

SOUTHWESTERN COLLEGE

Fact Book 2020–2021



Prepared by the Office of
Institutional Research and Planning
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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.

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Introduction

The 2020–2021 Southwestern College Annual Fact Book provides a snapshot of college and student information, including 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 are included. The demographic and institutional data selected for inclusion provide a concise informational resource for students, faculty and staff, and the community.

The information presented in this publication was obtained from the California Community College Chancellor’s Office (CCCCO) Data Mart, the SCCD data warehouse, the National Student Clearinghouse (NSC) , the San Diego Association of Governments (SANDAG), and the California State University (CSU) and University of California (UC) systems.

Locations

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 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

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

Community Overview

SCCD 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 serves approximately 25,000 to 29,000 students each year.

The SCCD service area is:

- estimated to number 505,970 and projected to grow to 691,910 by 2050
- predominantly Hispanic, 58%, while San Diego County overall is only 34% Hispanic
- expected to be increasingly Hispanic with 71% of residents identifying as Hispanic by 2050
- slightly more male than female, 51% to 49%
- over 69% under the age of 49 with 31% age 50 or over

Demographic Trait	SCCD Service Area Population: 2020
Female	49.14%
Male	50.85%
Age 19 or Under	28.92%
Age 20 to 24	6.87%
Age 25 to 34	16.48%
Age 35 to 49	17.02%
Age 50 and over	30.71%
American Indian/Alaskan Native	0.30%
Asian	10.70%
Black or African American	4.50%
Hispanic/Latino	57.80%
Other	0.20%
Pacific Islander	0.50%
Two or More	2.20%
White	23.70%
Persons with Disabilities	10.30%

**The "Asian" designation includes the Filipino demographic group.*

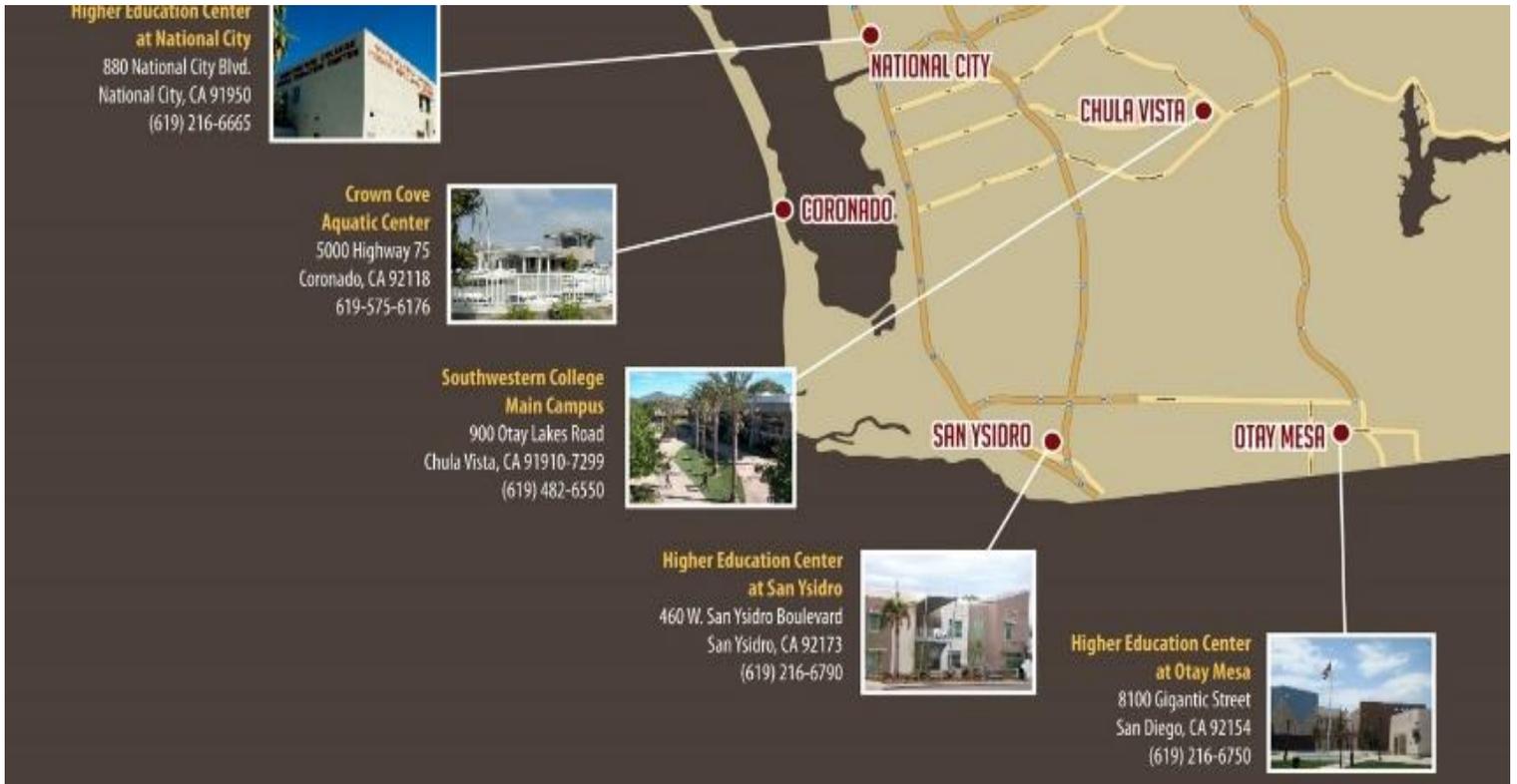
SCCD education and income data compared to San Diego County as a whole:

- 79% of SCCD residents 25 years of age or older graduated from high school or possess a higher degree, compared to 88% for San Diego County
- 24% of SCCD residents ages 25-plus have a bachelor's degree or higher, compared to 40% for San Diego County
- SCCD median household income is \$65,411, while for the entire county it equals \$69,245
- 22% of SCCD households earn less than \$30,000 per year, compared to 21% for San Diego County
- 29% of SCCD households earn more than \$100,000 per year, compared to 33% for San Diego County

Sources: SANDAG Data Surfer, *Demographic and Socioeconomic Estimates, Southwestern Community College District (2020)*, <http://datasurfer.sandag.org>; "Persons with Disability" category for South Region, County of San Diego, Health & Human Services Agency, <https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/CHS/demographics/2019%20SRA%20Demographic%20Profiles.pdf>; 2019 American Community Survey, <https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2019/>

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

Service Area Map



For the 2020-21 year, approximately 75% of enrolled students reported living within the Southwestern Community College District (SCCD) service area. Chula Vista is home to the most students by far, followed by Otay Mesa. 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	2.42%
Chula Vista	44.16%
Imperial Beach	2.64%
National City	5.78%
Coronado	0.57%
Otay Mesa	13.21%
San Ysidro	6.32%
<i>Outside Southwestern CCD Service Area</i>	
Other Communities	24.90%

Source: Southwestern Community College District Data Warehouse

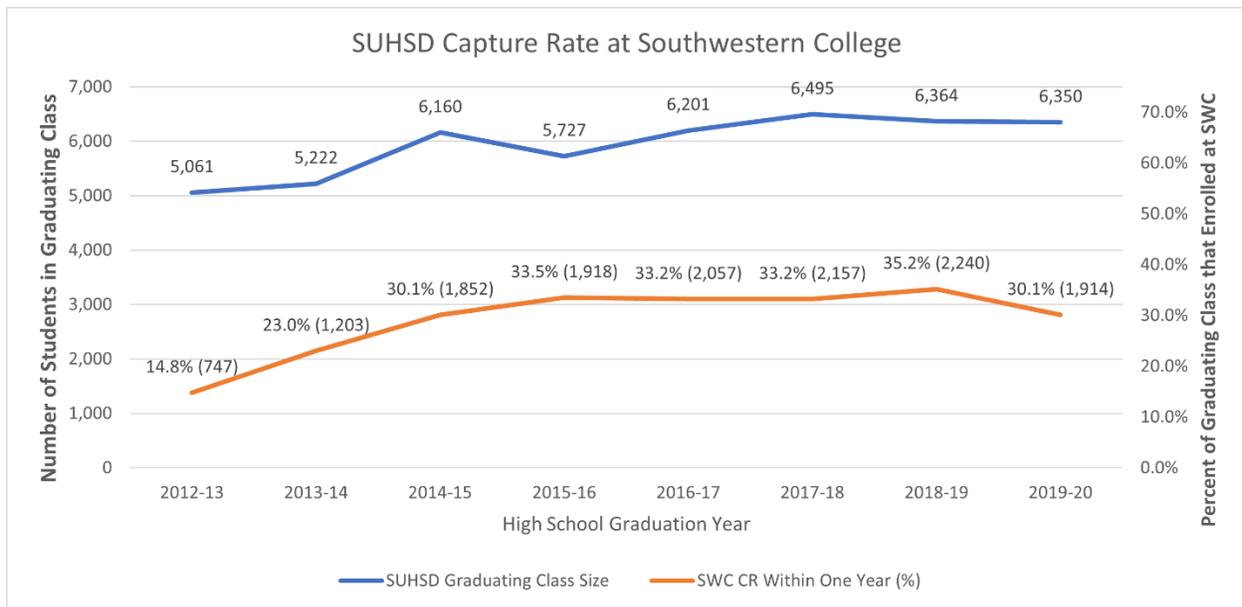
Local High School Matriculation

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 colleges and universities throughout the region; however, Southwestern College received the highest number in 2020 relative to other higher education institutions, with 1,914 of 6,350 (30%) SUHSD graduates entering college for the first time at Southwestern.

Five Most Popular College Destinations for SUHSD Graduates: Class of 2020		
College/University	Transfer-In Count	Rank
Southwestern College	1,914	1
San Diego State University	588	2
San Diego City College	212	3
University of California, San Diego	191	4
San Diego Mesa College	158	5

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

The proportion of SUHSD graduating high school seniors entering college for the first time at Southwestern College doubled from 15% in 2012-13 to 30% by 2014-15, and hovered around 33% until 2018-19 when the capture rate peaked at 35%. This past year has seen a decrease back down to 30%.



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

In 2020-21, Southwestern College received graduates from all 16 SUHSD high schools. The most students by count came from Eastlake and Otay Ranch Senior High Schools, followed closely by Olympian and Chula Vista Senior High Schools. Additionally, at least one-third of the graduates from six schools enrolled at SCCD, as did at least one-quarter of the graduates from an additional five schools.

Count and Percentage of SUHSD Graduates Entering Southwestern College: Class of 2020		
High School	Count	Percent of Graduating Class
Eastlake High School	209	29.3%
Otay Ranch Senior High School	202	35.4%
Olympian High School	195	33.2%
Chula Vista Senior High School	191	31.3%
Bonita Vista Senior High School	172	34.3%
Montgomery Senior High School	159	36.3%
San Ysidro High School	159	29.8%
Hilltop Senior High School	156	33.0%
Southwest Senior High School	139	31.7%
Castle Park Senior High School	123	34.5%
Mar Vista Senior High School	98	28.2%
Sweetwater High School	92	13.7%
Palomar High School	*	11.4%
Options Secondary School	*	47.1%
Alta Vista Academy	*	25.0%
East Hills Academy School	*	25.0%

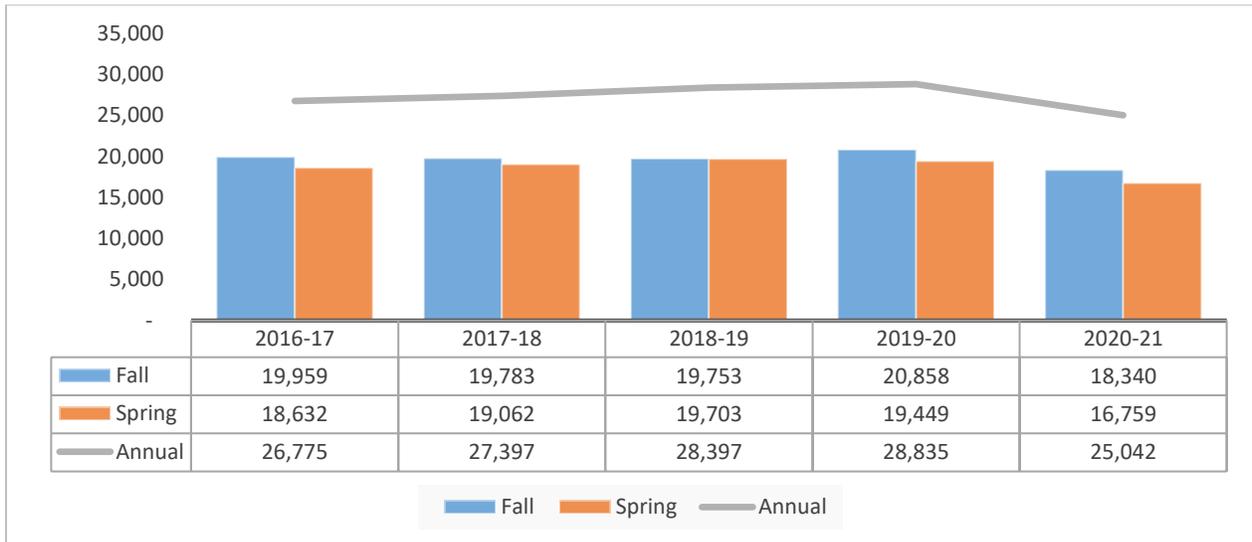
**To protect privacy, categories with fewer than 10 students are suppressed*

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

Student Profile

Student Enrollment Annual and By Term

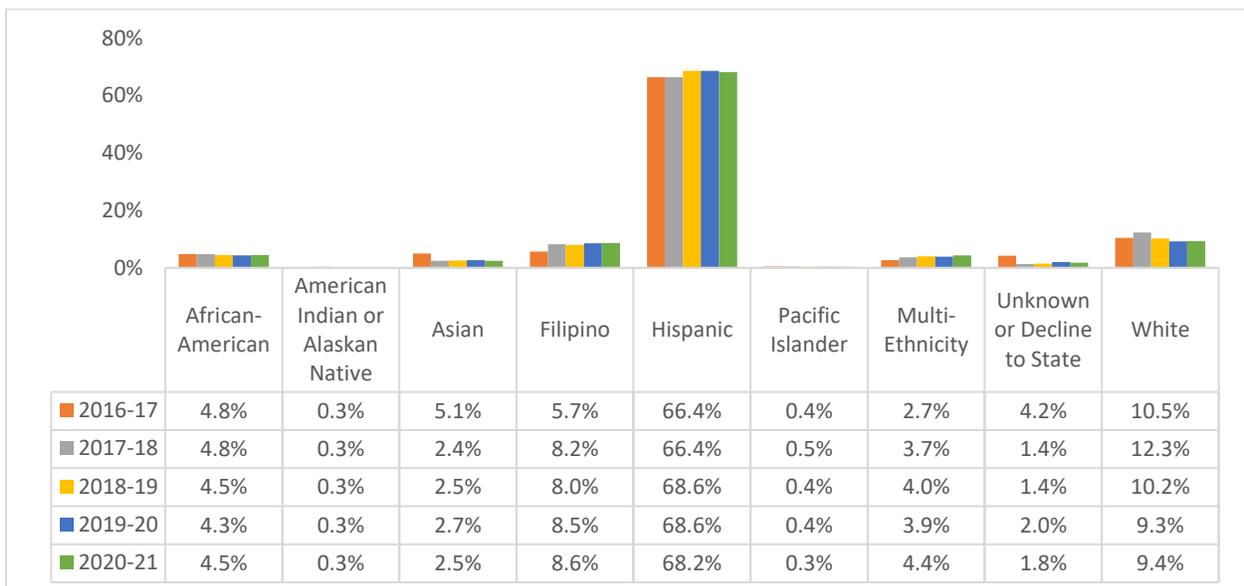
Between 2016-17 and 2019-20, Southwestern College has enrolled over 19,000 students, on average, each term and about 28,000 students each year. The College experienced a decrease in enrollments in 2020-21, which was the first full year since the beginning of the COVID-19 pandemic. The annual number of 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 System Data Mart (2016-17, 2017-18, 2019-20, 2020-21); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Ethnicity

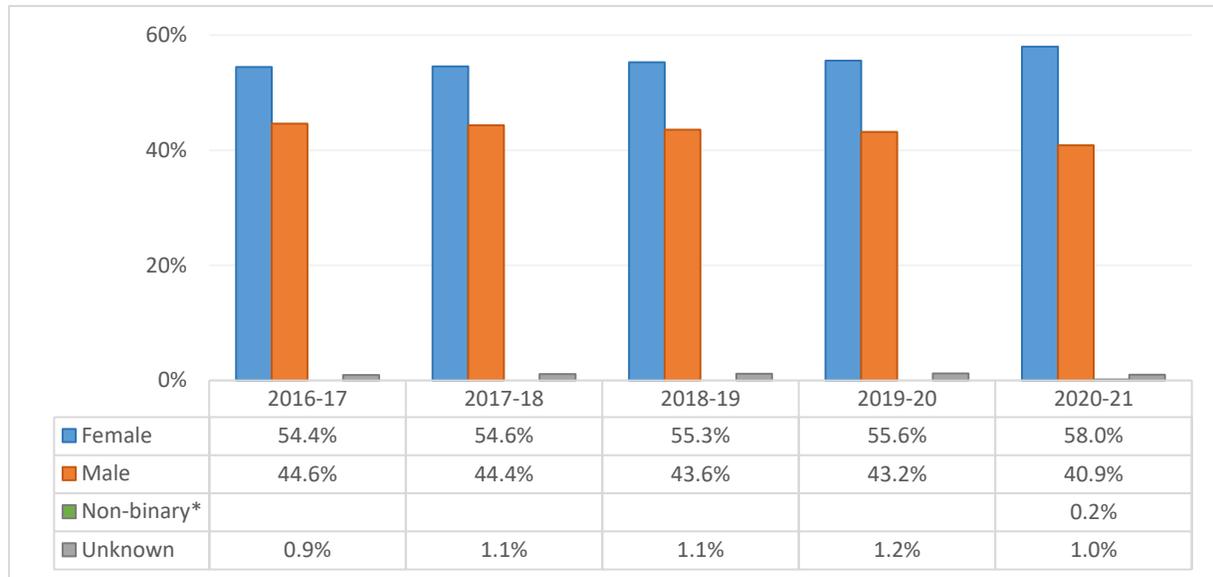
Southwestern College is characterized by its diverse student population and is federally designated as a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). Over the past five years, the percentage of Hispanic enrollment has been over two-thirds (>66%) and the percentage of Asian American and Native American Pacific Islander has been above 10%.



Sources: California Community College Chancellor's Office Management Information System Data Mart (2016-17, 2017-18, 2019-20, 2020-21); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Gender

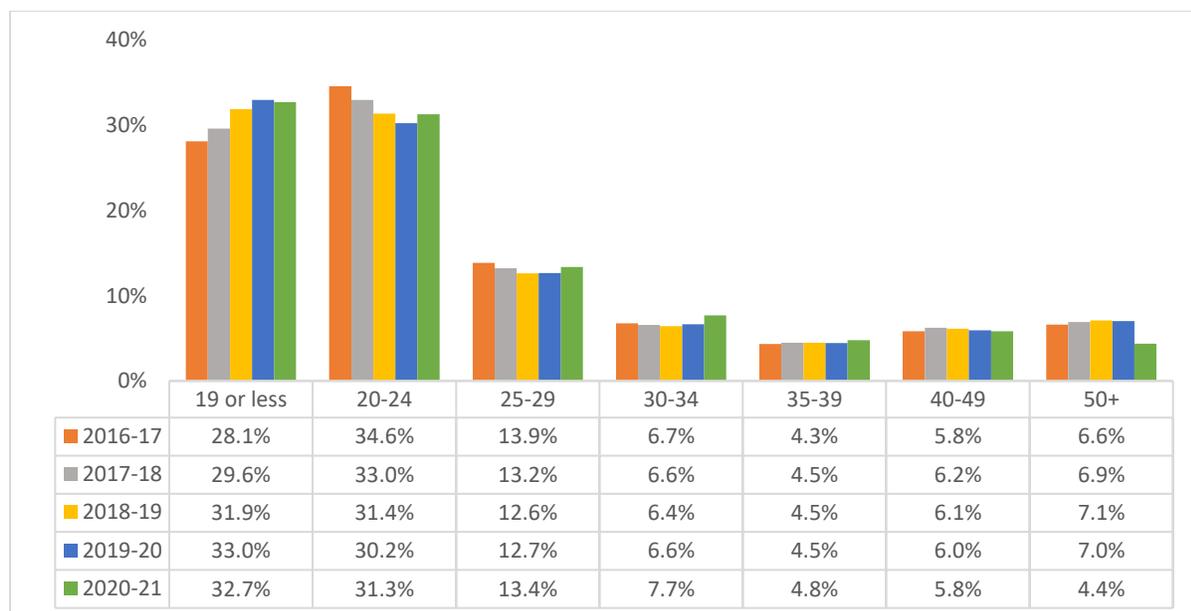
The proportion of female students at Southwestern College has steadily increased from 54% in 2016-17 to 58% in 2020-21. Conversely, the proportion of male students has decreased from 45% to 41%. Students whose gender is unknown has consistently stayed at 1%, while less than 1% identify as non-binary*.



*Non-binary was added by Data Mart in 2019-20, and 2020-21 is the first year with at least 0.1% at SWC in this category
 Source: California Community College Chancellor's Office Management Information System Data Mart (2016-17, 2017-18, 2019-20, 2020-21); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Age

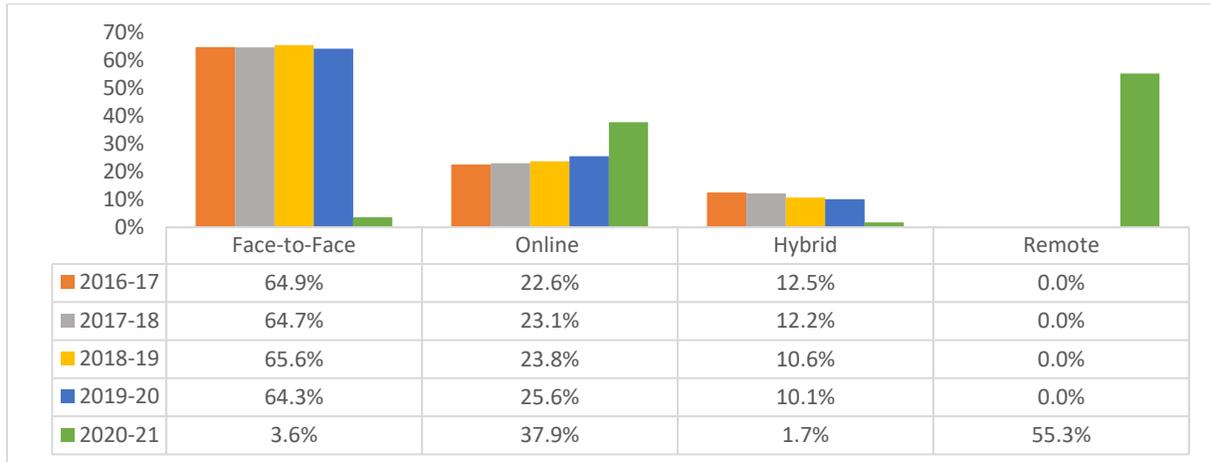
Southwestern College students under 25 years of age comprise 64 percent of the College's student population, which is a modest increase over 63% in the previous four years. The distribution of most age groups remained relatively stable over time, though 2020-21 saw a slight increase of students between ages 20 and 34 and a decrease of students ages 50-plus.



Source: California Community College Chancellor's Office Management Information System Data Mart (2016-17, 2017-18, 2019-20, 2020-21); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment (Credit*) by Modality

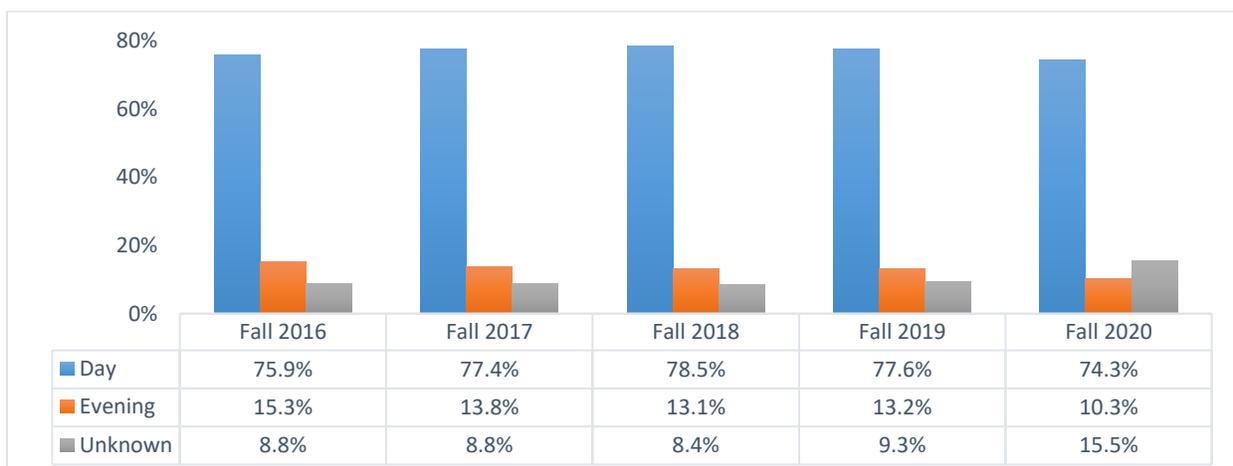
Between 2016-17 and 2019-20, nearly two-thirds of students at Southwestern College enrolled in face-to-face courses, with approximately one-quarter in online and one-in-ten in hybrid courses. Following the onset of the COVID-19 pandemic in Spring 2020, SCCD shifted primarily to remote** operations. As such, face-to-face and hybrid*** enrollment decreased dramatically in 2020-21 while remote and online enrollment increased dramatically. Most students (55%) took remote courses that year, with a substantial 38% enrolled in online courses, and fewer than 5% enrolled in face-to-face or hybrid classes.



Only credit enrollment by modality was available at time of publication. **Remote instruction is a new mode that was introduced in Spring 2020 during the COVID-19 pandemic, and refers to courses that would normally be conducted face-to-face, but were offered entirely or partially online (typically with synchronous meeting times). Although SCCD shifted primarily to remote operations in Spring 2020, data for 2019-20 reflect pre-pandemic mode at the start of the term. *The hybrid course delivery method combines both face-to-face and online modes and will vary in terms of hours dedicated to online delivery.*
 Source: Southwestern Community College District Data Warehouse

Day-Evening Student Enrollment

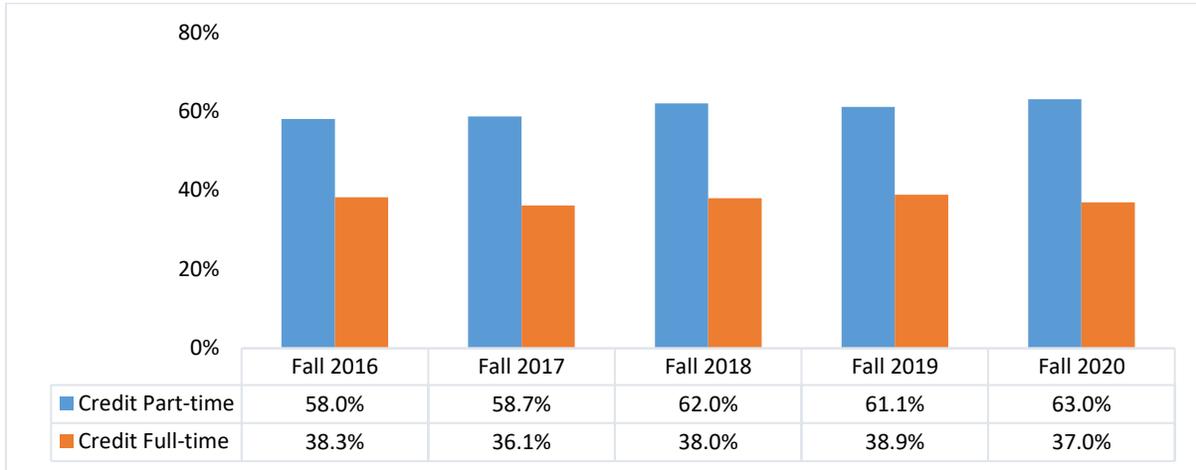
A student is considered a “daytime enrollment” if they are registered in at least one class section that meets before 4:00 pm. A student is designated an “evening enrollment” if they do not meet the criteria for daytime enrollment and has registered in at least one class section that meets after 4:00 pm. The “Unknown” designation results when a class section does not have a day or evening designation (i.e. a distance education course). Daytime enrollments were highest in Fall 2018 and 2019 at 79% and 78%, respectively. This dipped to 74% in Fall 2020, which also saw a marked increase in the number of unknown enrollments over the previous year. This is due to an increase in remote courses in Fall 2020.



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

Most Popular Majors and Program Awards

Southwestern College offers nearly 300 majors and more than 65 different Associate of Arts (AA) degrees, over 75 Associate of Science (AS) degrees, and over 100 Career Education (CE) certificates. Many of these degrees are available as Associate Degrees for Transfer (ADT). The College also offers multiple non-credit offerings for personal and professional development through its Continuing Education department.

Top Five Most Popular Majors* 2020-21		
	Rank	Count
Nursing	1	2,837
Business Administration	2	2,125
Psychology	3	1,756
Biology	4	1,267
Administration of Justice	5	1,033

Source: Southwestern Community College District Data Warehouse

**For purposes of this calculation, majors are grouped by major title and include students pursuing any type of award offered.*

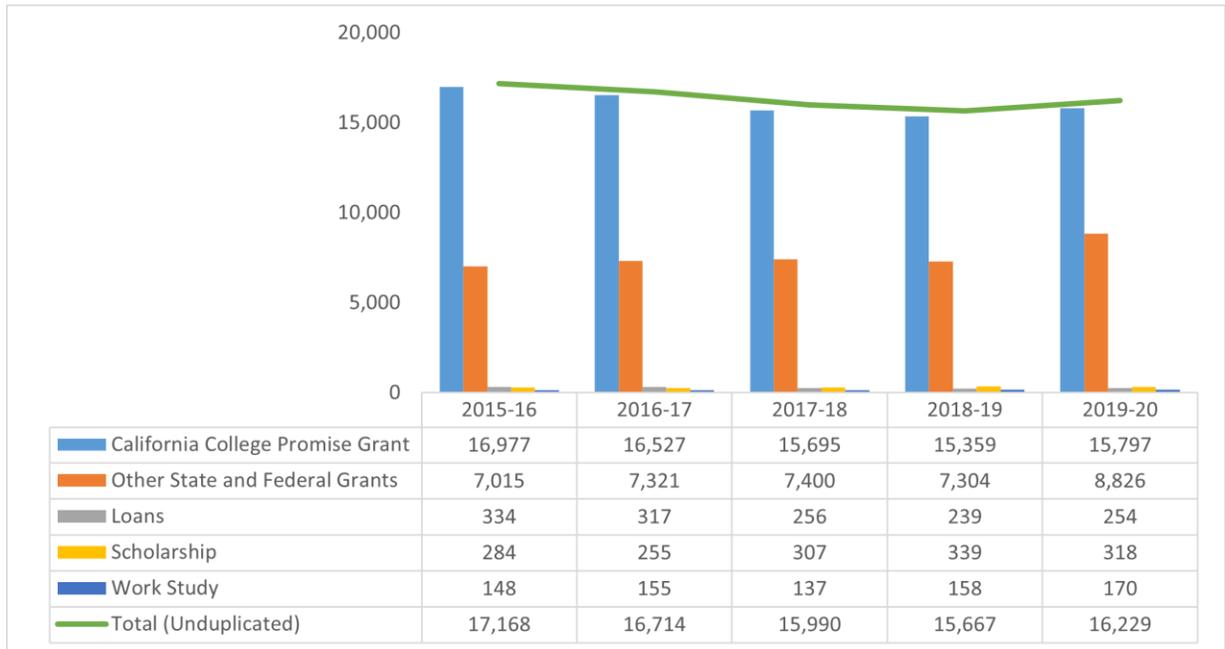
Top Five Most Popular Awards 2020-21		
	Rank	Count
California State University General Education - Certificate for Transfer	1	319
Business Administration - Associate Degree for Transfer	2	199
Psychology - Associate Degree for Transfer	3	177
University of California General Education - Certificate for Transfer (IGETC)	4	165
Administration of Justice - Associate Degree for Transfer	5	147

Source: Southwestern Community College District Data Warehouse

Student Services

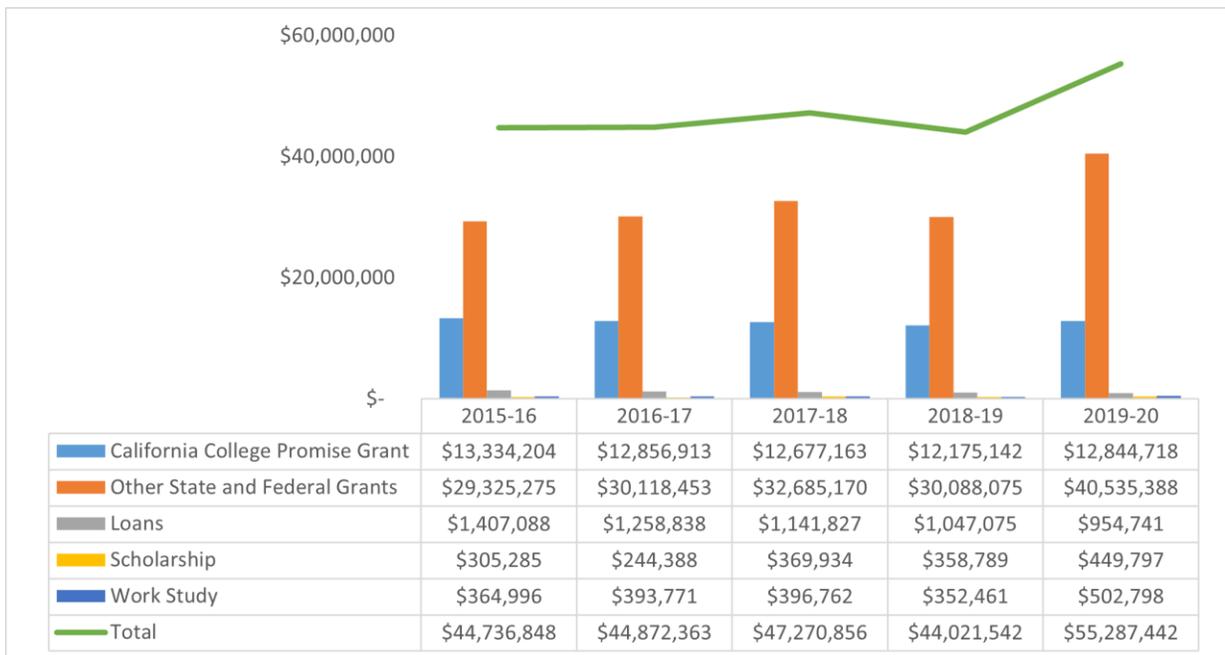
Financial Aid Award Recipients

Over sixty-five percent (65%) 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 2019-20, nearly 16,000 students (63% of 25,042 students) qualified for and received the California College Promise Grant.



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

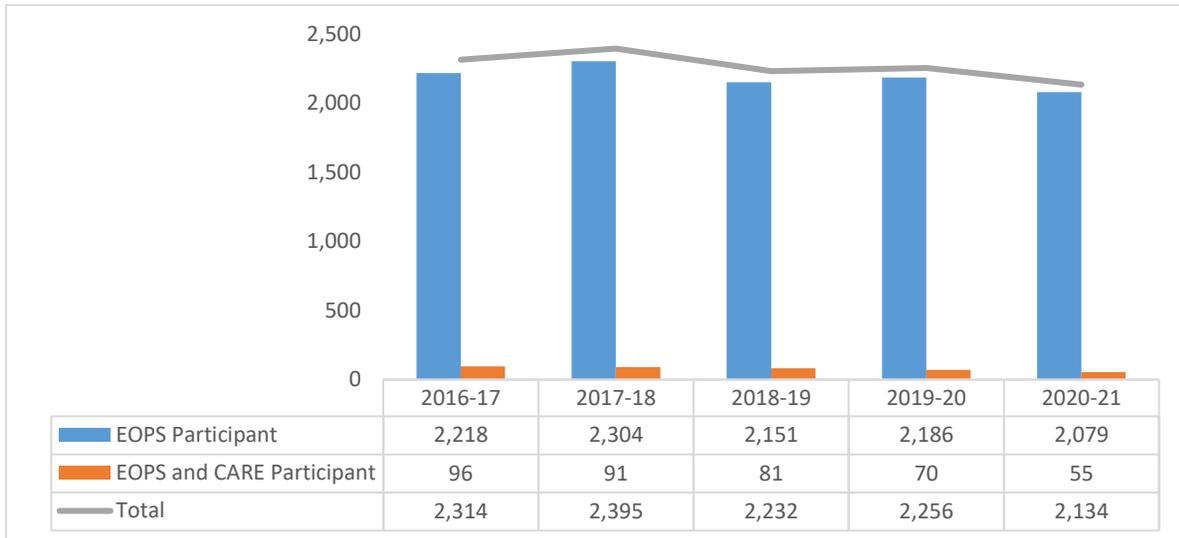
Financial Aid Award Disbursements



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

Extended Opportunity Program and Services (EOPS)

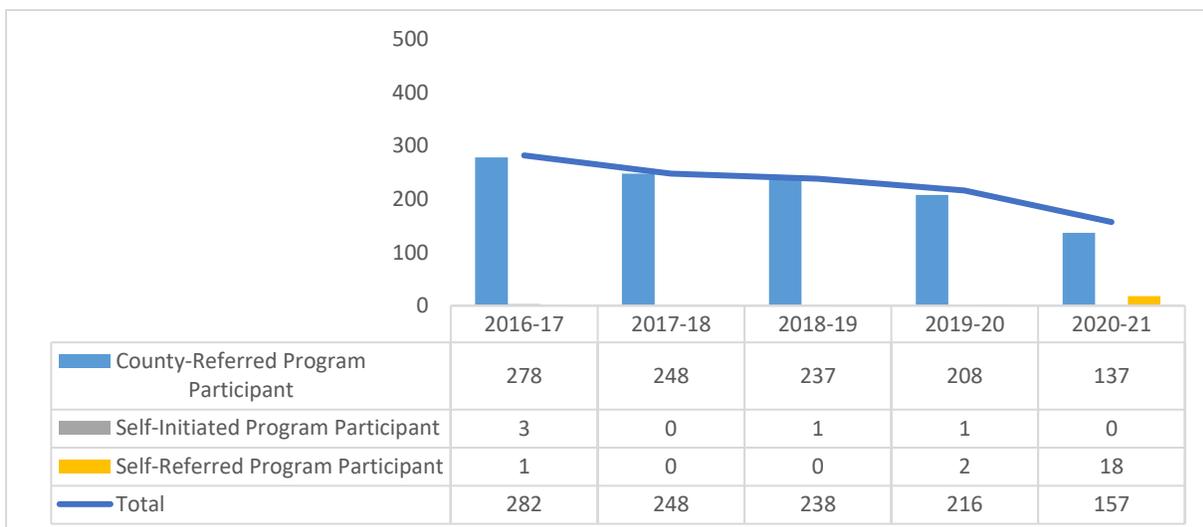
Extended Opportunity Program and Services (EOPS) is a state-funded, special assistance program for students who are socially, economically and academically or language disadvantaged. The role of EOPS at Southwestern College is to assist students with counseling, book expenses, emergency loans, priority 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

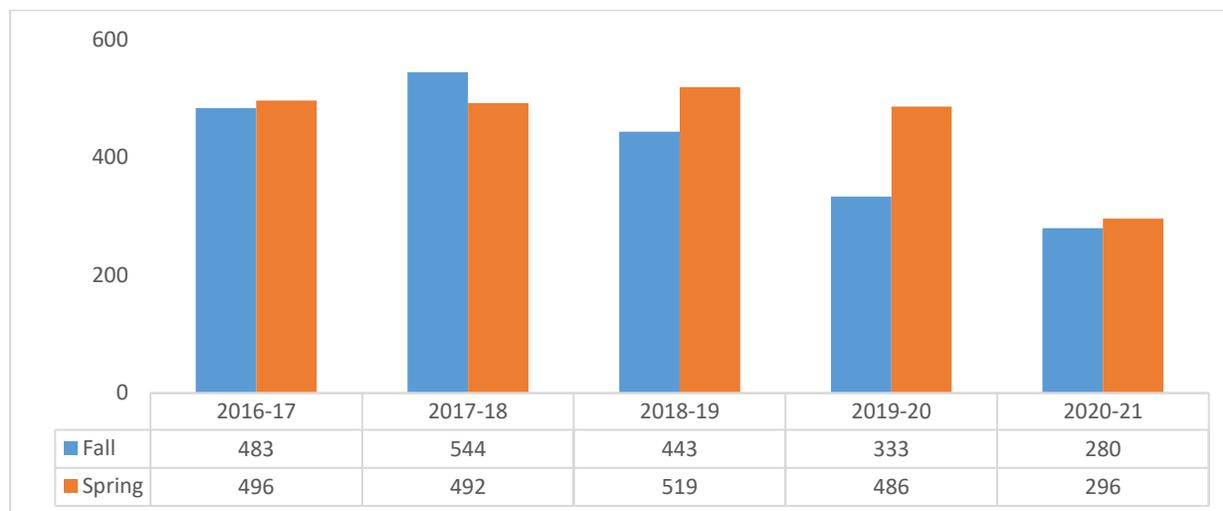
CalWORKs is a public assistance program that provides cash aid and services for eligible student families who have a child or children at home. Within the community college setting, its purpose is to assist student transition off public assistance and achieve long-term self-sufficiency. Services offered 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 157 in 2020-21.



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

Veterans

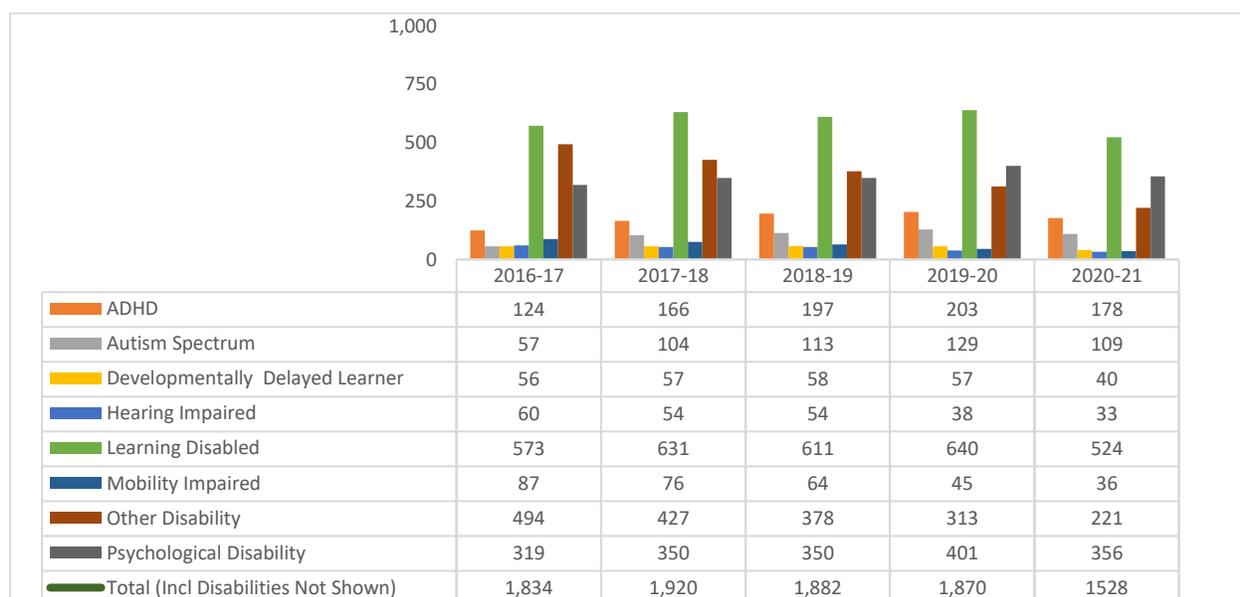
Due to the strong military presence in San Diego County, Southwestern College is afforded the opportunity to serve a large number of veteran students. Southwestern College serves these students through a Veteran Services Office, a Veterans’ Resource Center, and a Student Veterans’ Organization (SVO). These student resources offer aid and support to veterans and their dependents for successful transition as service member to student.



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

Disabled Student Services (DSS)

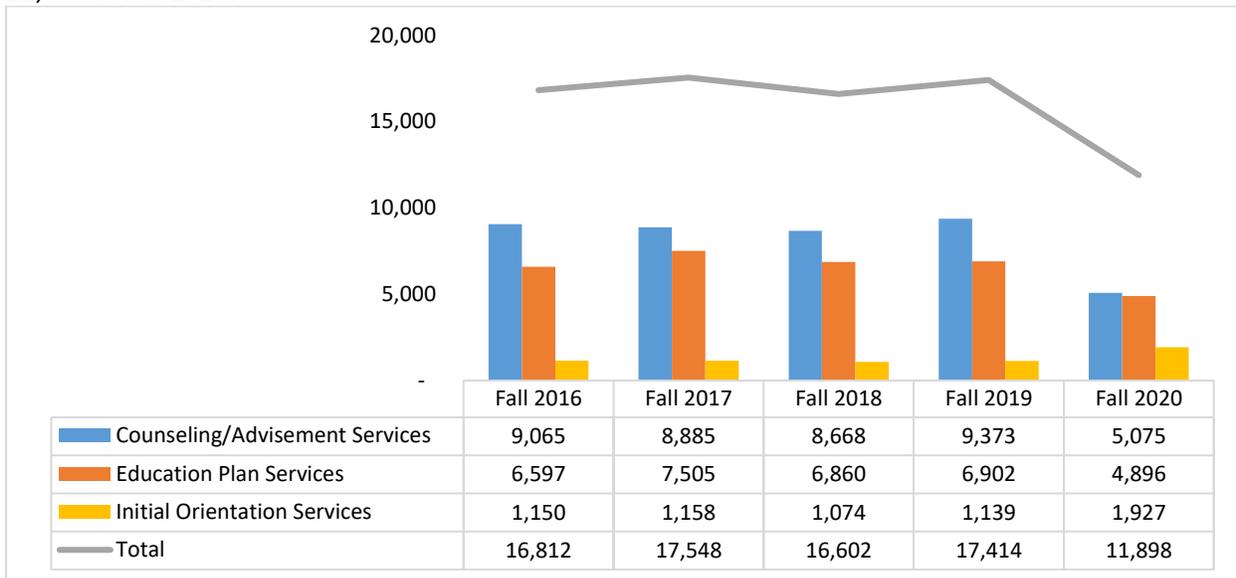
The role of Disability Support Services (DSS) at Southwestern College is to provide students with an inclusive, fully accessible, and engaging educational environment that empowers student success through innovative accommodations, programs, services, training, and partnerships with students, educators and the community. Between 2016-17 and 2019-20, approximately seven percent (7%) of Southwestern College students received academic and nonacademic support for their registered disabilities, though this holds at 6% most recently (1,528 of 25,042 students annually in 2020-21). 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. Between Fall 2016 and Fall 2019, about 17,000 students received services each fall. This dropped to approximately 12,000 in Fall 2020.



Source: California Community College Chancellor's Office Management Information Systems Data Mart (Fall 2016-2017, 2019-2020); 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 with an optional in-class (embedded) tutoring component. In practice, a PSP Leader/Tutor is assigned to a specific course and works closely with the assigned faculty partner for the duration of the semester to plan and facilitate group study sessions, provide in-class support, and build community. As part of their SI activities, PSP Leaders/Tutors meet with their faculty partners weekly, prepare for prescheduled PSP sessions, facilitate said sessions, fulfill an embedded tutoring role in class as needed, and may serve as program mentors.

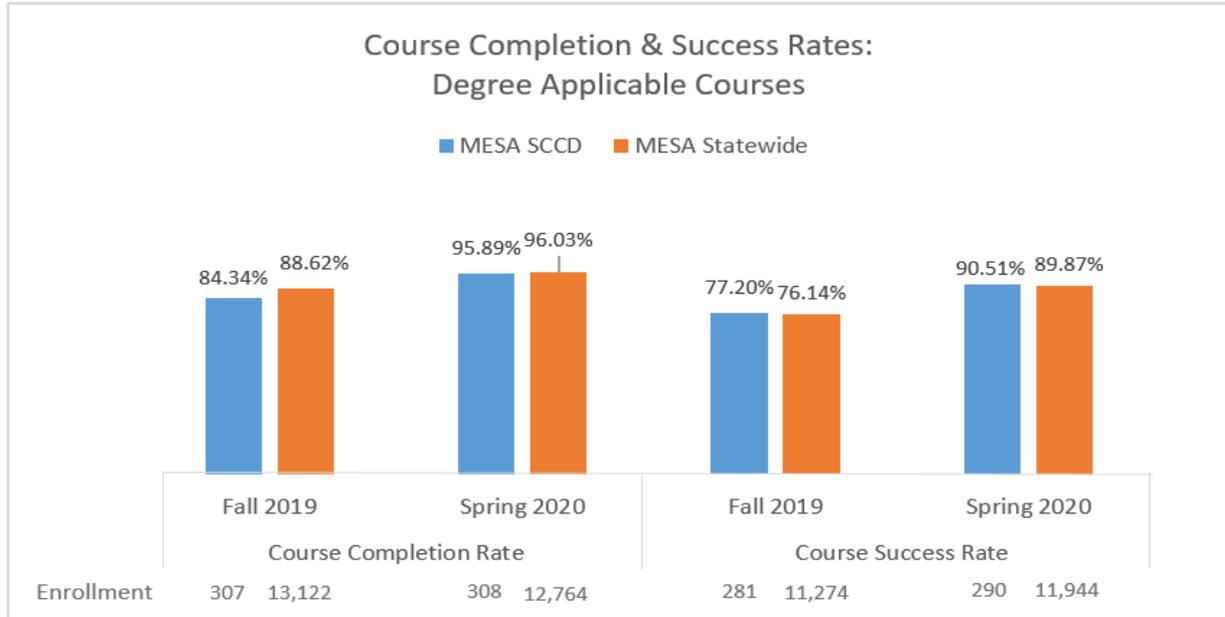
Results in 2019-20 demonstrate that course success rates within PSP are higher for students participating in PSP tutoring sessions compared to those who do not. Further, students participating in PSP tutoring sessions have higher course success rates than students who are not in PSP.

	# of Tutoring Sessions	Fall 2019			Spring 2020		
		Total Count	Success Count	Course Success	Total Count	Success Count	Course Success
PSP	0	3,039	1,806	59.4%	1,818	1,191	65.5%
	1-2	372	257	69.1%	287	238	82.9%
	3-4	130	92	70.8%	113	95	84.1%
	5 or more	133	98	73.7%	180	161	89.4%
	Total	3,674	2,253	61.3%	2,398	1,685	70.3%
Non-PSP	N/A	9,063	5,759	63.5%	6,475	4,872	75.2%

Source: Southwestern Community College District Institutional Research

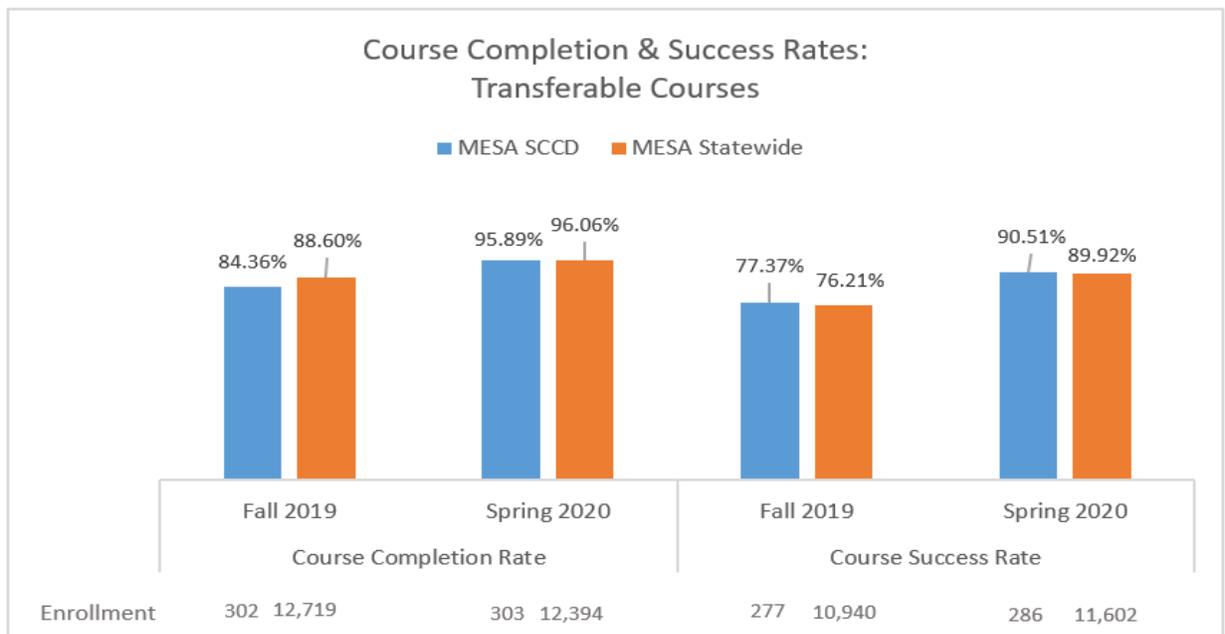
Math, Engineering, Science Achievement (MESA)*

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 (e.g., first generation college student, etc.) disadvantaged. The program's main goals are to prepare students for Science, Technology, Engineering, or Mathematics (STEM) majors and attain Bachelor of Science degrees from four-year institutions. Results from a 2019-20 analysis by term shows MESA students at SCCD had comparable course completion and success rates relative to statewide MESA program rates for courses that prepare students for transfer.



*Performance data for students at SCCD that meet the eligibility criteria for MESA, but do not enter the program are not available for comparison.

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

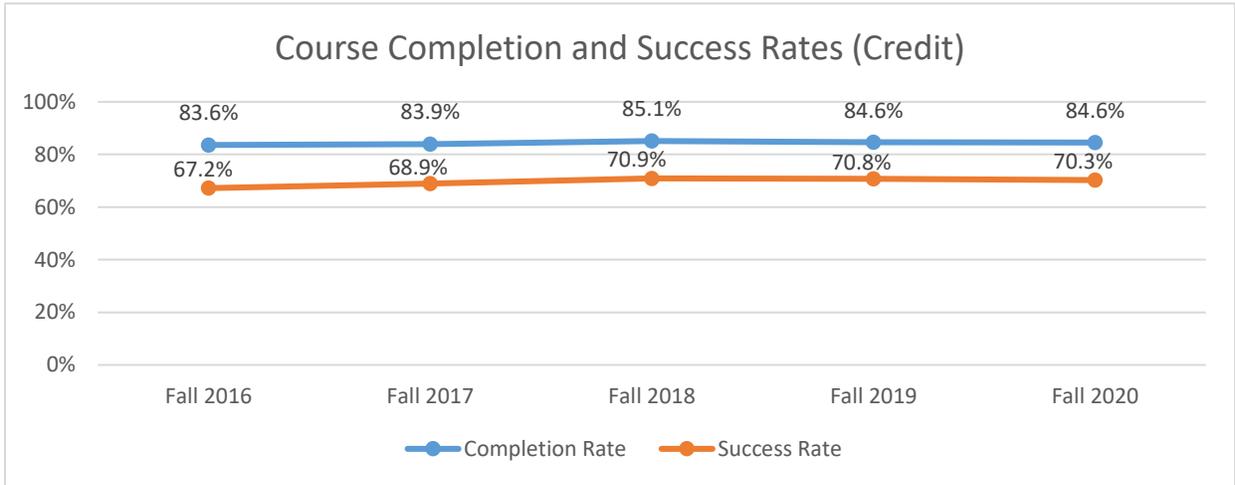


Source: California Community College Chancellor's Office Management Information Systems Data Mart

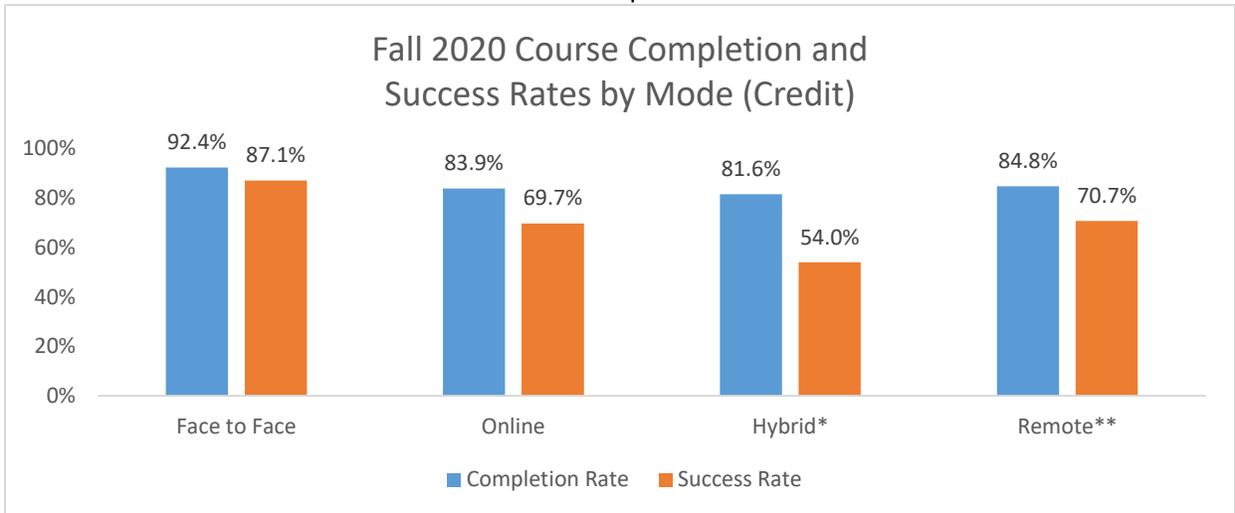
Student Outcomes and Achievement

Course Completion and Success

Course completion and course success rates are an important measure of credit student progress. The course completion rate is defined as the ratio of students enrolled in one or more courses who have received a passing or non-passing grade by the end of the semester against all reported (“transcripted”) 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 grades (A, B, C, and P) comprise the numerator. The graph below shows the overall course completion and success rates for the last five fall terms. The course completion rate has remained consistently between 84% and 85% over time, while the course success rate has ranged between 67% and 71%.



In Fall 2020, face to face courses garnered the highest completion and success rates followed by remote and online courses, then hybrid courses. Note that remote and online instruction were the primary modes of instruction that term due to the COVID-19 pandemic.

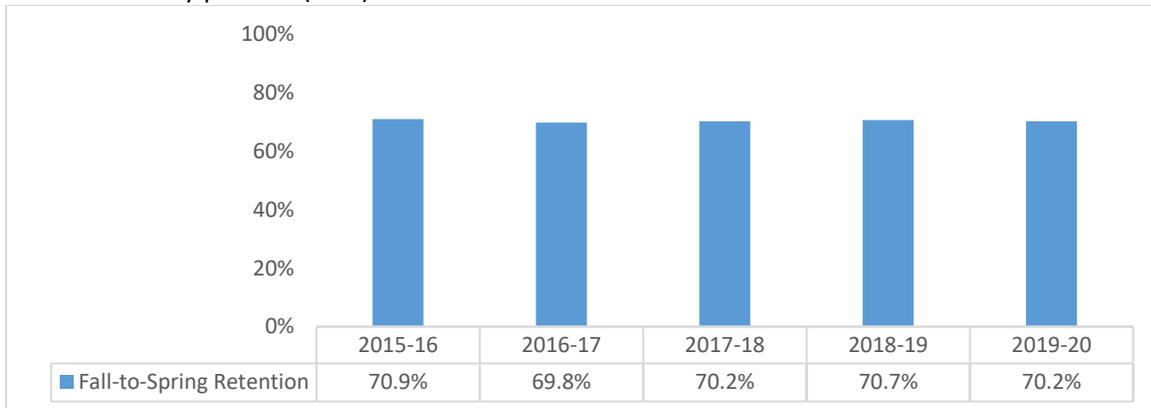


**The hybrid course delivery method combines both the face-to-face and online modes and will vary in terms of hours dedicated to online delivery. **Remote instruction is a new mode that was introduced in Spring 2020 during the COVID-19 pandemic, and refers to courses that would normally be conducted face-to-face, but were offered entirely or partially online (typically with synchronous meeting times).*

Source: Southwestern Community College District Data Warehouse

Fall to Spring Retention

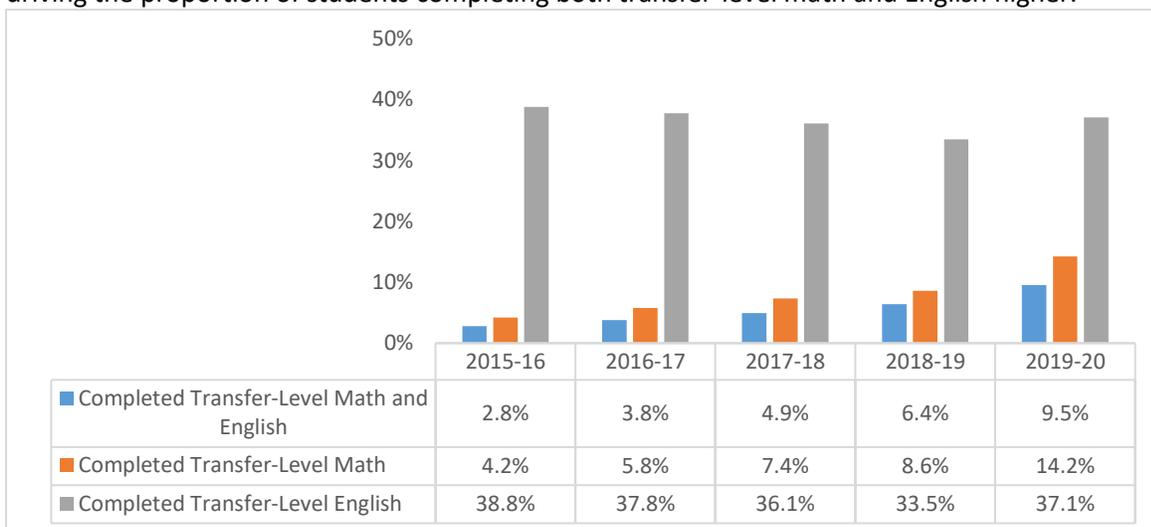
Fall-to-spring retention rates are an indicator of student progress and track the likelihood of student completion. The higher a given college’s retention rate, the more likely that its students will persist in their overall educational objective to obtain a degree or certificate, complete an employment 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 (Launchboard), <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Completion of Transfer-Level Math and English

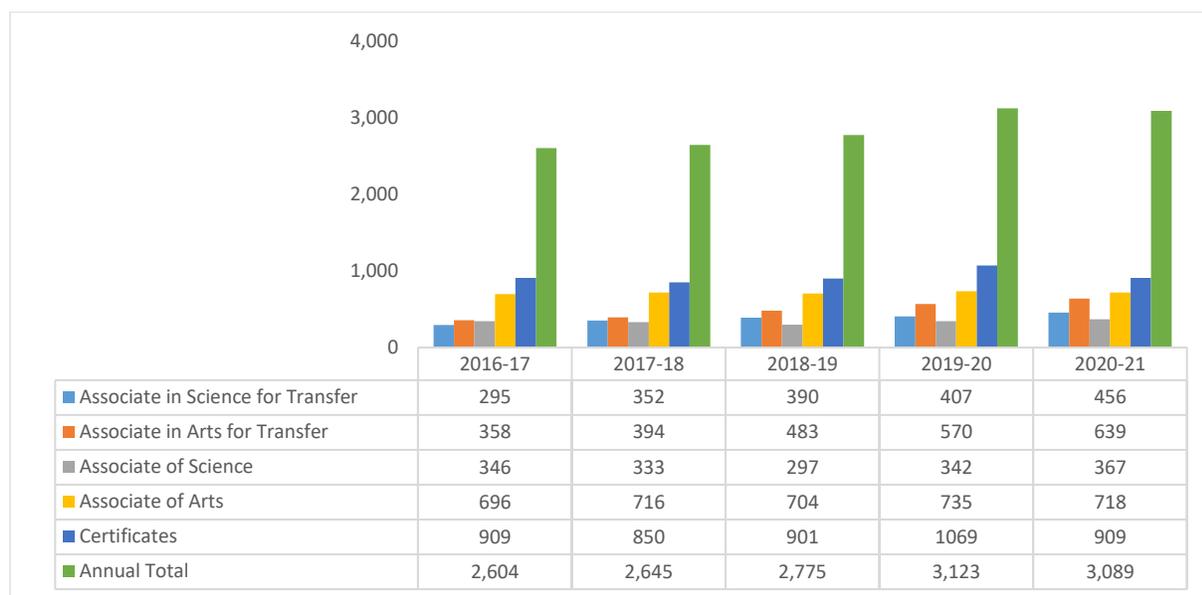
Assembly Bill (AB) 705 requires that community college districts maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. This effort is measured by the proportion of students who complete transfer-level math and English in their first academic year of credit enrollment within the district. For Southwestern College, the proportion has historically been low, ranging between 2.8% to 9.5% over the past five 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 (Launchboard), <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Degrees and Certificates

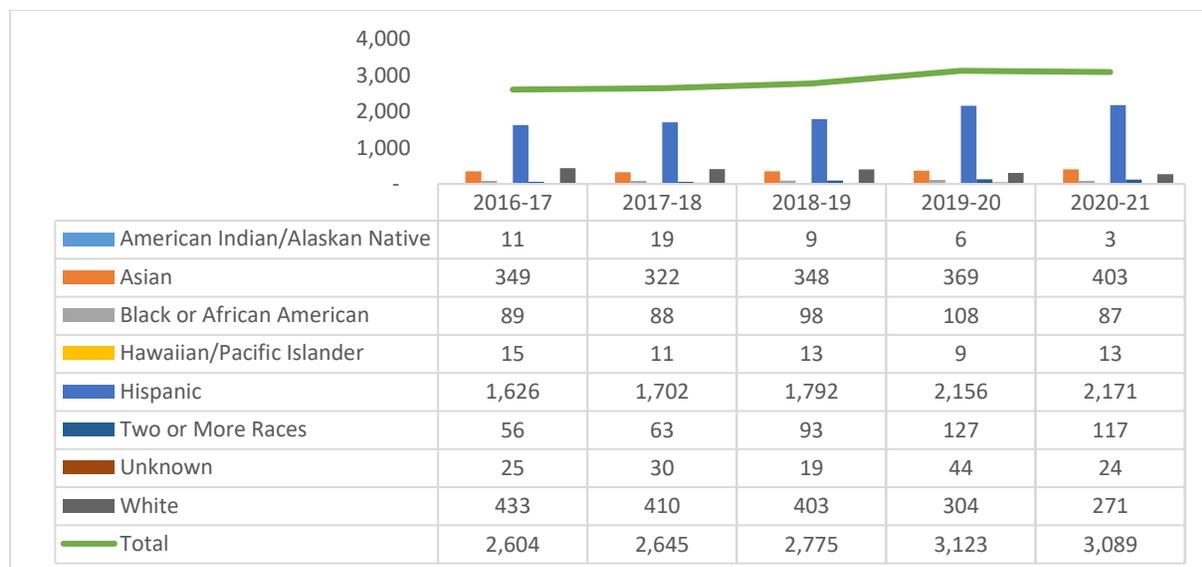
Over the past five years, SCCD has awarded over 14,000 associate degrees and certificates. For 2020-21, the college awarded a total of 2,180 associate degrees and 909 certificates. Of the associate degrees awarded, nearly half (48%) were Associate Degree for Transfer (ADT) degrees. The ADT has grown in popularity since its introduction at Southwestern College in 2012-13 and is fully transferable to the CSU system.



Source: Southwestern Community College District Data Warehouse

Degrees and Certificates by Ethnicity/Race

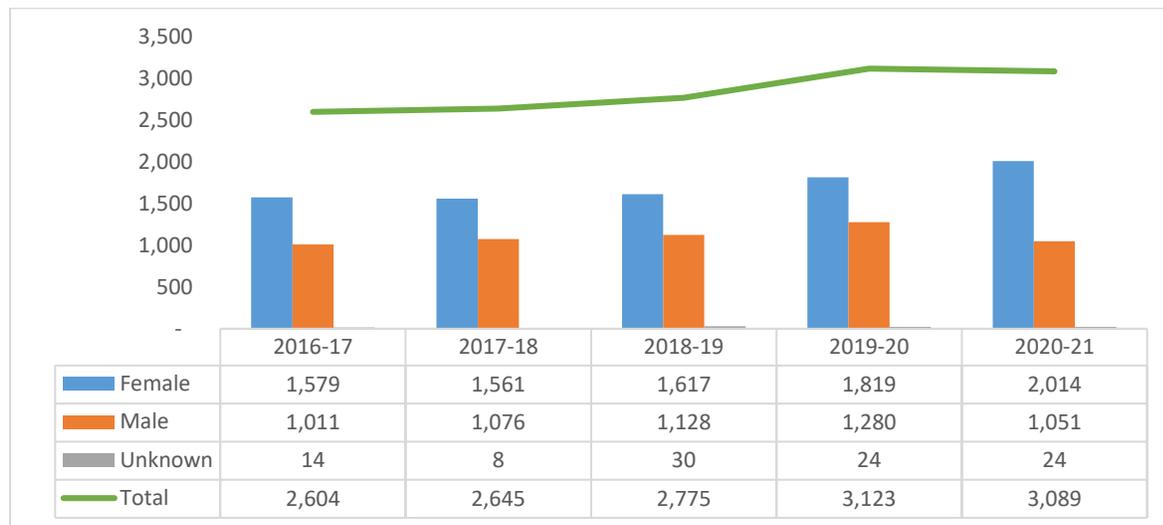
For the past five years, the most awards have been granted to Hispanic students. In 2020-21, Hispanic students received nearly 2,200 awards or seventy percent (70%) of the 3,089 total awards granted.



Source: Southwestern Community College District Data Warehouse

Degrees and Certificates by Gender

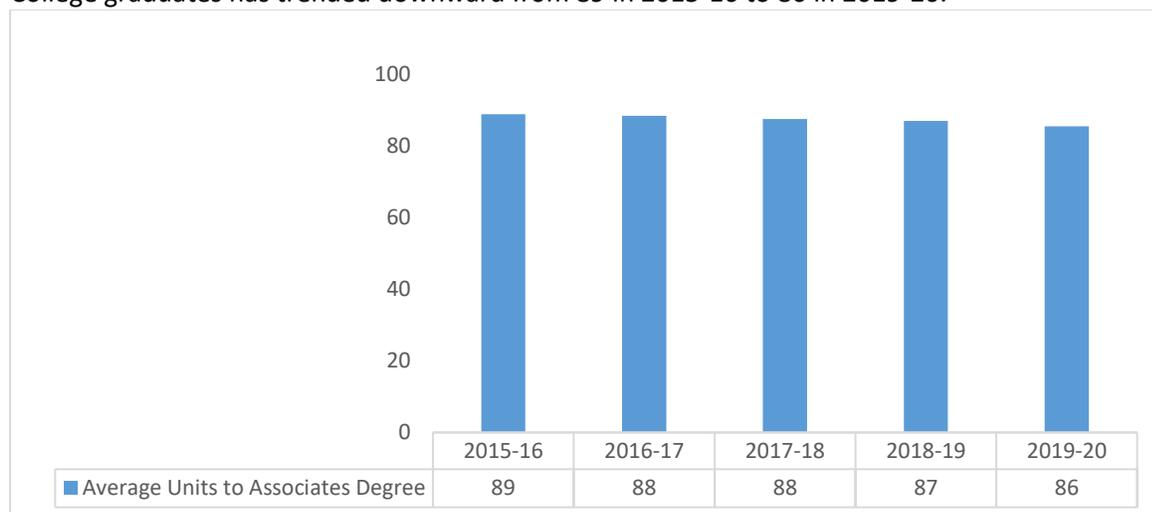
For the past five years, females have consistently received more awards than males. In 2020-21, fifty-eight (58%) of the student population was female and sixty-five (65%) of students who received a degree or certificate were female. Forty-one percent (41%) of the student population was male and thirty-four percent (34%) 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 it 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. The average units to an associate degree for Southwestern College graduates has trended downward from 89 in 2015-16 to 86 in 2019-20.



Source: Cal-PASS Plus - Student Success Metrics (Launchboard), <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 6,000 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						
	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Total
CSU	703	633	639	860	856	3,691
UC	124	86	132	164	137	643
Total	827	719	771	1,024	993	4,334

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

In-State Private University and Out-of-State University Transfers						
	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Total
In-State-Private University	171	166	141	142	136	756
Out-of-State University	200	211	187	194	192	984
Total	371	377	328	336	328	1,740

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

A large majority of Southwestern College students who transfer to four-year institutions 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						
	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Total
SDSU	491	488	436	671	661	2,747
CSU San Marcos	6	28	68	27	48	177
UCSD	73	38	72	98	84	365
Total	570	554	576	796	793	3,289

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

For 2020-21, Hispanic transfers to CSU and UC system campuses accounted for, respectively, 71% and 65% of all Southwestern College university transfers.

CSU & UC Transfers by Ethnicity/Race 2020-21				
Ethnicity/Race	CSU		UC*	
	Total	Percent	Total	Percent
African American	18	2.1%	10	7.3%
Alaskan Native/Native American	1	0.1%	**	0.0%
Asian	111	13.0%	29	21.2%
Hispanic	610	71.3%	89	65.0%
Non-Resident Alien/International	9	1.1%	*	0.0%
Pacific Islander	4	0.5%	**	0.0%
Two or More Races	40	4.7%	**	0.0%
Unknown	18	2.1%	*	0.0%
White, Non-Hispanic	45	5.3%	8	5.8%
Total	856	100.0%	137	99.3%*

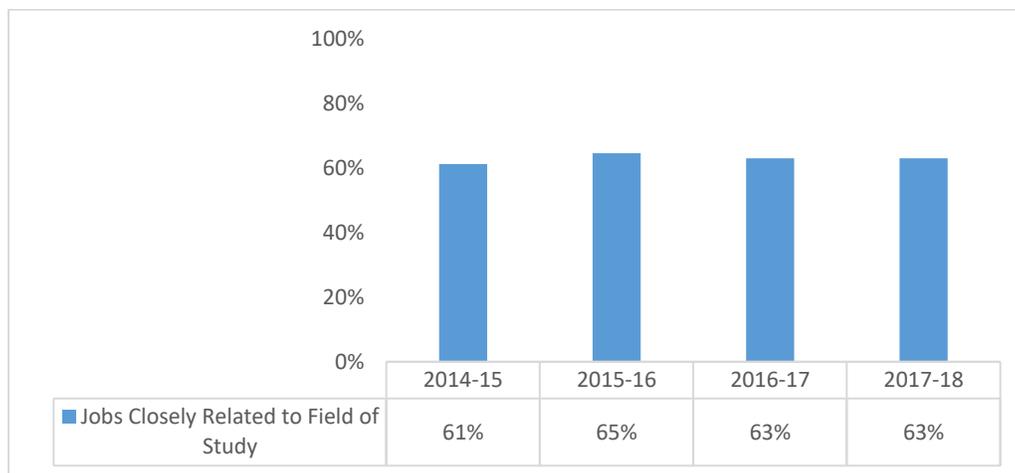
*To protect privacy, UC race/ethnicity transfer counts of fewer than 3 are not shown. Therefore, total does not add to 100.0%.

**Alaskan Native/Native American, Pacific Islander and Two or More races not provided by UC.

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. With four (4) years of data to date, 63% of Southwestern College 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 (Launchboard), <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Institutional Information

Finance

Southwestern College is committed to a transparent and effective resource allocation process that is integrated with institutional planning, relies on its mission, strategic planning priorities, program review, and a realistic assessment of financial assets and needs.

Combined funds include restricted and unrestricted funds.

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.

General Funds Combined		
	Fiscal Year 2019-20 Unaudited Actual	Fiscal Year 2019-20 Unaudited Actual
Beginning Balance	\$ 19,885,900	\$ 16,930,270
Revenues	\$ 104,766,920	\$ 103,059,555
Expenses	\$ 107,722,550	\$ 110,778,020
Ending Balance	\$ 16,930,270	\$ 9,211,805

Fiscal Year 2020-21 Adopted Budget Revenue – General Fund	
Federal	\$ 216,600
State	\$ 63,935,478
Local	\$ 38,907,477
Total	\$ 103,059,555

Fiscal Year 2020-21 Adopted Budget Expenses – General Fund	
Personnel	\$ 96,571,110
Supplies, Contracts, and Utilities	\$ 11,332,235
Capital Purchases and Other Outgo	\$ 2,874,676
Total	\$ 110,778,021

Fiscal Year 2020-21 Adopted Budget Employee Costs	
Academic Salaries	\$ 45,963,239
Non-Academic Salaries	\$ 25,523,867
Benefits	\$ 25,496,148
Vacant Positions - Savings	\$ (2,217,364)
SERP Premiums	\$ 1,141,000
Hazard pay	\$ 664,220
Total	\$ 96,571,110

Source for all finance tables: Southwestern College Business and Financial Affairs Office

Human Resources

In the calendar year 2020, the large majority (70%) of employees were faculty. Within faculty, 76% are part-time faculty. Across all job categories, female employees comprise the majority (54%) of academic and nonacademic staff. In terms of ethnic distribution, White, non-Hispanics employees form the largest (44%) single race/ethnic category. Hispanic employees represent the second largest category at approximately thirty-five percent (35%).

2020 Employee Profiles

Employee Classification	Number of Employees	Percent
Administrators	65	4.4%
Full-time Faculty	251	16.9%
Part-time Faculty	797	53.5%
Classified Employees (Full- & Part-time)	376	25.3%
Total	1,489	100.0%

Race/Ethnicity*	Number of Employees	Percent
African-American	84	5.6%
American Indian/Alaskan Native	9	0.6%
Asian/Pacific Islander	146	9.8%
Hispanic	524	35.2%
Two or More Races	22	1.5%
White, Non-Hispanic	660	44.3%
Undisclosed	44	3.0%
Total	1,489	100.0%

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

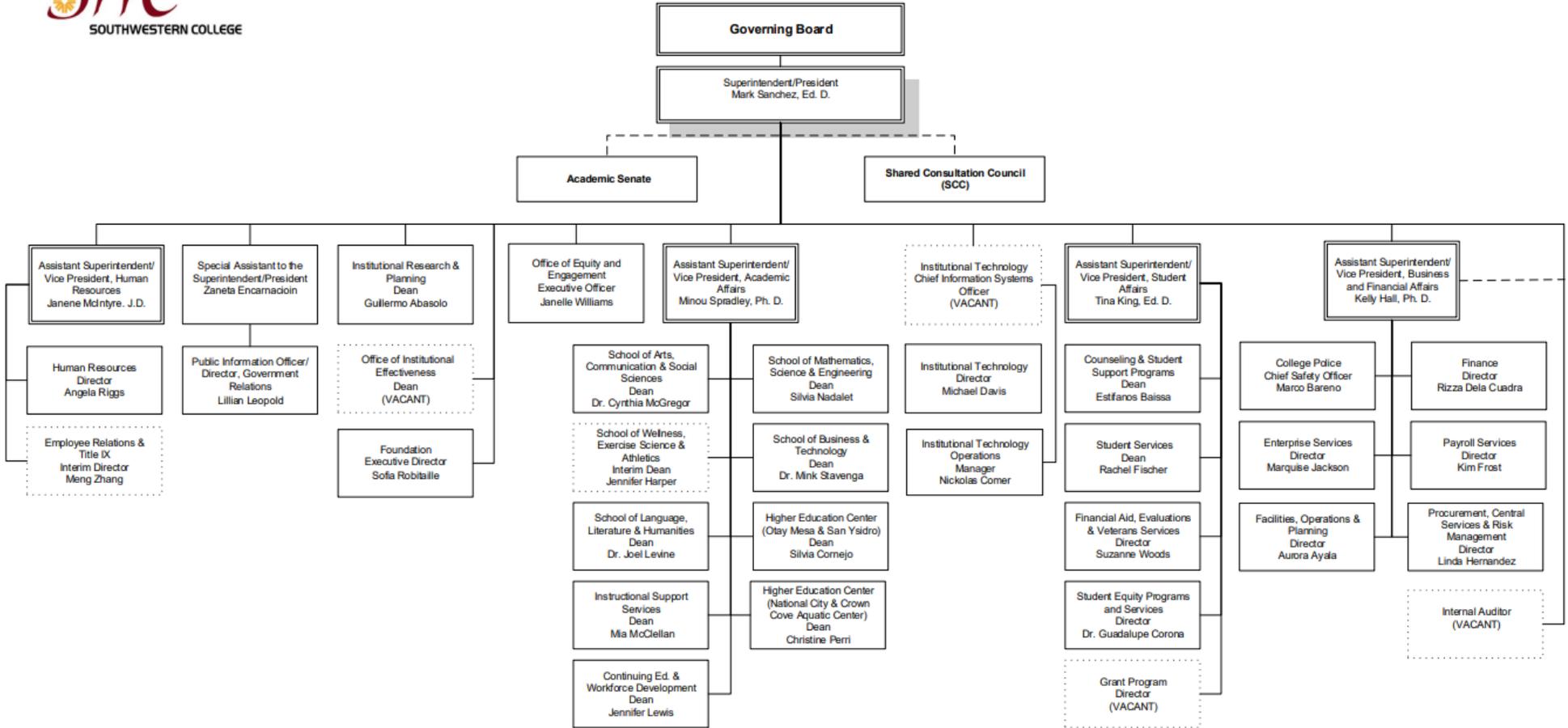
Gender	Male	Female	Total
Academic Employees	535	578	1113
	48.1%	51.9%	100.0%
Classified Employees	150	226	376
	39.9%	60.1%	100.0%
Total	685	804	1489
	46.0%	54.0%	100.0%

Source for all Employee Profile tables: Southwestern College Human Resources Office

Organizational Leadership



Southwestern College Organizational Chart College Management Team February 2022



Appendix

The tables below are a continuation of the Course Completion and Success section on page 19.

Course Completion and Success Rates

Course Completion and Success Rates by Course Category						
Course Category	Course Outcome	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Basic Skills	Completion Rate	82.4%	81.7%	79.4%	81.2%	79.6%
	Success Rate	57.7%	59.5%	58.8%	64.8%	60.6%
Degree Applicable	Completion Rate	83.7%	84.1%	85.3%	84.8%	84.7%
	Success Rate	68.0%	69.6%	71.4%	71.2%	70.6%
Transferable	Completion Rate	84.0%	84.3%	85.5%	85.0%	84.9%
	Success Rate	68.6%	70.3%	72.1%	71.5%	70.8%
Vocational	Completion Rate	87.9%	88.5%	89.1%	89.0%	87.6%
	Success Rate	73.7%	76.0%	77.2%	77.2%	75.0%

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

Course Completion and Success Rates by Ethnicity/Race

Course Completion and Success Rates by Category & Ethnicity/Race Fall 2020									
Course Category	Course Outcome	African-American	American Indian/ Alaskan Native	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White
Basic Skills	Completion Rate	68.8%	0.0%	78.6%	80.4%	71.4%	100.0%	68.8%	87.5%
	Success Rate	54.2%	0.0%	58.0%	61.9%	50.0%	0.0%	43.8%	60.9%
Degree Applicable	Completion Rate	82.4%	83.7%	88.3%	84.0%	85.2%	86.5%	83.4%	87.9%
	Success Rate	65.5%	64.1%	77.8%	68.8%	71.3%	73.0%	71.1%	79.3%
Transferable	Completion Rate	82.6%	85.6%	88.4%	84.2%	85.0%	87.9%	83.8%	87.9%
	Success Rate	65.8%	65.6%	78.0%	69.1%	71.3%	74.5%	71.2%	79.0%
Vocational	Completion Rate	82.6%	85.6%	88.4%	84.2%	85.0%	87.9%	83.8%	87.9%
	Success Rate	67.9%	81.0%	83.0%	73.0%	74.9%	76.7%	75.1%	85.3%

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

Course Completion and Success Rates by Mode & Ethnicity/Race (Credit) Fall 2020									
Course Category	Course Outcome	African-American	American Indian/ Alaskan Native	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White
Face to Face	Completion Rate	84.6%	*	96.4%	90.4%	97.6%	*	100.0%	95.2%
	Success Rate	73.8%	*	95.7%	82.6%	94.0%	*	100.0%	94.6%
Online	Completion Rate	84.6%	*	87.7%	83.3%	83.1%	*	85.4%	88.3%
	Success Rate	73.8%	*	77.6%	68.1%	69.7%	*	72.3%	79.8%
Hybrid	Completion Rate	*	*	100.0%	76.3%	*	*	*	100.0%
	Success Rate	*	*	81.8%	46.5%	*	*	*	80.0%
Remote	Completion Rate	83.0%	76.9%	87.8%	84.2%	85.6%	90.0%	82.6%	87.5%
	Success Rate	64.8%	50.0%	76.7%	69.4%	71.5%	73.6%	70.5%	78.2%

*Cells with <10 students are suppressed

Source: Southwestern Community College District Data Warehouse

Acknowledgments

Southwestern Community College District Governing Board

Roberto Alcantar, Governing Board President
Kirin Macapugay, Governing Board Member
Griselda A. Delgado, Governing Board Member
Leticia Cazares, Governing Board Member
Don Dumas, Governing Board Member
Mae Perez, Student Trustee
Dr. Mark Sanchez, Superintendent/President



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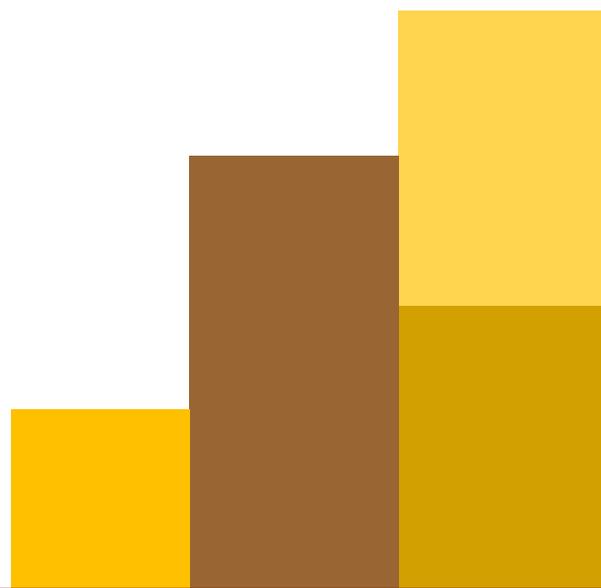
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