Capture Rates for SUHSD Graduating Classes:	
Graduating Class	Southwestern College's High School Capture Rate
Class of 2018	33.0%
Class of 2017	33.5%
Class of 2016	33.6%
Class of 2015	30.5%
Class of 2014	23.2%

Source: National Student Clearinghouse Sweetwater Union High School District Profile Report

Student Profile

Student Enrollment Annual and By Term

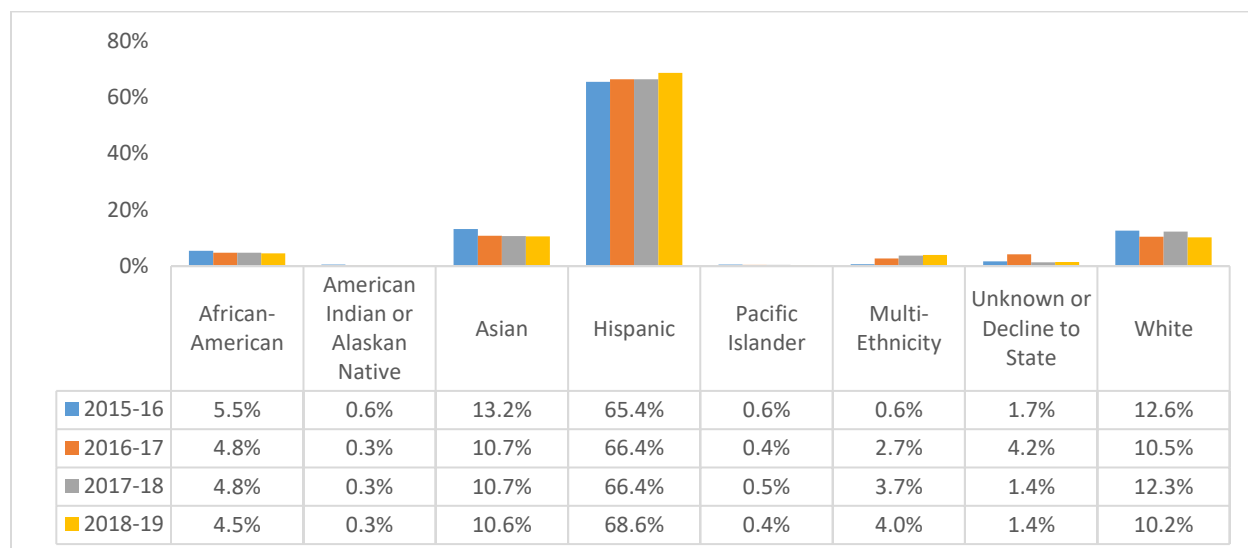
For the last five years, Southwestern College has enrolled, on average, over 19,000 students each term and about 27,000 students each year. The college has experienced an increase in enrollments every year since 2015-16. The annual number of students presented below and throughout this publication include summer, fall, and spring terms, and are unduplicated across terms.



Source: California Community College Chancellor's Office Management Information Systems Data Mart (2015-2018); Southwestern Community College District Data Warehouse (2019)

Student Enrollment by Ethnicity

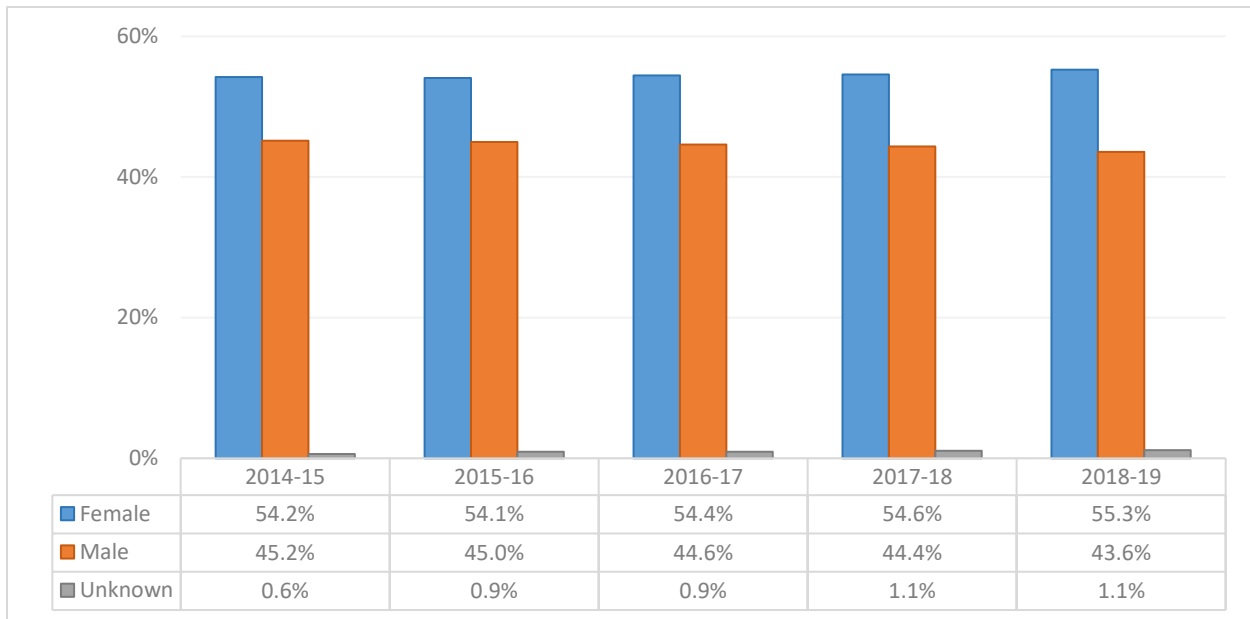
Southwestern College is characterized by its diverse student population and, importantly, has a U.S. Department of Education Hispanic-Serving Institution (HSI) designation. For the last several years, the percentage of Hispanic enrollment has consistently been over sixty-five percent (> 65%) with 2018-19 representing the peak year of Hispanic enrollment at nearly sixty-nine percent (68.6%).



Source: California Community College Chancellor's Office Management Information Systems Data Mart (2015-2018); Southwestern Community College District Data Warehouse (2019)

Student Enrollment by Gender

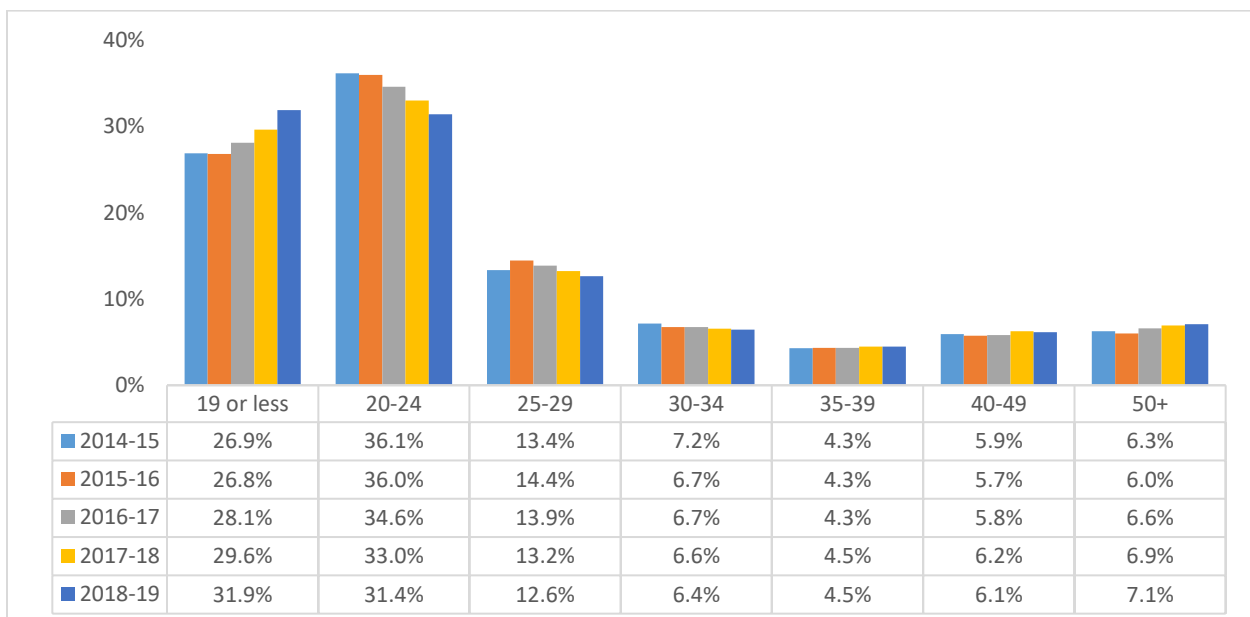
Southwestern College gender percentages have remained relatively consistent over the past five years at approximately 54% female, 45% male, and 1% unknown.



Source: California Community College Chancellor's Office Management Information Systems Data Mart (2015-2018); Southwestern Community College District Data Warehouse (2019)

Student Enrollment by Age

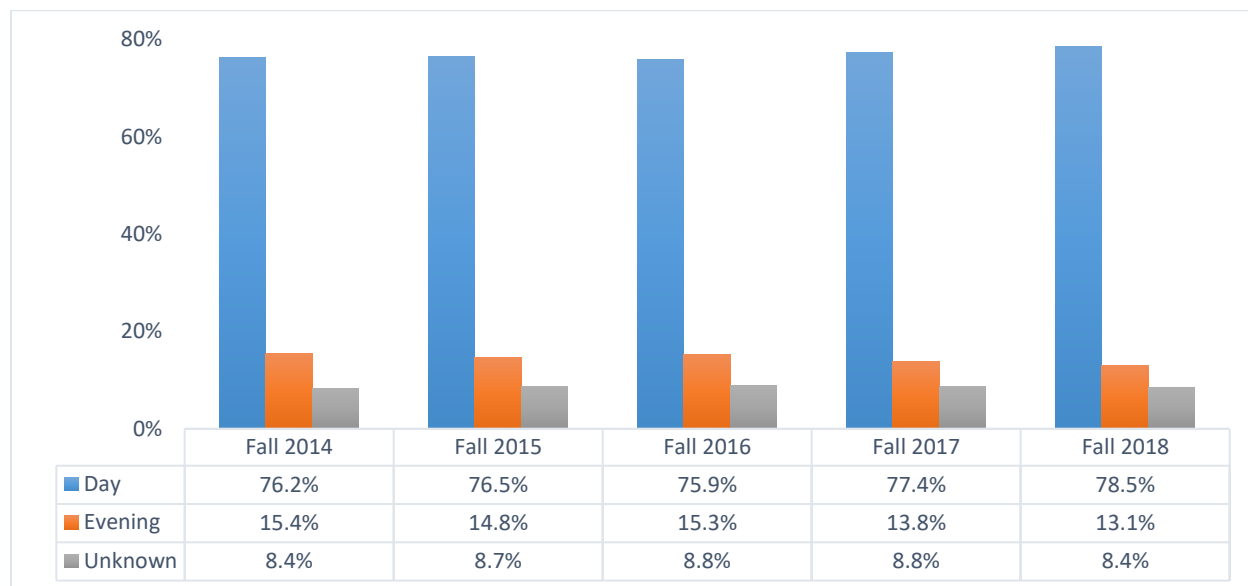
Southwestern College students under 25 years of age have typically comprised more than sixty-two percent of the College's student population over the last five years. Overall, the distribution of most age groups has remained relatively stable over the years. However, the percentage of students aged "19 or less" has trended upwards; whereas, students aged "20-24" has trended down. In addition, the enrollment percentage for students 50 years of age and over has modestly increased since 2015-16.



Source: California Community College Chancellor's Office Management Information Systems Data Mart (2015-2018); Southwestern Community College District Data Warehouse (2019)

Day-Evening Student Enrollment

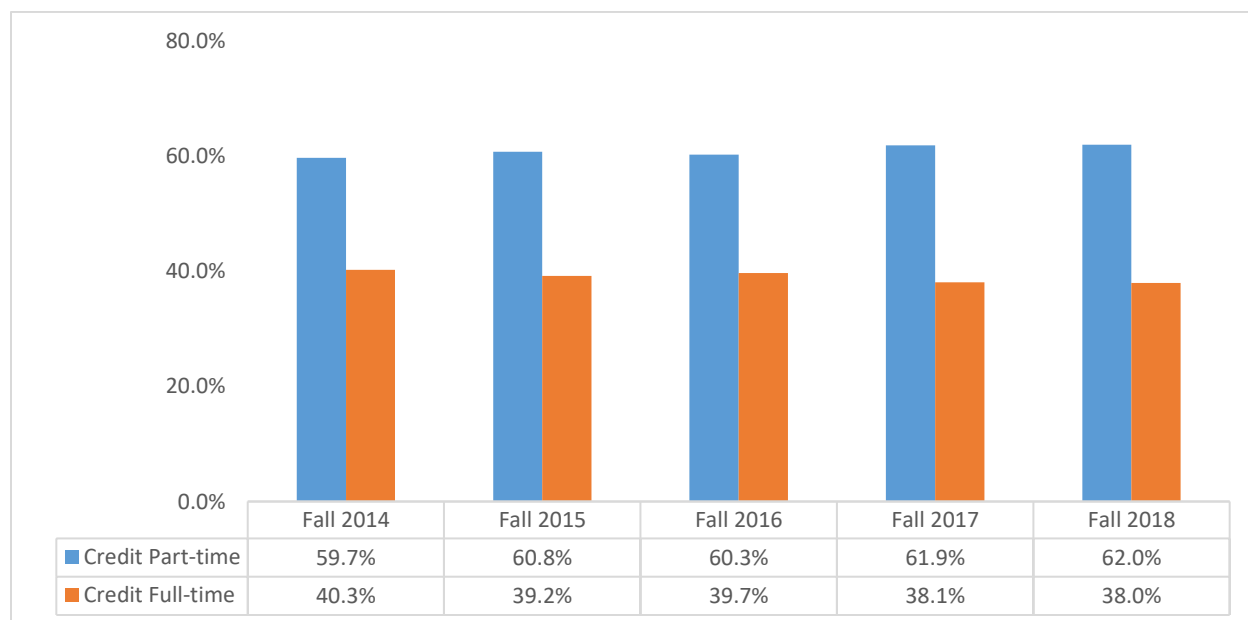
A student is considered a “daytime enrollment” if they are registered in at least one class section that meets before 4:00 pm. A student is designated an “evening enrollment” if they do not meet the criteria for daytime enrollment and has registered in at least one class section that meets after 4:00 pm. The “Unknown” designation results when a class section does not have a day or evening designation (i.e. a distance education course). Over 75% of Southwestern College students have consistently been daytime enrollments over the past five years.



Source: California Community College Chancellor's Office Management Information Systems Data Mart

Part-Time Full-Time Enrollment

Full-time enrollment is defined as 12 or more attempted credits in a semester. Full-time enrollment is often linked to the ability of students to successfully complete a degree or certificate program, or achieve the needed level of transfer credits for transfer to four-year institution. For the past five years, the majority of Southwestern College students taking credit courses have been enrolled part-time.



Source: California Community College Chancellor's Office Management Information Systems Data Mart

Most Popular Majors and Program Awards

Southwestern College offers over 300 majors and more than 50 different Associate of Arts (AA) degrees, over 80 Associate of Science (AS) degrees, and over 100 Career Education (CE) certificates. Several of these degrees are available as Associate Degrees for Transfer (ADT), which guarantee admission into the California State University (CSU) system. The College also offers multiple non-credit offerings for personal and professional development through its Continuing Education department.

Top Five Most Popular Majors 2018-19		
Major	Count	Rank
Nursing	2,627	1
Business Administration	2,238	2
Psychology	1,448	3
Biology	1,184	4
Administration of Justice	1,071	5

Source: Southwestern Community College District Data Warehouse

Top Five Program Awards 2018-19		
Program Awards*	Count	Rank
Transfer Studies <ul style="list-style-type: none"> California State University (CSU) General Education Breadth certificates Intersegmental General Education Transfer Curriculum (IGETC) certificates 	411	1
Biological and Physical Sciences (and Mathematics) <ul style="list-style-type: none"> Computer Science degrees Mathematics degrees Biology degrees Other Biological and Physical Science degrees and certificates 	267	2
Administration of Justice <ul style="list-style-type: none"> Administration of Justice for Transfer degrees Law Enforcement Training Academy degrees Other Administration of Justice degrees and certificates 	195	3
Business Administration	186	4
Psychology	138	5

*Degree and certificate aggregations use California Community College Chancellors Office Taxonomy of Program (TOP) categorizations for related academic disciplines

Source: Southwestern Community College District Data Warehouse

Median Salary for Most Popular Majors

For Southwestern College graduates, the median annual salary three (3) years after receiving an award (i.e., degree or certificate) in a career related to most popular majors* were:

Nursing

- Licensed Vocational Nursing: \$53,132
- Registered Nursing: \$80,376

Business Administration

- Business Administration: \$34,479

Psychology

- Psychology (General): \$19,910

Administration of Justice

- Administration of Justice: \$31,487 to \$34,356
- Corrections: \$34,404

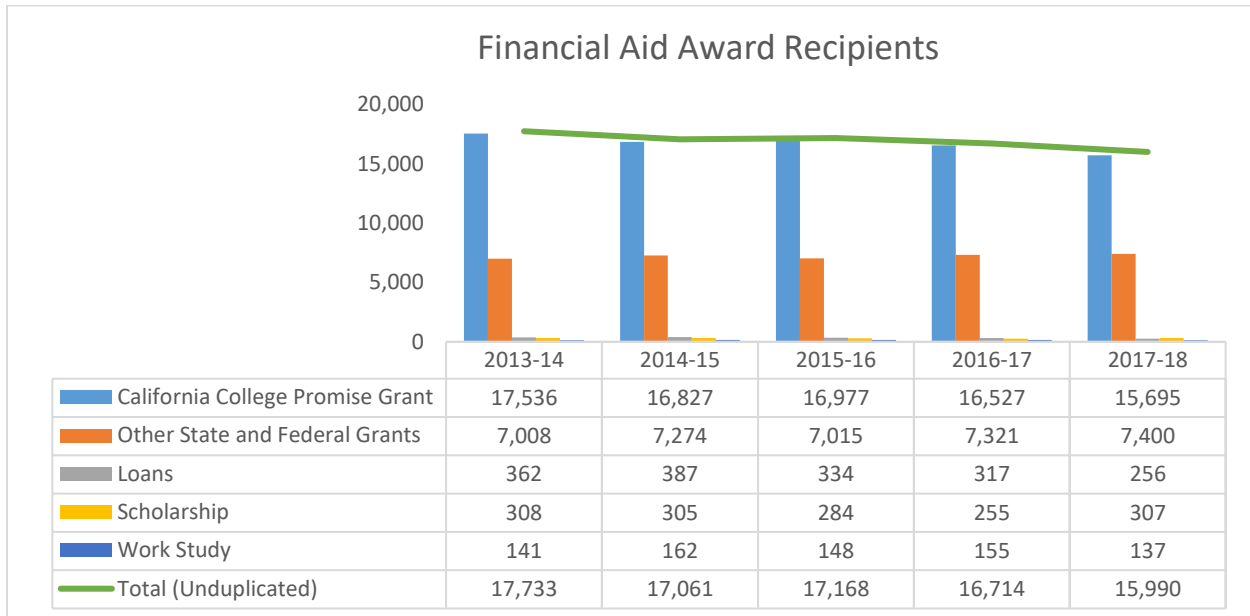
** Salary data related to Biology-related careers is unavailable for Southwestern College graduates*

Source: California Community College Chancellor's Office Management Information Systems Data Mart

Student Services

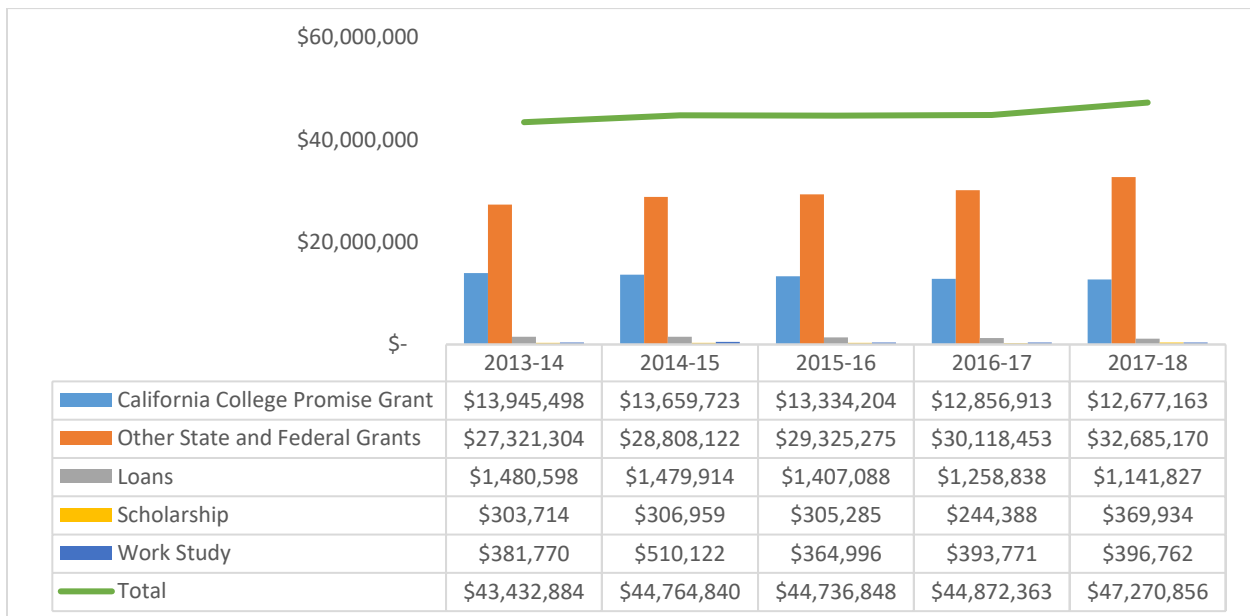
Financial Aid Award Recipients

Over fifty-eight percent (58%) of Southwestern College students receive some type of financial assistance. The most common financial award is the California College Promise Grant, which is a state-sponsored program waiving enrollment fees for qualifying California residents. In 2017-18, nearly 16,000 students (57% of 27,407 students) qualified for and received the California College Promise Grant.



Source: California Community College Chancellor's Office Management Information Systems Data Mart

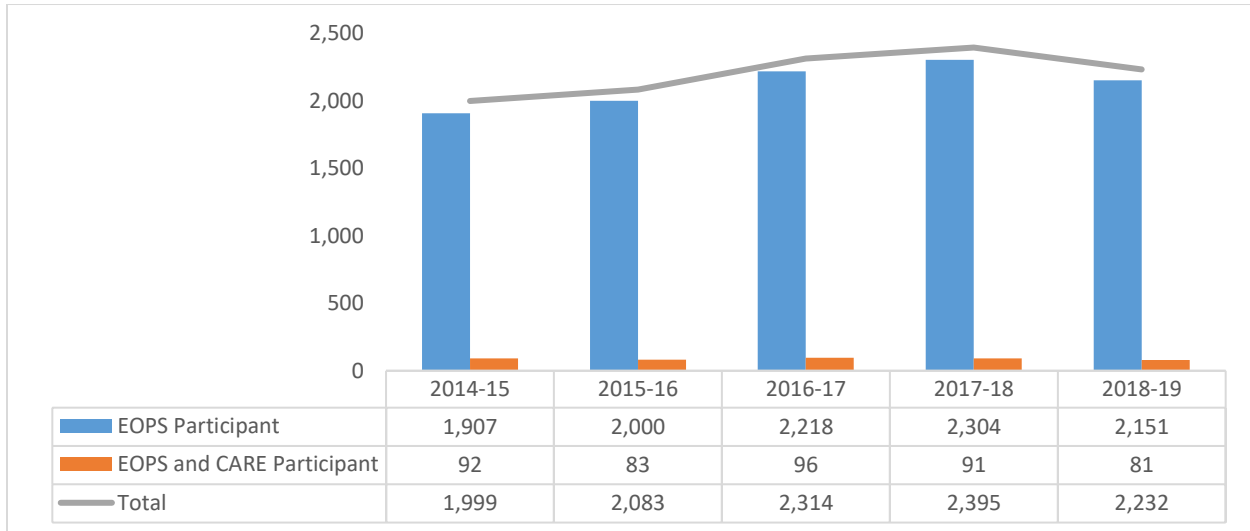
Financial Aid Award Disbursements



Source: California Community College Chancellor's Office Management Information Systems Data Mart

Extended Opportunity Program and Services (EOPS)

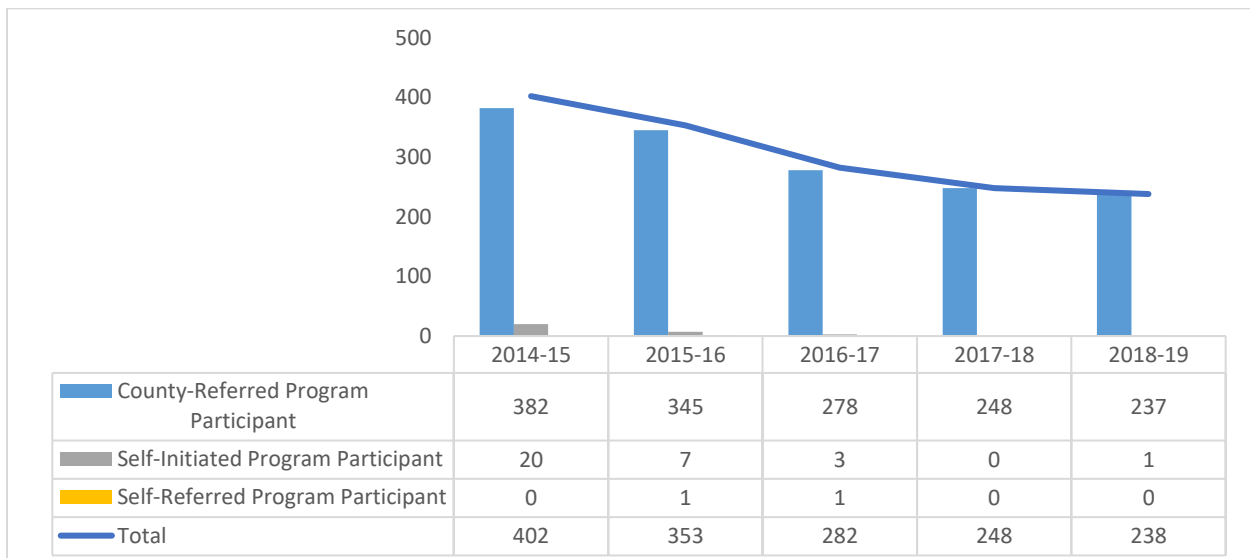
Extended Opportunity Program and Services (EOPS) is a state-funded, special assistance program for students who are socially, economically and academically or language disadvantaged. The role of EOPS at Southwestern College is to assist students with counseling, book expenses, emergency loans, priority registration, unlimited tutoring, and specialized support workshops. Students may receive aid through EOPS alone or through EOPS and the Cooperative Agencies Resources for Education (CARE) program, which is a program that supports single parents. Over 2,000 Southwestern College students have received assistance from these programs annually for the past five years.



Source: California Community College Chancellor's Office Management Information Systems Data Mart

CalWORKs

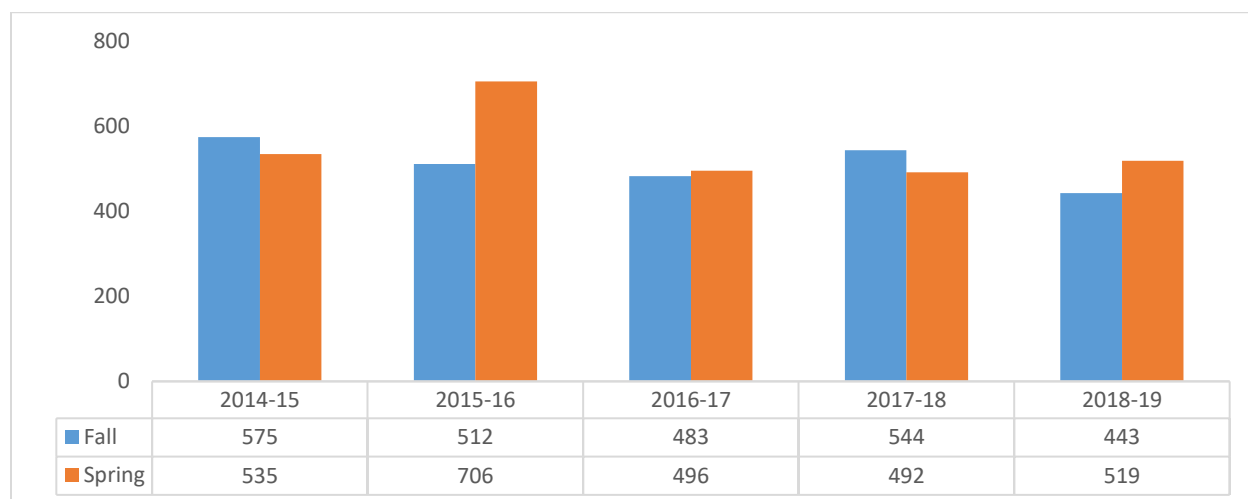
CalWORKs is a public assistance program that provides cash aid and services for eligible student families who have a child or children in the home. Within the community college setting, its purpose is to assist student transition off public assistance and achieve long-term self-sufficiency. Services offered at the college for CalWORKs recipients include work-study, job placement assistance, childcare, counseling, and other specialized services. The number of Southwestern College students receiving assistance under this program has been steadily declining over the past five years, reaching 238 in 2018-19.



Source: California Community College Chancellor's Office Management Information Systems Data Mart

Veterans

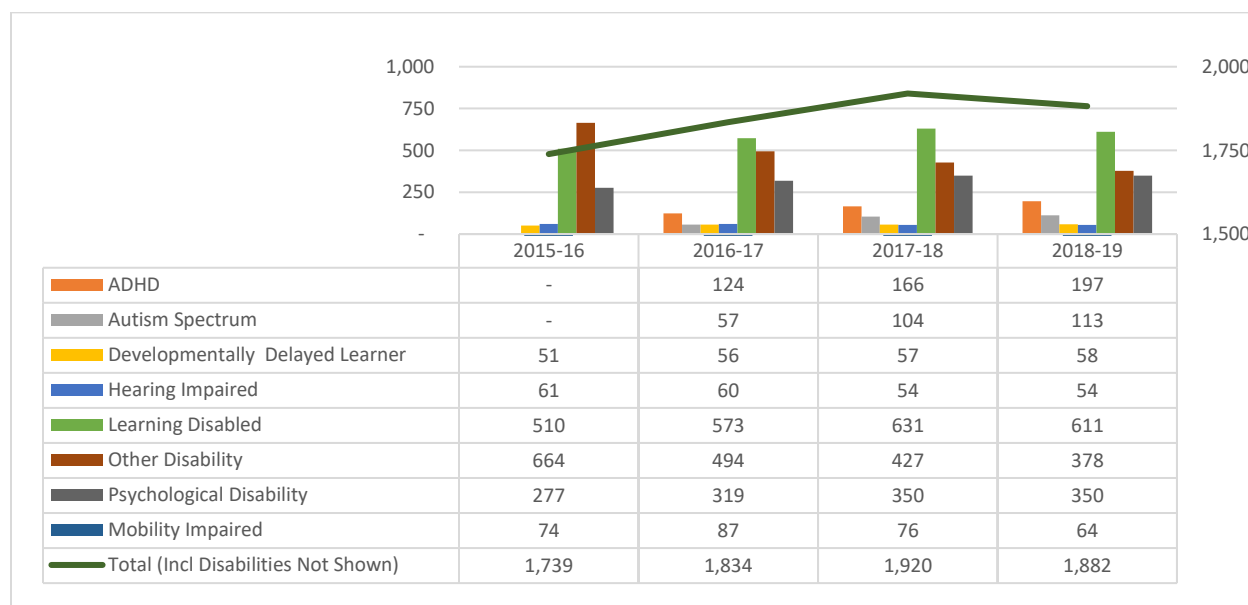
Due to the strong military presence in San Diego County, Southwestern College is afforded the opportunity to serve a large number of veteran students. Southwestern College serves these students through a Veteran Services Office, a Veterans' Resource Center, and a Student Veterans' Organization (SVO). These student resources aid and support to veterans and their dependents for successful transition as service member to student. For the past three years, approximately 1,000 veteran students have been served annually.



Source: California Community College Chancellor's Office Management Information Systems Data Mart

Disabled Student Services (DSS)

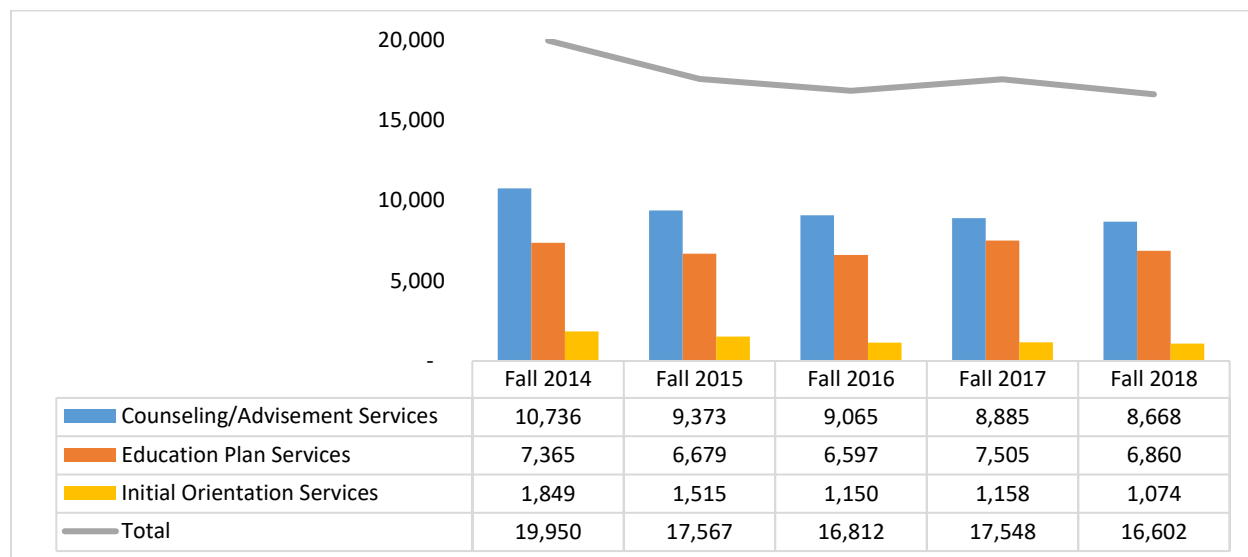
The role of Disability Support Services (DSS) at Southwestern College is to provide students with an inclusive, fully accessible, and engaging educational environment that empowers student success through innovative accommodations, programs, services, training, and partnerships with students, educators and the community. For the past three years, approximately seven percent (7%) of Southwestern College students received academic and nonacademic support for their registered disabilities (1,882 of 28,397 students annually in 2018-19); the two largest contingents were those within the "Learning Disabled" or "Other Disability" categories.



Source: California Community College Chancellor's Office Management Information Systems Data Mart

Admissions Planning and Student Counseling

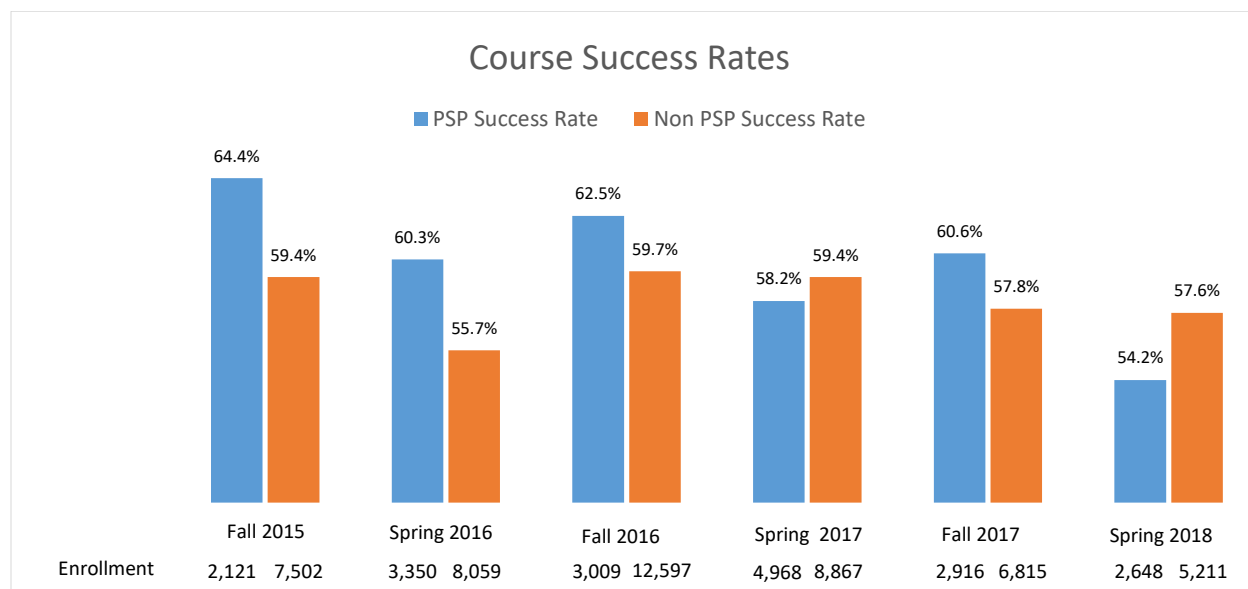
Counseling, orientation services, and educational planning for incoming and continuing students ensure that students achieve their educational goals. The purpose of these services is to enhance the likelihood that students will complete college courses and persist into subsequent terms, complete their academic program of choice (a degree or certificate program), and/or transfer to four-year college. In the past four years, about 17,000 students received services each fall.



Source: California Community College Chancellor's Office Management Information Systems Data Mart (Fall 2014-2017); Southwestern College School of Counseling and Student Support Services (Fall 2018)

Power Study Program (PSP)

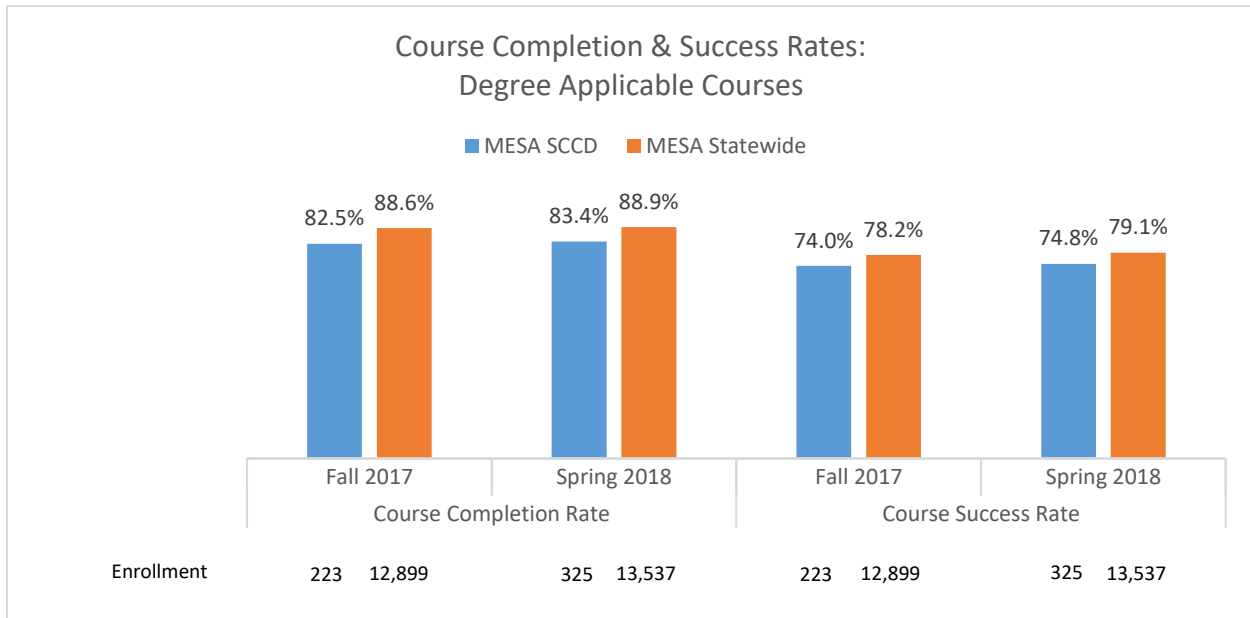
The Power Study Program (PSP) is a supplemental instruction (SI) program that consists of either in-class (embedded tutoring) and/or out of class tutoring activities. In practice, a "group leader" is assigned to a course. As part of their supplemental instruction activities, group leaders may spend time inside the classroom, outside the classroom, facilitating tutoring sessions, or serve as a program mentor. Results from a three-year analysis by term indicate that course success rates are more often higher for students participating in this type of supplemental instruction program compared to those who do not.



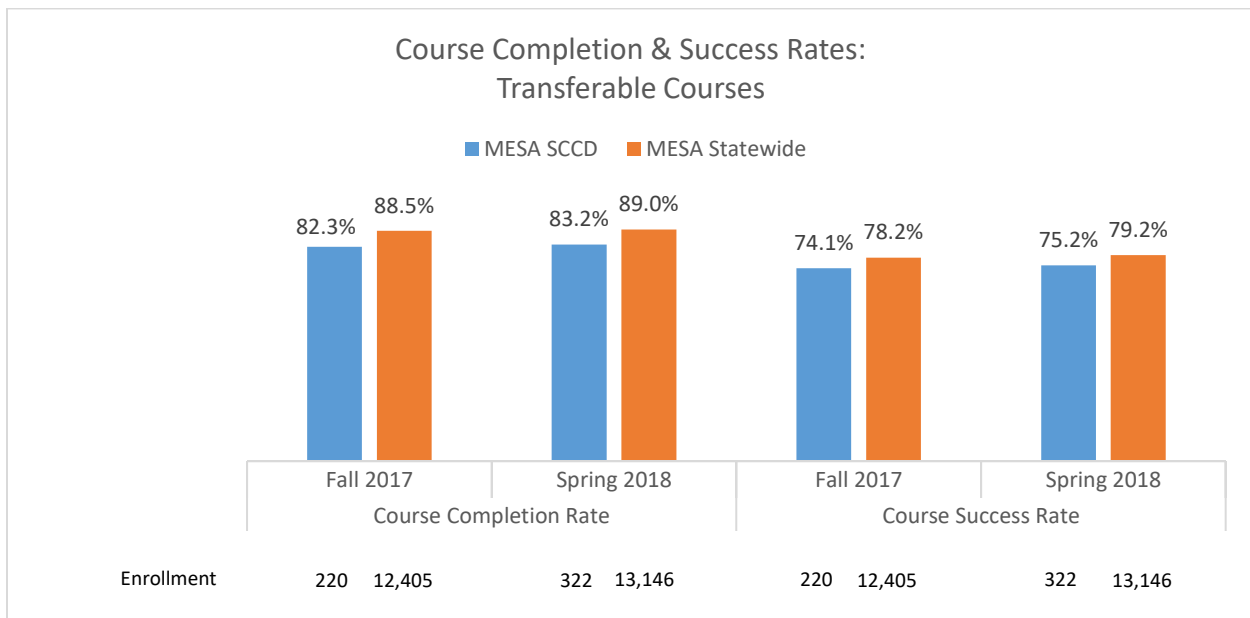
Source: Southwestern College Institutional Research

Math, Engineering, Science Achievement (MESA)

The Mathematics, Engineering, Science, and Achievement (MESA) is a statewide program designed to support students who are economically (e.g., California College Promise Grant recipient, TANF, etc.) and educationally disadvantaged (e.g., began college with math assessment at or below elementary algebra, first generation college student, etc.). The program targets students majoring in math, engineering, and science and one of the main goals of the program is to help students transfer to a four-year institution and attain a Bachelor of Science degree in a Science, Technology, Engineering, and Mathematics (STEM) field. Results from a one-year analysis by term shows MESA students at Southwestern College had comparable course completion and success rates relative to statewide MESA program rates.



Source: California Community College Chancellor's Office Management Information Systems Data Mart



Source: California Community College Chancellor's Office Management Information Systems Data Mart

Student Outcomes and Achievement

Course Completion & Success by Course Type

Course completion and course success rates are an important measure of credit student progress. In the tables below, each course type is associated with its respective course completion and success rate outcome for the last five fall terms. The first metric, course completion rate, is defined as the ratio of student enrolled in one or more courses who have received a passing or non-passing grade by the end of the semester against all reported ("transcribed") grade counts, including withdrawals. This total is then multiplied by 100% to achieve a percentage total. Similarly, the course success rate is calculated as a ratio. However, with this metric, only passing grade counts (A, B, C, and P) are used in the comparison against all reported grades.

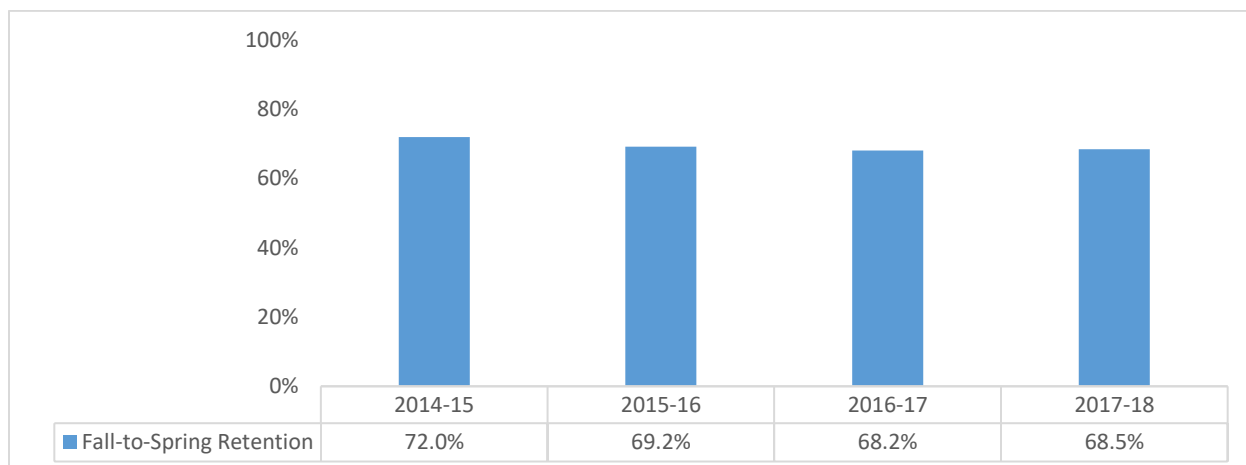
Course Completion and Success Rates:						
Course Category		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Degree Applicable	Completion Rate	85.1%	83.6%	83.7%	84.1%	85.3%
	Success Rate	68.3%	68.0%	68.0%	69.6%	71.4%
Transferable	Completion Rate	85.0%	83.6%	84.0%	84.3%	85.5%
	Success Rate	68.5%	68.5%	68.6%	70.3%	72.1%
Vocational	Completion Rate	88.2%	87.3%	87.9%	88.5%	89.1%
	Success Rate	72.9%	73.4%	73.7%	76.0%	77.2%
Credit	Completion Rate	85.2%	83.7%	83.6%	83.9%	85.1%
	Success Rate	67.8%	67.4%	67.2%	68.9%	70.9%
Face-to-Face	Completion Rate	86.4%	84.7%	84.7%	84.6%	84.7%
	Success Rate	69.7%	69.1%	69.1%	69.8%	71.3%
Hybrid*	Completion Rate	86.7%	86.7%	85.7%	86.0%	85.0%
	Success Rate	68.0%	65.5%	64.8%	67.6%	68.0%
Online	Completion Rate	79.6%	78.8%	79.1%	81.3%	82.1%
	Success Rate	59.3%	61.0%	59.7%	65.4%	66.3%

*The hybrid course delivery method combines both the face-to-face and online delivery methods and will vary in terms of hours dedicated to online delivery

Sources: California Community College Chancellor's Office Management Information Systems Data Mart; Southwestern Community College District Data Warehouse

Fall to Spring Retention

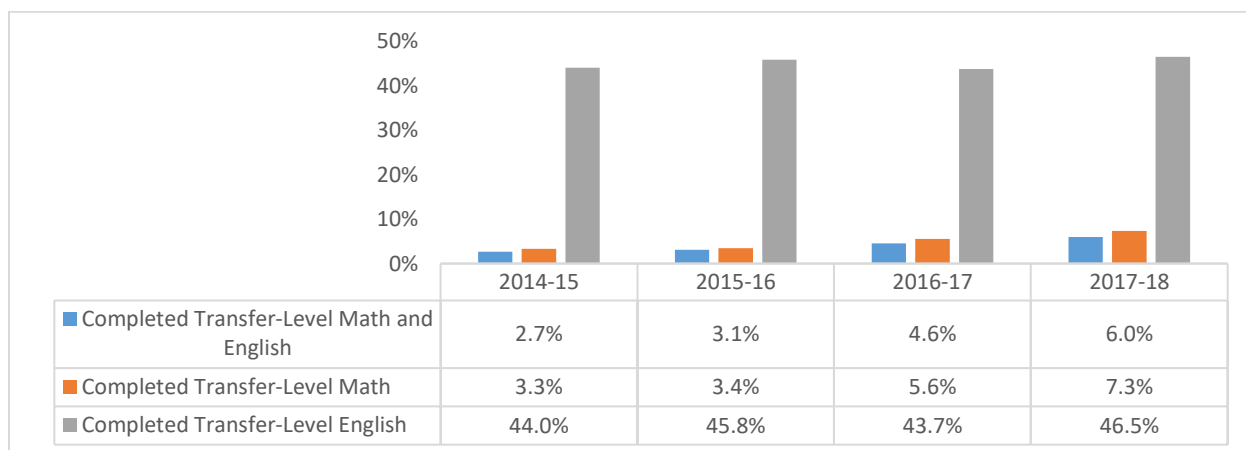
Fall-to-spring retention rates are an indicator of student progress and track the likelihood of student completion. The higher a given college's retention rate, the more likely that its students will persist in their overall educational objective to obtain a degree or certificate, complete an employment related "skills builder" sequence, or any other academic or career-oriented educational objective. Here, the retention rate measures the proportion of students retained from fall to spring within Southwestern College for the associated year, excluding students who completed an award or transferred to a postsecondary institution. Southwestern College's fall-to-spring retention rate has consistently been close to seventy percent (70%).



Source: Cal-PASS Plus - Student Success Metrics, <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Completion of Transfer-Level Math and English

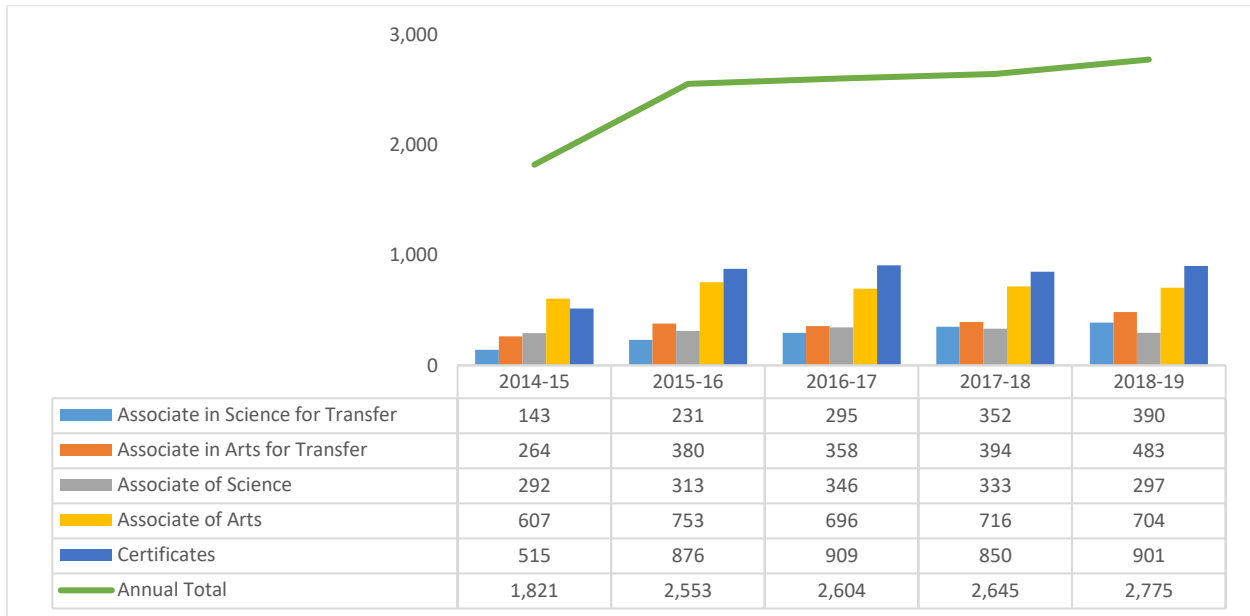
AB 705 requires that community college districts maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. This effort is measured by the proportion of students who complete transfer-level math and English in their first academic year of credit enrollment within the district. For Southwestern College, the proportion has historically been low, ranging between 2.7% to 6.0% over the past four years. Improvements in the completion rate of transfer-level math in the first academic year are steadily driving the proportion of students completing both transfer-level math and English higher.



Source: Cal-PASS Plus - Student Success Metrics, <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Degrees and Certificates

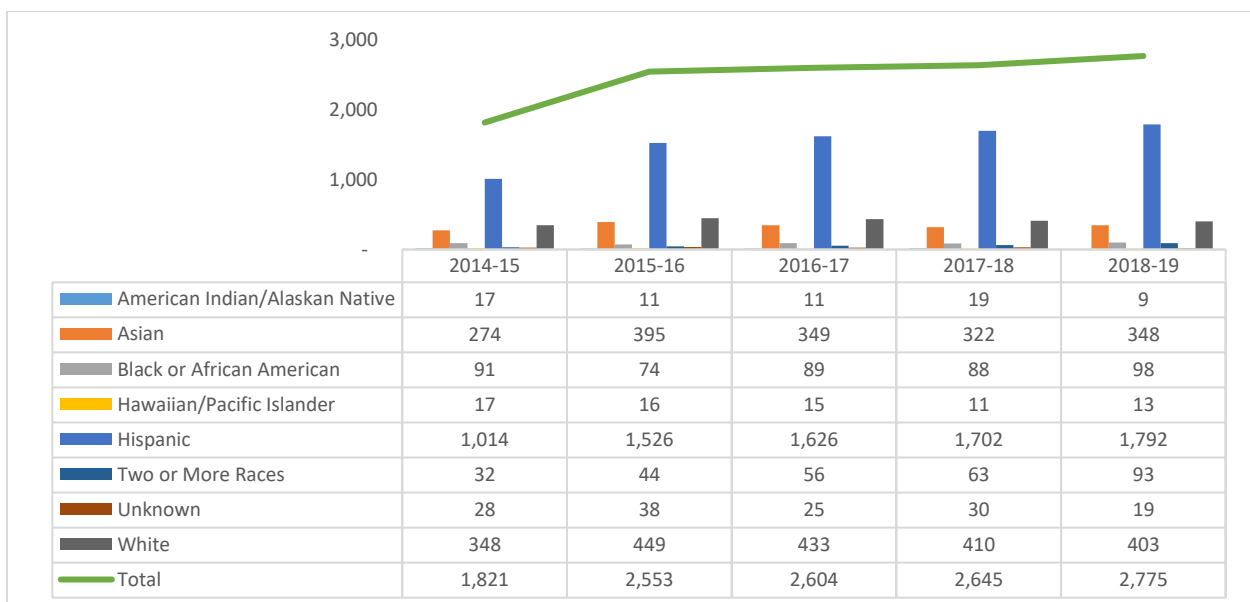
For the past five years, Southwestern College has awarded over 12,000 associate degrees and certificates. For 2018-19, the college awarded a total of 1,874 associate degrees and 901 certificates. Of the associate degrees awarded, nearly half (47%) were Associate Degree for Transfer (ADT) degrees. The ADT has grown in popularity since its introduction at Southwestern College in 2012-13 and is fully transferable to the California State University (CSU) system.



Source: Southwestern Community College District Data Warehouse

Degrees and Certificates by Ethnicity/Race

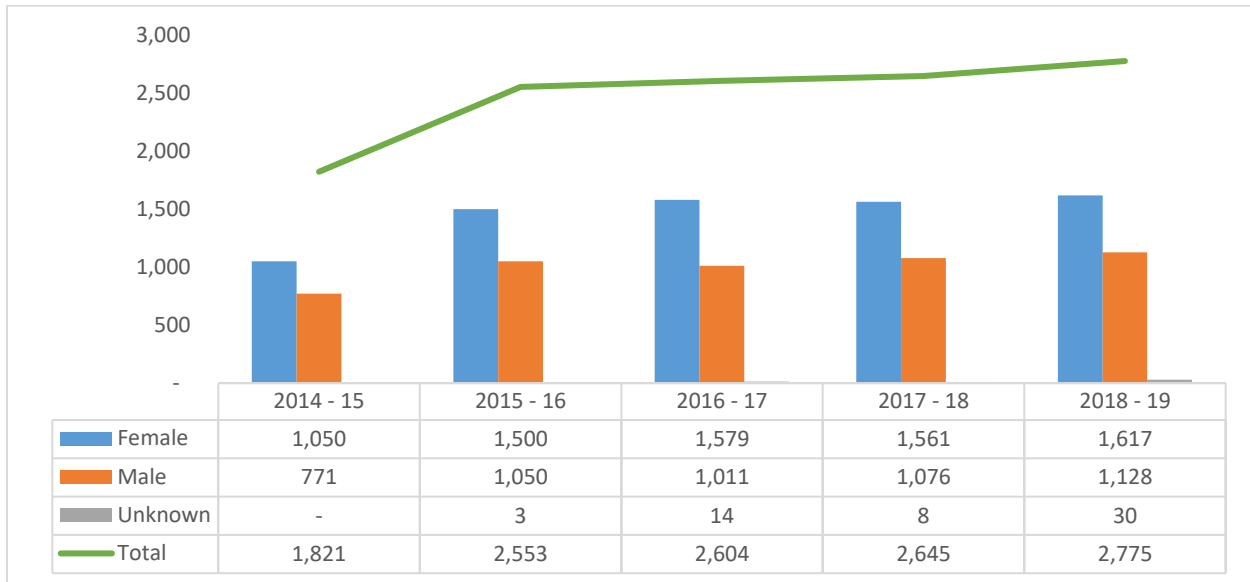
For the past five years, the most awards have been granted to Hispanic students. In 2018-19, Hispanic students received almost 1,800 awards or sixty-five percent (65%) of the 2,775 total awards granted.



Source: Southwestern Community College District Data Warehouse

Degrees and Certificates by Gender

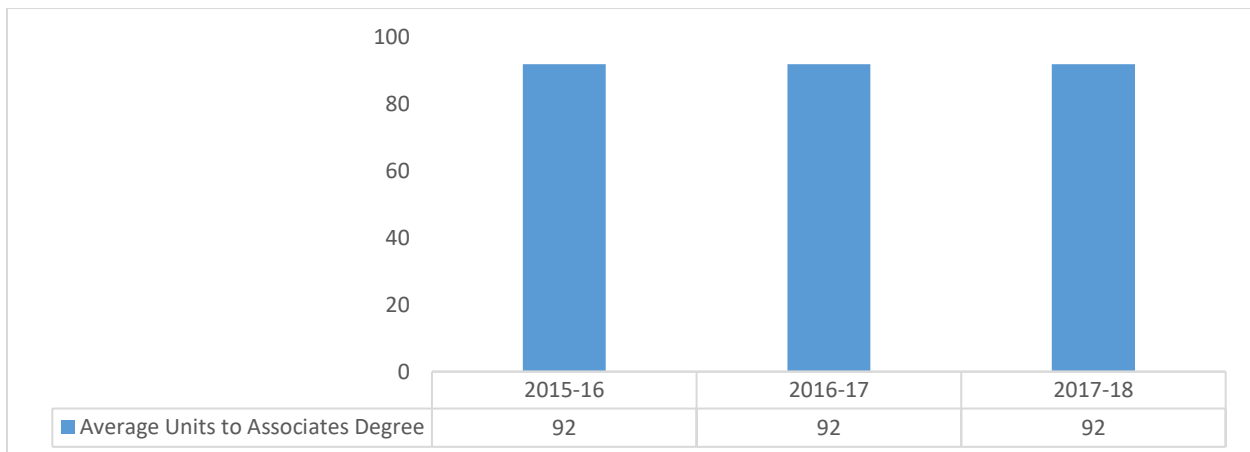
For the past five years, females have consistently received more award than males. In 2018-19, fifty-five (55%) of the student population was female and fifty-eight (58%) of students who received a degree or certificate were female. For males, forty-four (44%) of the student population was male and forty-one (41%) of students who received a degree or certificate were male.



Source: Southwestern Community College District Data Warehouse

Average Units to Associate Degree

The average number of units to complete an associate degree is an indicator of how long, how efficient, and how costly it is for students to reach their educational goals. In most cases, an associate degree requires 60 units to complete, although many students may graduate with a higher number of units if they change majors or explore courses of interest outside their degree program. Here, average units to an associate degree includes only Southwestern College graduates and is defined as the average number of units earned in the California community college system among students who had completed at least 60 units at any community college. For the past three (3) years, the average units to associate degree for Southwestern College graduates has held steady at 92 units.



Source: Cal-PASS Plus - Student Success Metrics, <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Transfers

Transfer to four-year colleges and universities constitute one of the most important goals for students entering Southwestern College. Community college transfers represent a significant population for the California State University (CSU) and University of California (UC) systems in terms of undergraduate enrollments. Southwestern College is also an important transfer pathway for students-seeking admission to in-state private and out-of-state (both private and public) four-year colleges.

Over the past five years, Southwestern College has assisted over 5,500 students transfer to a four-year college/university, including CSU, UC, in-state private and out-of-state institutions.

California State University (CSU) and University of California (UC) Transfers: 2014-15 to 2018-19						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Total
CSU	611	737	703	633	639	3,323
UC	96	110	124	86	128*	544
Total	707	847	827	719	767	3,867

* Only UCSD transfers as of fall 2018 available at time of this publication

Sources: California State University Institutional Research and Analyses; University of California Information Center

In-State-Private University and Out-of-State University Transfers: 2014-15 to 2017-18					
	2014-15	2015-16	2016-17	2017-18	4-Year Total*
In-State-Private University	246	183	171	166	766
Out-of-State University	257	214	200	211	882
Total	503	397	371	377	1,648

* 2018-19 –state private and out-of-state transfers not available at time of publication

Source: California Community College Chancellor's Office Management Information Systems Data Mart

A large majority of Southwestern College students who transfer into the CSU system enroll at San Diego State University (SDSU), California State University, San Marcos (CSU San Marcos), and the University of California, San Diego (UCSD).

Regional State University Transfers: 2014-15 to 2018-19						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Total*
SDSU	438	500	491	488	436	2,353
CSU San Marcos	5	15	6	28	68	122
UCSD	47	64	73	38	72*	294
Total	490	579	570	554	576	2,769

* Only UCSD transfers as of fall 2018 available at time of this publication Sources: California State University Institutional Research and Analyses; University of California Information Center

For 2018-19, Hispanic transfers to CSU and UC system campuses accounted for, respectively, 69% and 73% of all Southwestern College university transfers.

CSU & UC Transfers by Ethnicity/Race: 2018-19				
Ethnicity/Race	CSU		UC*	
	Total	Percent	Total	Percent
African American	28	4.4%	8	6.5%
Alaskan Native/Native American	2	0.3%	*	0.0%
Asian American	75	11.7%	17	13.8%
Hispanic	439	68.7%	90	73.2%
Non-Resident Alien/International	16	2.5%	*	0.0%
Pacific Islander	0	0.0%	*	0.0%
Two or More Races	22	3.4%	*	0.0%
Unknown	21	3.3%	*	0.0%
White, Non-Hispanic	36	5.6%	8	6.5%
Total	639	100.0%	123**	100.0%

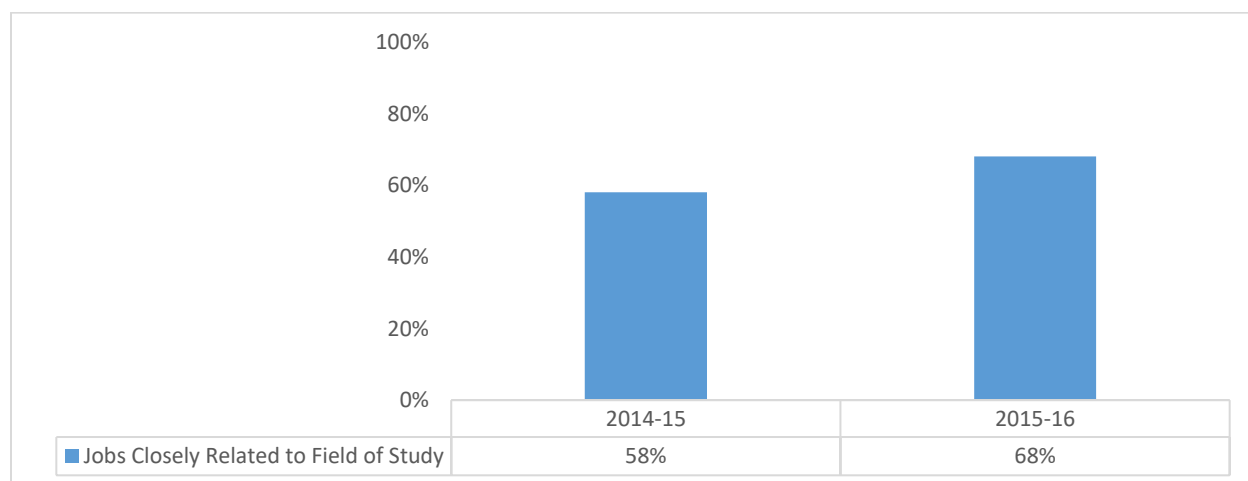
* To protect privacy, UC ethnicity transfer counts of fewer than 3 are not shown

** Only UC system transfers as of fall 2018 available at time of this publication

Sources: California State University Institutional Research and Analyses; University of California Information Center

Jobs Closely Related to Field of Study

Jobs closely related to field of study is defined as exiting the percentage of Career and Technical Education (CTE) students who report being employed in their field of study. CTE students are surveyed one year after they have exited the college using the CTE Outcomes Survey (CTEOS). The percent of those with jobs closely related to their field of study is the proportion of those Southwestern College students who responded to the CTEOS, did not transfer to any postsecondary institution, and reported they are working in a job very closely or closely related to their field of study. Improvements on this measure indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs. Given only two (2) years of data to date, Southwestern College currently has about 68% of CTE students who responded to the most recent CTEOS indicate that they have a job closely related to their field of study.



Source: Cal-PASS Plus - Student Success Metrics, <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Institutional Information

Finance

Combined funds include restricted and unrestricted fund.

Restricted funds are designated for a particular purpose or project. For example, Extended Opportunity Program and Services (EOPS) and Disabled Student Programs and Services (DSPS) are restricted funds.

Unrestricted funds are available for the college to use for any purpose. Unrestricted funds usually go toward the operating expenses of the institution.

Fiscal Year 2018-19 General Funds - Combined			
	Fiscal Year 2016-17 Audited Actual	Fiscal Year 2017-18 Audited Actual	Fiscal Year 2018- 19 Unaudited Actual
Beginning Balance	\$11,624,241	\$12,567,714	\$18,896,332
Revenues	\$96,265,157	\$103,891,696	\$102,158,162
Expenses	\$95,321,684	\$97,563,078	\$101,168,595
Ending Balance	\$12,567,714	\$18,896,332	\$19,885,899

Source: Southwestern College Business and Financial Affairs Office

Fiscal Year 2018-19 Adopted Budget Revenue – General Fund	
Federal	\$216,600
State	\$62,269,156
Local	\$35,196,325
Total	\$97,682,081

Source: Southwestern College Business and Financial Affairs Office

Fiscal Year 2018-19 Adopted Budget Expenses – General Fund	
Personnel	\$86,292,652
Supplies, Contracts, and Utilities	\$2,124,826
Capital Purchases and Other Outgo	\$13,264,603
Total	\$101,682,081

Source: Southwestern College Business and Financial Affairs Office

Fiscal Year 2018-19 Adopted Budget Employee Costs	
Academic Salaries	\$42,849,715
Non-Academic Salaries	\$22,326,326
Benefits	\$22,116,611
Vacant Positions - Savings	\$(1,000,000)
Total	\$86,292,652

Source: Southwestern College Business and Financial Affairs Office

Human Resources

2018

The majority (~70%) of employees are faculty. Within faculty, three-quarters (73%) are part-time faculty. Across all job categories, female employees comprise the majority (54.1%) of academic and nonacademic staff. In terms of ethnic distribution, White, non-Hispanics employees form the largest (45.7%) single race/ethnic category. Hispanic employees represent the second largest category at approximately thirty-four percent (33.2%).

Employee Profiles

Employee Classification	Number of Employees	Percent
Administrators	70	5.2%
Full-time Faculty	255	19.0%
Part-time Faculty	675	50.2%
Classified Employees (Full- & Part-time)	345	25.7%
Total	1,345	100.0%

Source: Southwestern College Human Resources Office

Race/Ethnicity*	Number of Employees	Percent
African-American	71	5.3%
American Indian/Alaskan Native	7	0.5%
Asian/Pacific Islander	142	10.6%
Hispanic	446	33.2%
Two or More Races	19	1.4%
White, Non-Hispanic	614	45.7%
Non-Resident Alien	6	0.4%
Undisclosed	40	3.0%
Total	1,345	100.0%

* Race/Ethnicity categories utilize federal Integrated Postsecondary Education Data System (IPEDS) designations

Source: Southwestern College Human Resources Office

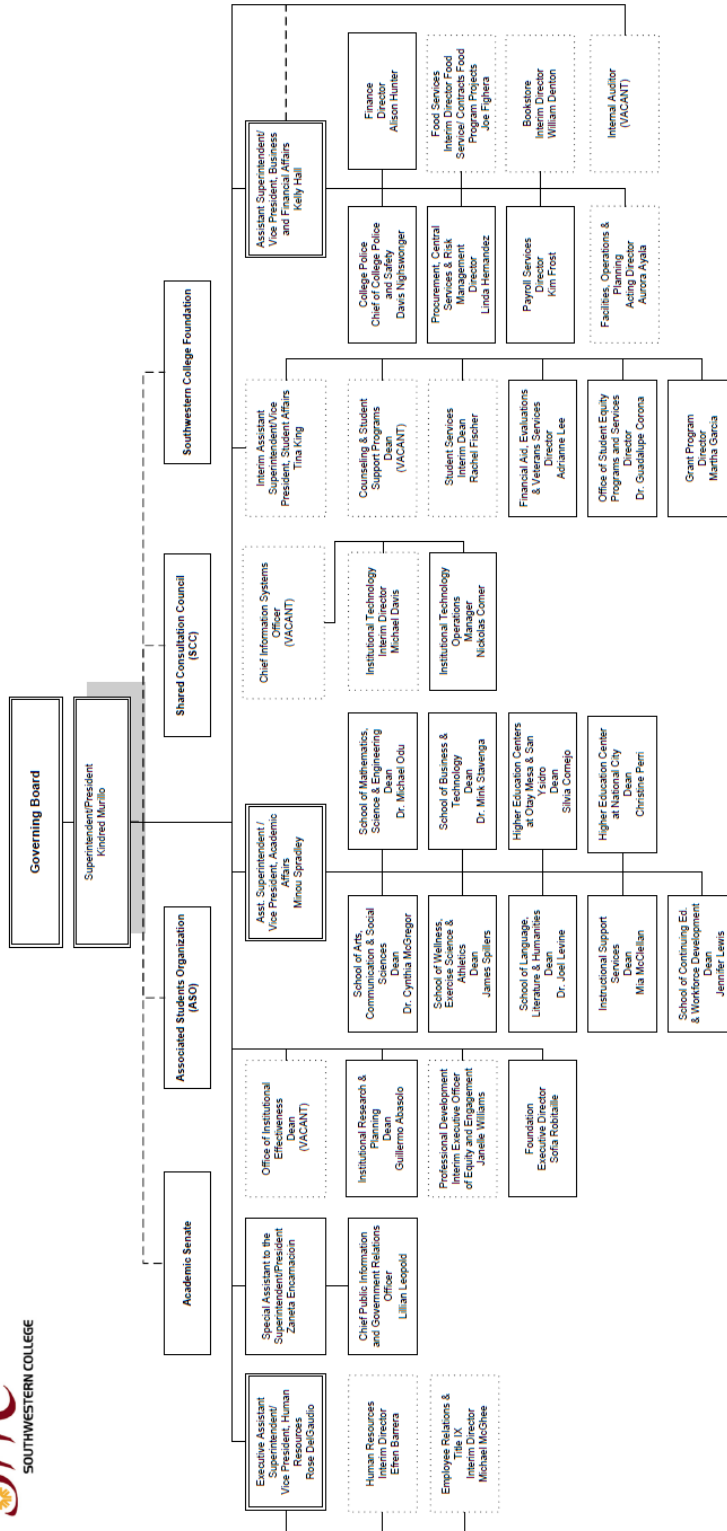
Gender	Male	Female	Total
Academic Employees	469	531	1000
	46.9%	53.1%	100%
Classified Employees	148	197	345
	42.9%	57.1%	100%
Total	617	728	1345
	45.9%	54.1%	100%

Source: Southwestern College Human Resources Office

Organizational Leadership



Southwestern College Organizational Chart College Management Team Effective March 1, 2020



This page intentionally left blank

Acknowledgments

Southwestern Community College District Governing Board

Nora E. Vargas, Governing Board President
Tim Nader, Governing Board Vice President
Roberto Alcantar, Governing Board Member
Leticia Cazares, Governing Board Member
Griselda A. Delgado, Governing Board Member
Melkitsedeq Jorge Hernandez, Student Trustee
Dr. Kindred Murillo, Superintendent/President



This *Fact Book 2019-2020* was produced by the Office of Institutional Research and Planning through the collaboration of the following SWC personnel:

Bill Abasolo, Dean of Institutional Research & Planning
gabasolo@swccd.edu | 619.216.6614 | Room 103-A

Briana Todhunter, Research Analyst
btodhunter@swccd.edu | 619.421.6700 Ext. 5909 | Room 105-G

Christina Buelna, Research Analyst
cbuelna@swccd.edu | 619.421.6700 Ext. 5897 | Room 105-F

David Wales, Senior Research & Planning Analyst
dwales@swccd.edu | 619.421.6700 Ext. 5529 | Room 105-K

Jessica Noel, Research Analyst
jnoel@swccd.edu | 619.421.6700 Ext. 5505 | Room 105-H

Yolanda Lynch, Project Specialist
ylynch@swccd.edu | 619.421.6700 Ext. 5616 | Room 103-A



Southwestern College

www.swccd.edu

900 Otay Lakes Rd.

Chula Vista, CA 91910-7299

Phone: (619) 421-6700



Fact Book 2019-2020

