

SOUTHWESTERN COLLEGE

Fact Book 2022–2023



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 2022–2023 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 offer a wide variety of programs and courses, including:

CHULA VISTA CAMPUS

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

HIGHER EDUCATION CENTER AT NATIONAL CITY

- Dental Hygiene program
- Medical Laboratory Technician (MLT) program
- Optical Technician program (non-credit)
- Medical Office Professional program
- Center for Business Advancement
 - Small Business Development Center (SBDC) network
 - South San Diego Small Business Development Center
 - San Diego and Imperial Women's Business Center
 - APEX Accelerator

HIGHER EDUCATION CENTER AT OTAY MESA

- Administration of Justice program
- Emergency Medical Technician and Paramedic program
- Fire Science Technology program
- Police Academy Training Program
- Nursing & Preparation for Allied Health

HIGHER EDUCATION CENTER AT SAN YSIDRO

- Offers courses that help students fulfill general education requirements, develop occupational skills, and engage in personal development

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 1.9 million students enrolled in a California community college, our District serves approximately 23,000 to 29,000 students each year.

The SCCD service area is:

- estimated to number 515,470 and projected to grow to 589,235 by 2050
- predominantly Hispanic, 60%, while San Diego County overall is only 34% Hispanic
- expected to hold steady with 58% of residents identifying as Hispanic by 2050
- evenly split between males and females, at 50% each
- over 68% under the age of 50 with 32% age 50 or over

Demographic Trait	SCCD Service Area Population: 2021
Female	50.0%
Male	50.0%
Age 19 or Under	26.8%
Age 20 to 24	7.9%
Age 25 to 34	13.7%
Age 35 to 49	19.6%
Age 50 and over	32.0%
American Indian/Alaskan Native	0.1%
Asian*	13.5%
Black or African American	4.0%
Hispanic/Latino	60.1%
Other	0.8%
Pacific Islander	0.5%
Two or More	3.4%
White	17.7%
Persons with Disabilities	10.6%

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

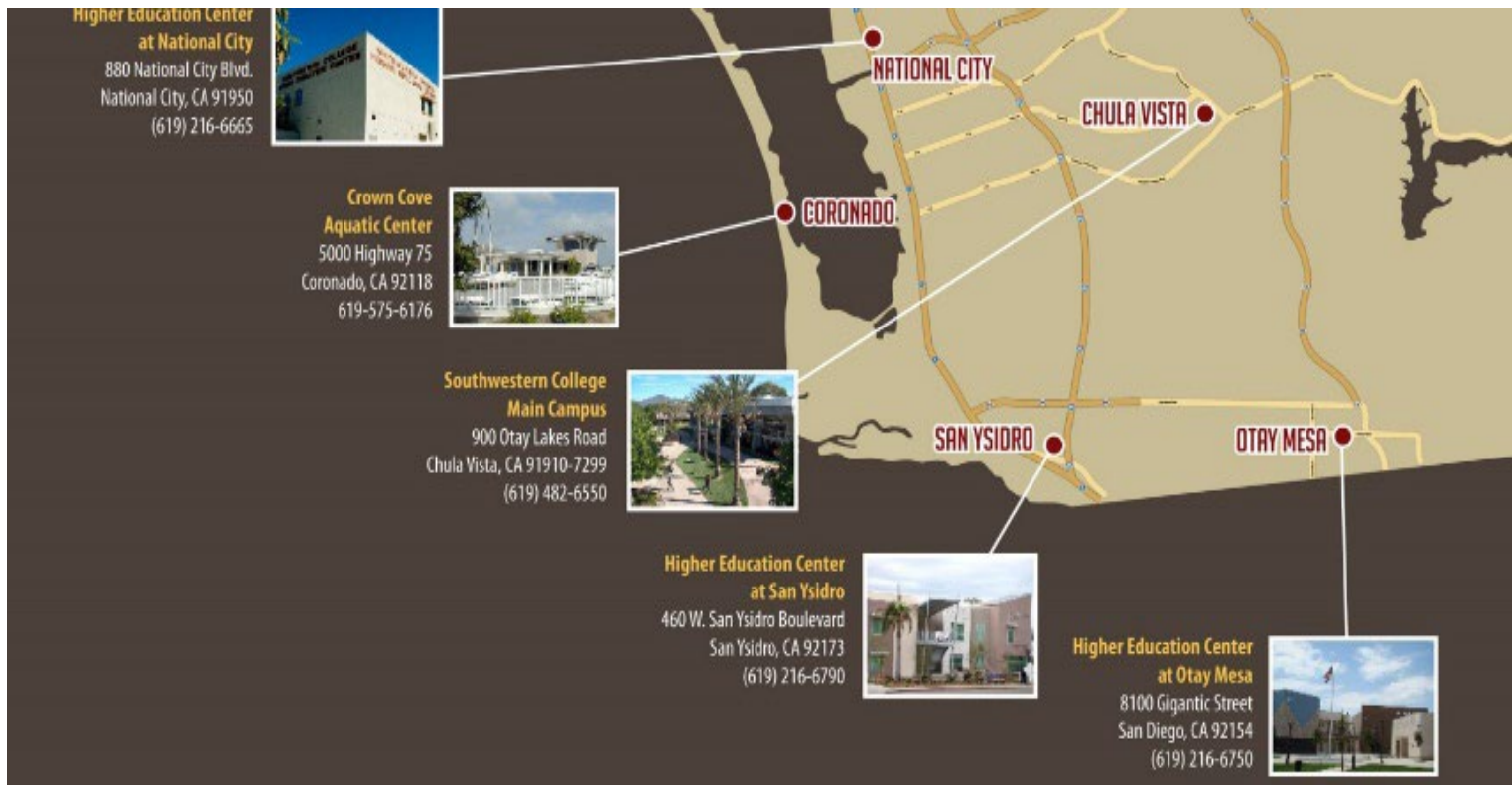
SCCD education and income data compared to San Diego County as a whole:

- 82% of South County residents ages 25-plus graduated from high school or possess some college/a higher degree, compared to 89% for San Diego County
- 27% of South County residents ages 25-plus have a bachelor's degree or higher, compared to 41% for San Diego County
- SCCD median household income is \$87,279, while for the entire county it equals \$98,928.
- 43% of SCCD households earn more than \$100,000 per year, compared to 50% for San Diego County

Sources: [SANDAG Population & Housing Estimates, 2022](#); [County of San Diego Demographic Profiles, 2018-22](#) (Educational Attainment and "Persons with Disability" category for South Region, County of San Diego Demographic Profiles); 2022 U.S. Census [2022 U.S. Census Data \(Income\)](#)

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.

Service Area Map



For the 2022-23 year, approximately 73% 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	2.45%
Chula Vista	44.02%
Imperial Beach	2.29%
National City	5.03%
Coronado	0.60%
Otay Mesa	13.02%
San Ysidro	6.08%
<i>Outside Southwestern CCD Service Area</i>	
Other Communities	26.52%

Source: Southwestern Community College District Data Warehouse

Local High School Matriculation

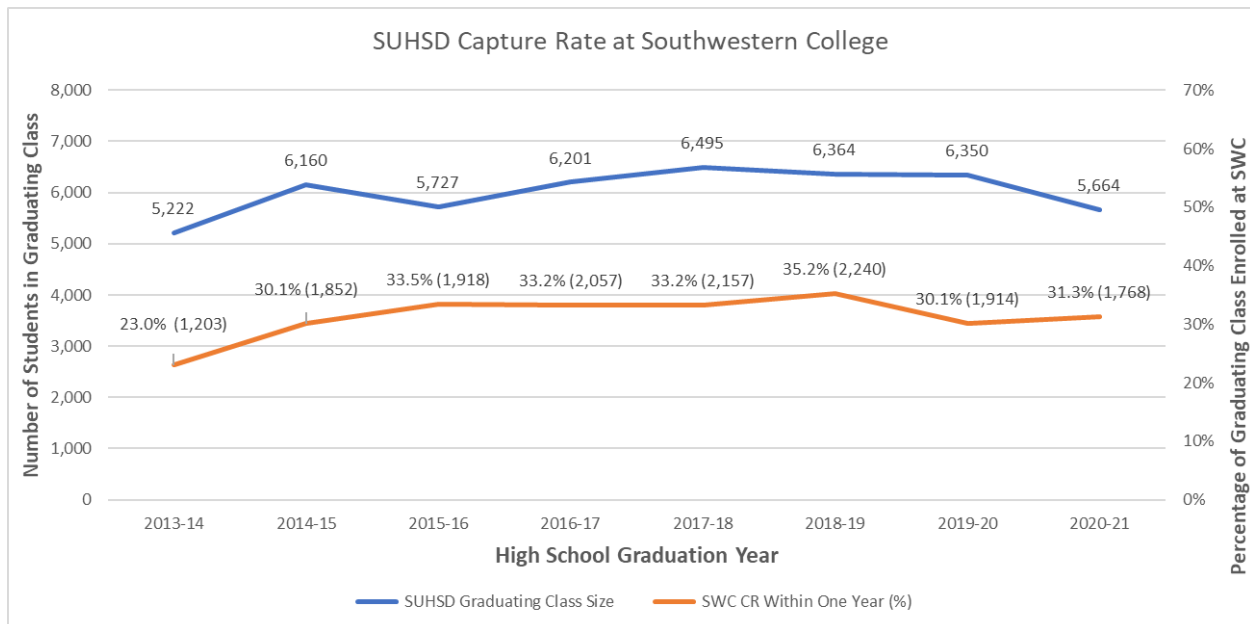
Seniors graduating from the Sweetwater Union High School District (SUHSD) have historically provided the largest number of incoming students to Southwestern College. Graduating students enter colleges and universities throughout the region; however, Southwestern College received the highest number in 2021 relative to other higher education institutions, with 1,768 of 5,664 (31%) SUHSD graduates entering college for the first time at Southwestern.

Five Most Popular College Destinations for SUHSD Graduates: Class of 2021*		
College/University	Transfer-In Count	Rank
Southwestern College	1,768	1
San Diego State University	630	2
University of California, San Diego	263	3
San Diego City College	155	4
Grossmont College	110	5

*Most recent data available at time of publication

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 increased from 23% in 2013-14 to 30% by 2014-15 and hovered around 33% until 2018-19 when the capture rate peaked at 35%. 2019-20 has seen a decrease back down to 30%. This year has seen a slight increase to 31%.



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

In 2021-22, Southwestern College received graduates from all 16 SUHSD high schools. The most students by count came from Otay Ranch Senior High School and Eastlake High School, followed closely by San Ysidro and Bonita Vista Senior High School. 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 2021*		
High School	Count	Percent of Graduating Class
Otay Ranch Senior High School	229	41.9%
Eastlake High School	202	30.7%
San Ysidro High School	181	30.1%
Bonita Vista Senior High School	174	33.9%
Olympian High School	162	29.4%
Chula Vista Senior High School	155	29.1%
Montgomery Senior High School	129	35.1%
Sweetwater High School	123	18.1%
Hilltop Senior High School	122	33.5%
Castle Park Senior High School	96	33.7%
Southwest Senior High School	90	29.0%
Mar Vista Senior High School	84	29.1%
Palomar High School	10	16.9%
Options Secondary School	*	23.3%
East Hills Academy School	*	57.1%
Alta Vista Academy	*	0.0%

**Most recent data available at time of publication*

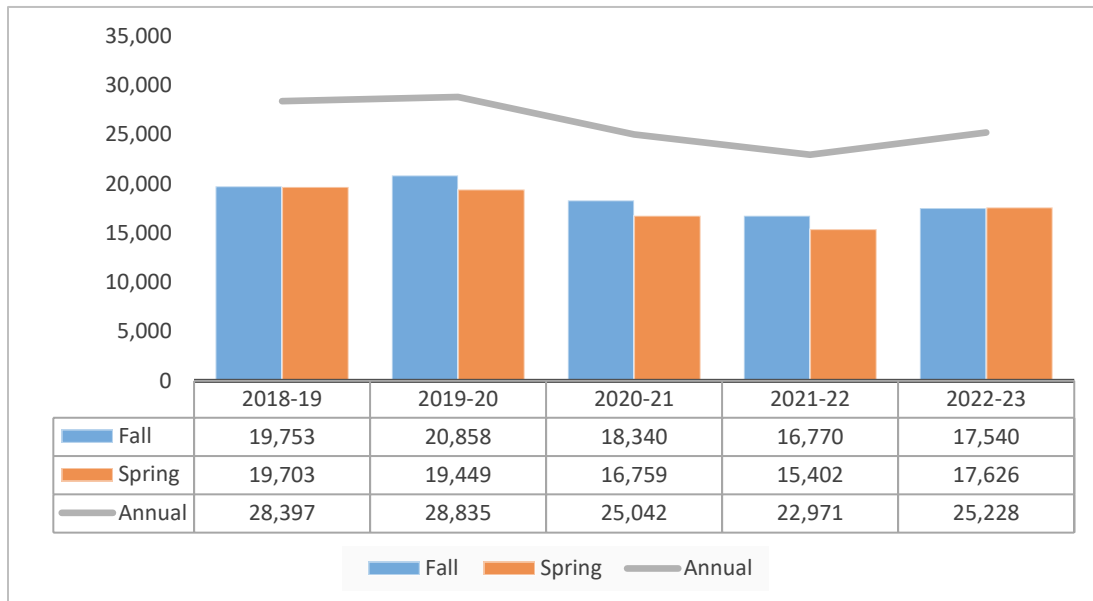
***To protect privacy, categories with fewer than 10 students are suppressed*

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

Student Profile

Student Enrollment Annual and By Term

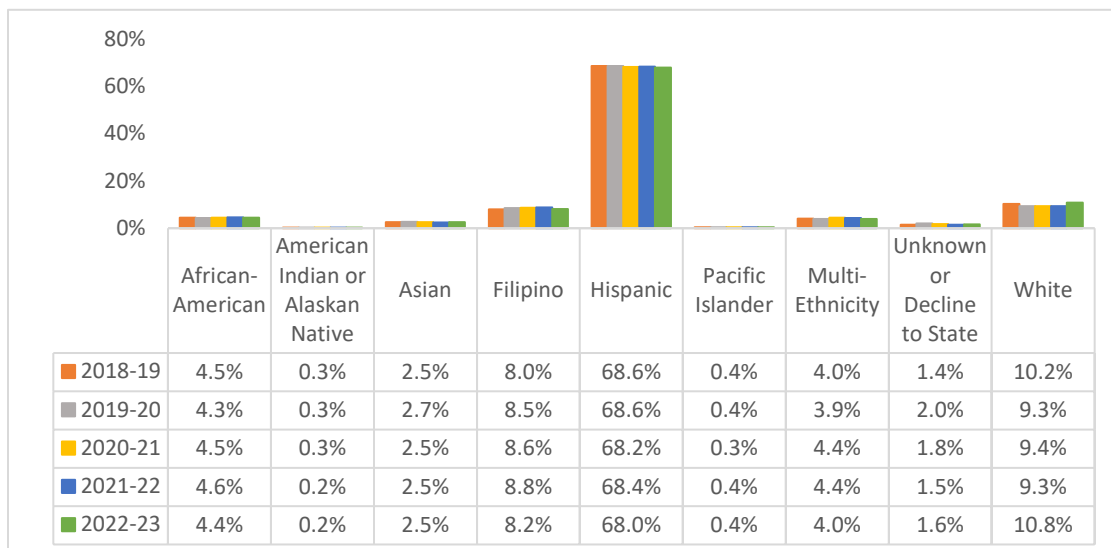
Between 2018-19 and 2019-20, Southwestern College enrolled over 19,000 students each term and approximately 28,000 students each year. The College experienced a decrease in students in 2020-21 and 2021-22 following the onset of the COVID-19 pandemic in March 2020, but headcount began to rebound in 2022-23. 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 (2019-20 - 2022-23); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Ethnicity

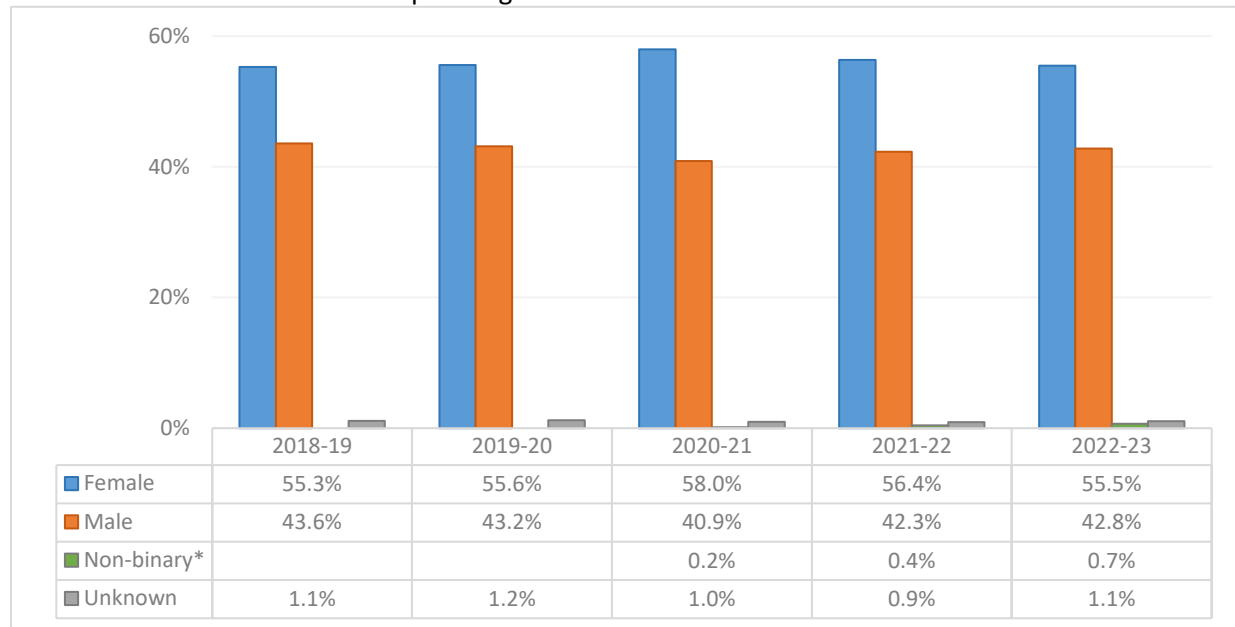
Southwestern College is characterized by its diverse student population and is federally designated as a Hispanic Serving Institution (HSI). The College also meets the criteria as an Asian American and Native American Pacific Islander Qualifying Institution (AANAPISI). Over the past five years, the percentage of Hispanic enrollment has exceeded two-thirds (>66%) and the percentage of Asian American, Filipino American, Native American, and Pacific Islander enrollment has exceeded 11%.



Sources: California Community College Chancellor's Office Management Information System Data Mart (2019-20 - 2022-23); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Gender

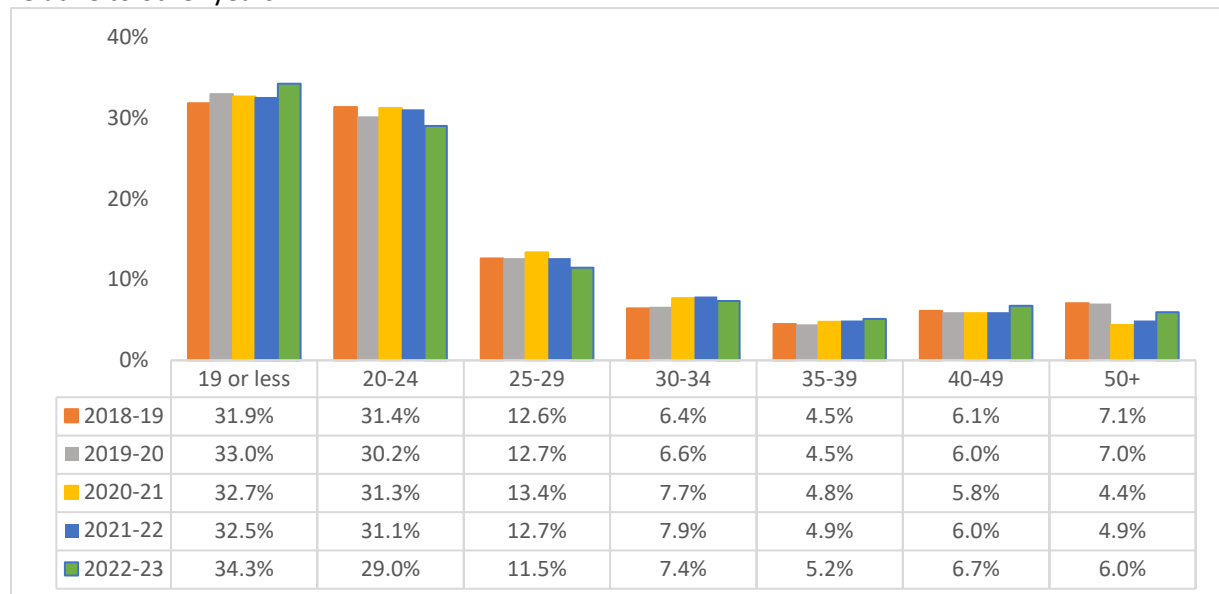
Over the past five years, most students at Southwestern College have identified as female. Fifty-six percent (56%) are in this category in 2022-23. Male students have typically comprised just over 40% of the population, with 43% in this category in 2022-23. Less than 1% of students identified as non-binary and 1% have an unknown or unreported gender.



*Non-binary was added to Data Mart in 2019-20, and 2020-21 is the first year with at least 0.1% in this category at SWC
Source: California Community College Chancellor's Office Management Information System Data Mart (2019-20 - 2022-23);
Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Age

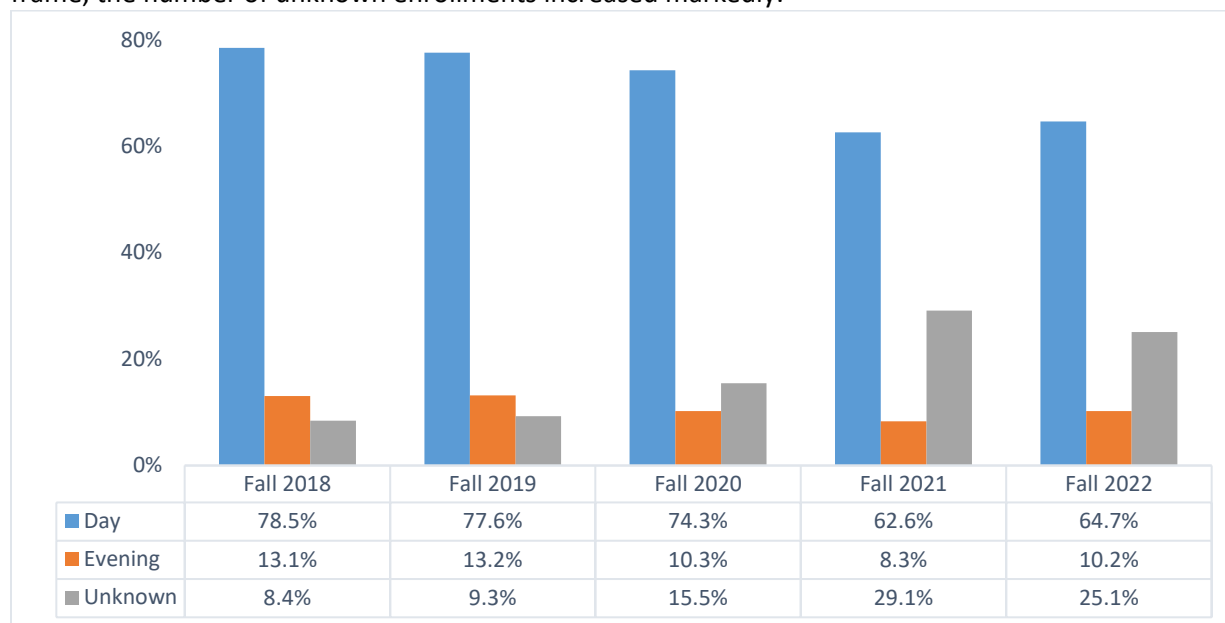
Southwestern College students younger than 25 comprise 63% of the student population. The distribution of most age groups has remained relatively stable over time, though 2022-23 saw a slight increase of students ages 19 or younger and a slight decrease of students between ages 20 and 29 relative to other years.



Source: California Community College Chancellor's Office Management Information System Data Mart (2019-20 - 2022-23);
Southwestern Community College District Data Warehouse (2018-19)

Day-Evening Student Enrollment

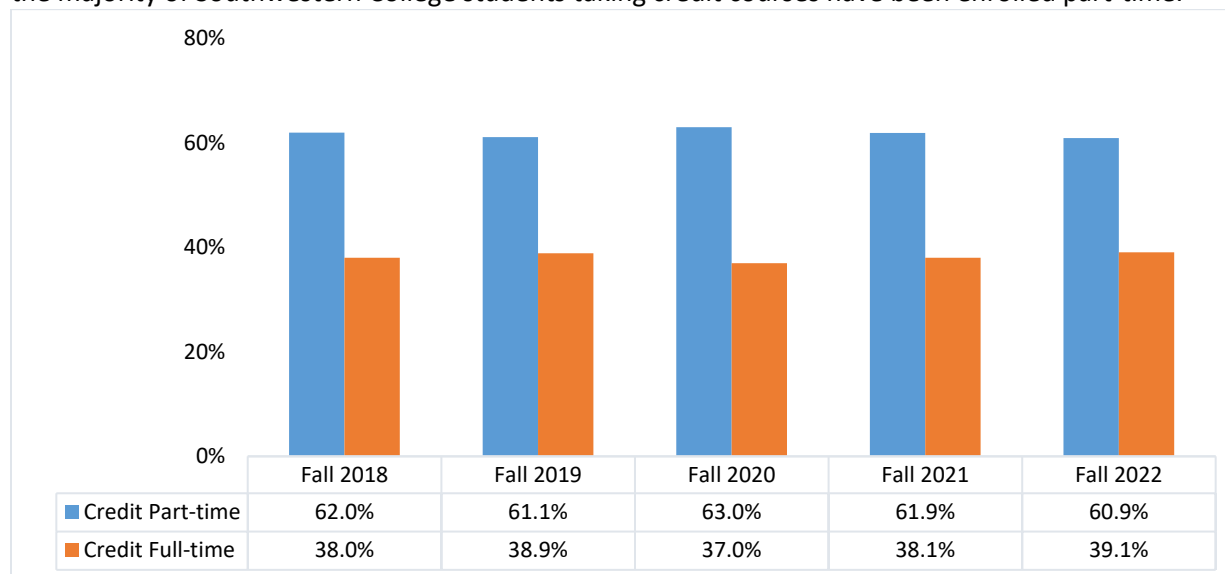
A student is considered a “daytime enrollment” if they are registered in at least one class section that meets before 4:30 pm. A student is designated an “evening enrollment” if they do not meet the criteria for daytime enrollment and have registered in at least one class section that meets after 4:30 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 comprised more than 70% of all enrollments between Fall 2018 and Fall 2020. This declined to 63% in Fall 2021 and 65% in Fall 2022. During that same time frame, the number of unknown enrollments increased markedly.



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.

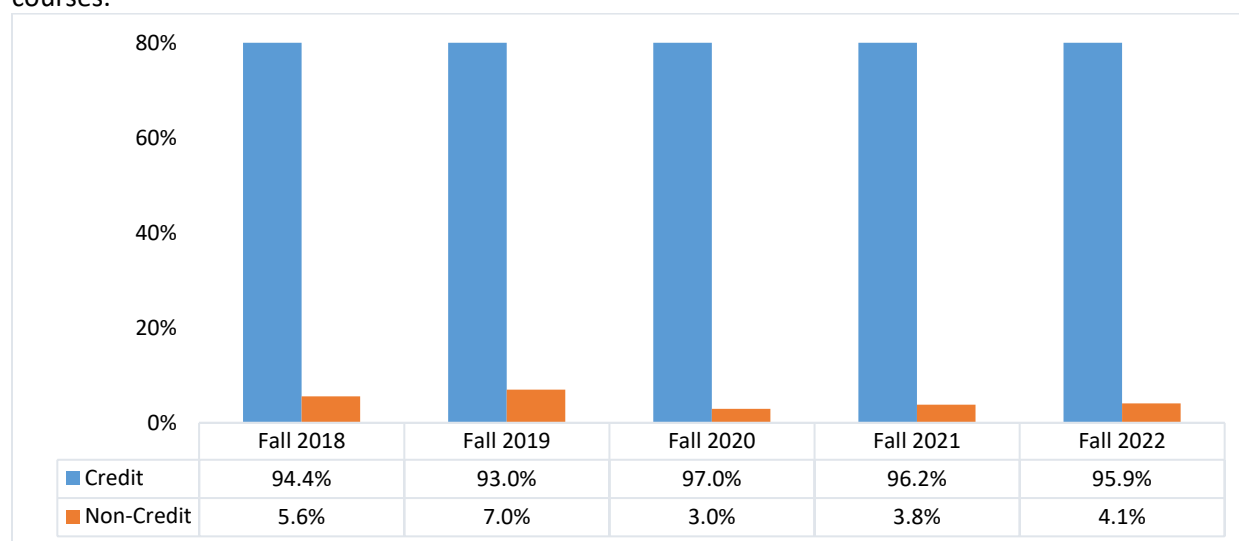


Source: California Community College Chancellor's Office Management Information System Data Mart

Credit and Non-Credit Enrollment

Southwestern College offers both credit and non-credit courses. Credit courses are graded and tuition-based, and students in these courses are typically pursuing a degree or certificate, working toward transferring to a four-year university or taking courses for other enrichment purposes. Non-credit courses are not graded and are either tuition-free or require a nominal fee. Students who enroll in non-credit courses are typically pursuing career & job skills (and may earn a non-credit certificate), personal interest & professional development, college & career readiness, or life-long learning.

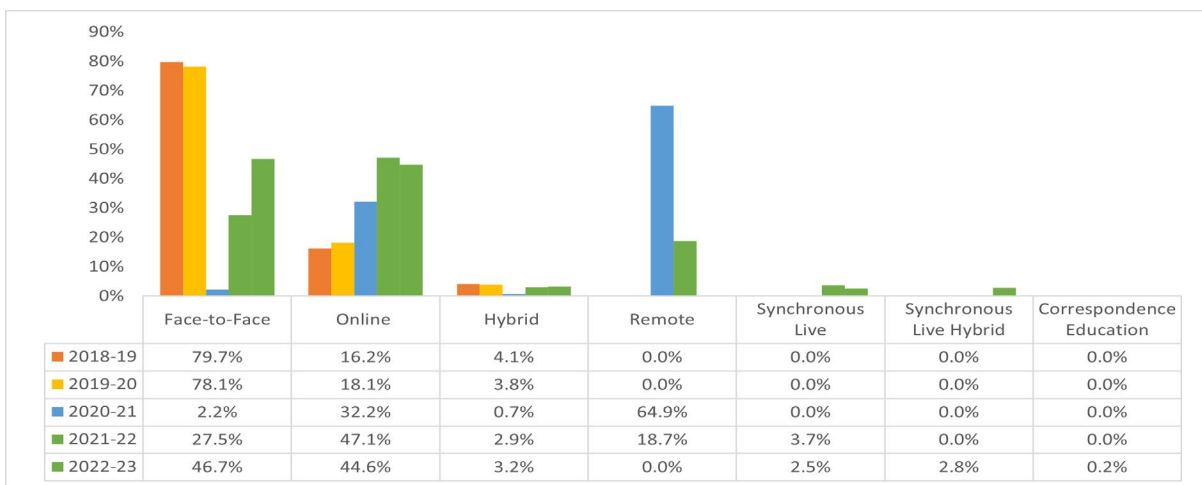
Students are considered “credit” if they are enrolled in at least one credit course, though they may also be enrolled in non-credit simultaneously. Students are considered “non-credit” if they are enrolled solely in non-credit courses. Over the past five years, the vast majority of students have enrolled in credit courses. In Fall 2022, 96% were enrolled in credit courses and 4% were enrolled in only non-credit courses.



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

Student Enrollment by Course Modality* - Credit

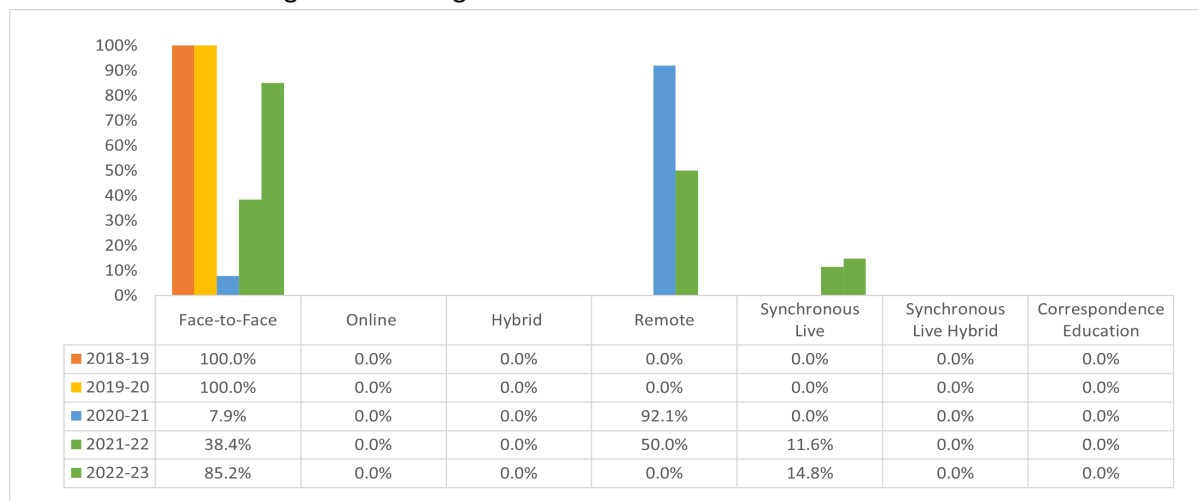
In 2018-19 and 2019-20, more than three-quarters of Southwestern College credit enrollments were in face-to-face courses, with slightly more than one-in-six in online courses and approximately 4% in hybrid courses. Following the onset of the COVID-19 pandemic, SCCD shifted primarily to remote operations in 2020-21. That year, 64% of all credit enrollments were in remote courses, 32% were in online courses and face-to-face enrollments declined dramatically to just 2%. Enrollments in hybrid courses dipped to 1% and correspondence education also comprised 1%. In 2021-22, SCCD began a phased re-opening in which more face-to-face courses were offered, though online courses remained the most frequent. By 2022-23, nearly half (47%) of credit enrollments were face-to-face, which is the first time in three years that this mode was most frequent. Face-to-face was followed closely by online enrollments at 45%. Hybrid, synchronous live, and synchronous live hybrid each account for approximately 3% of enrollments, while correspondence education remained below 1%. Remote courses were not offered in that year.



*See Appendix for course modality definitions; Source: Southwestern Community College District Data Warehouse

Student Enrollment by Course Modality* – Non-Credit

In 2018-19 and 2019-20, all Southwestern College non-credit enrollments were in face-to-face courses. Following the onset of the COVID-19 pandemic, SCCD shifted primarily to remote operations in 2020-21. In 2021-22, SCCD began a phased re-opening with half of non-credit enrollments in remote courses and 38% in face-to-face courses. By 2022-23, a large 85% of enrollments were in face-to-face courses, with synchronous live accounting for remaining enrollments.



*See Appendix for course modality definitions; Source: Southwestern Community College District Data Warehouse

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 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 2022-23		
	Rank	Count
Nursing – AS (02360)	1	2,668
Business Administration – AA (01100)	2	1,317
Biology -- AS (01510)	3	1,243
Psychology for Transfer (01855)	4	1,065
Business Administration for Transfer (01105)	5	984

Source: Southwestern Community College District Student Declared Majors Data Dashboard

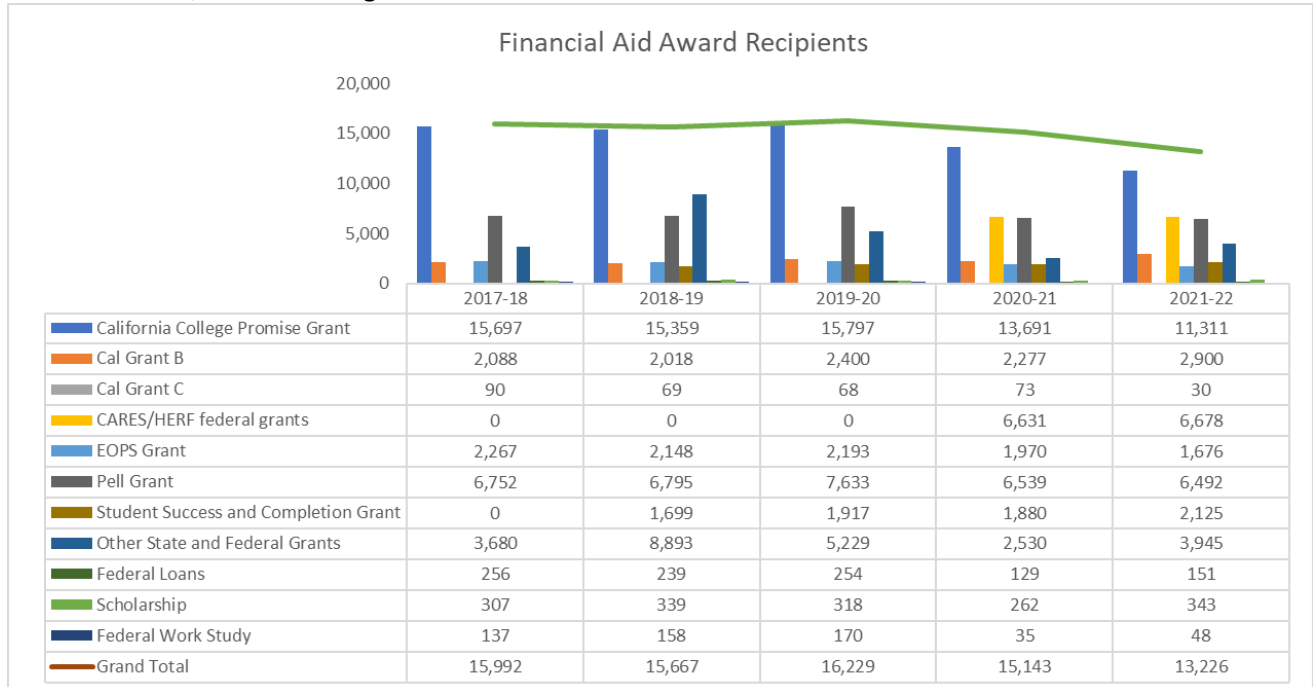
Top Five Most Popular Awards 2022-23		
	Rank	Count
California State University General Education Breadth-CT (00055)	1	300
Business Administration for Transfer (01105)	2	172
Psychology for Transfer (01855)	3	169
Intersegmental General Ed Transfer Curriculum (IGETC) (00065)	4	157
Preparation of Allied Health Programs (B1330)	5	131

Source: Southwestern Community College District Degree and Certificate Dashboard

Student Services

Financial Aid Award Recipients

Over 58% of Southwestern College students received some type of financial aid in 2021-22*. 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 2021-22, nearly half of students, 49% (11,311 out of 22,971), qualified for and received the California College Promise Grant. Additionally, 29% received CARES/HERF federal grants and 28% received Pell Grants.

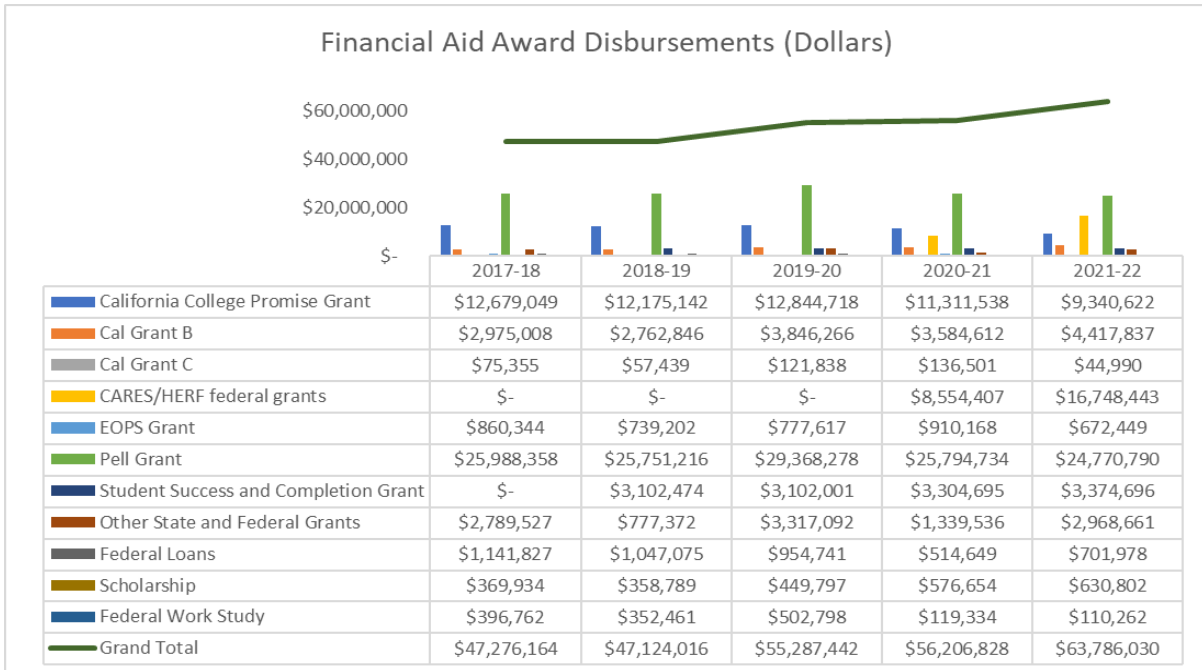


* Financial Aid Data lag by one year

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

Financial Aid Award Disbursements (Dollars)

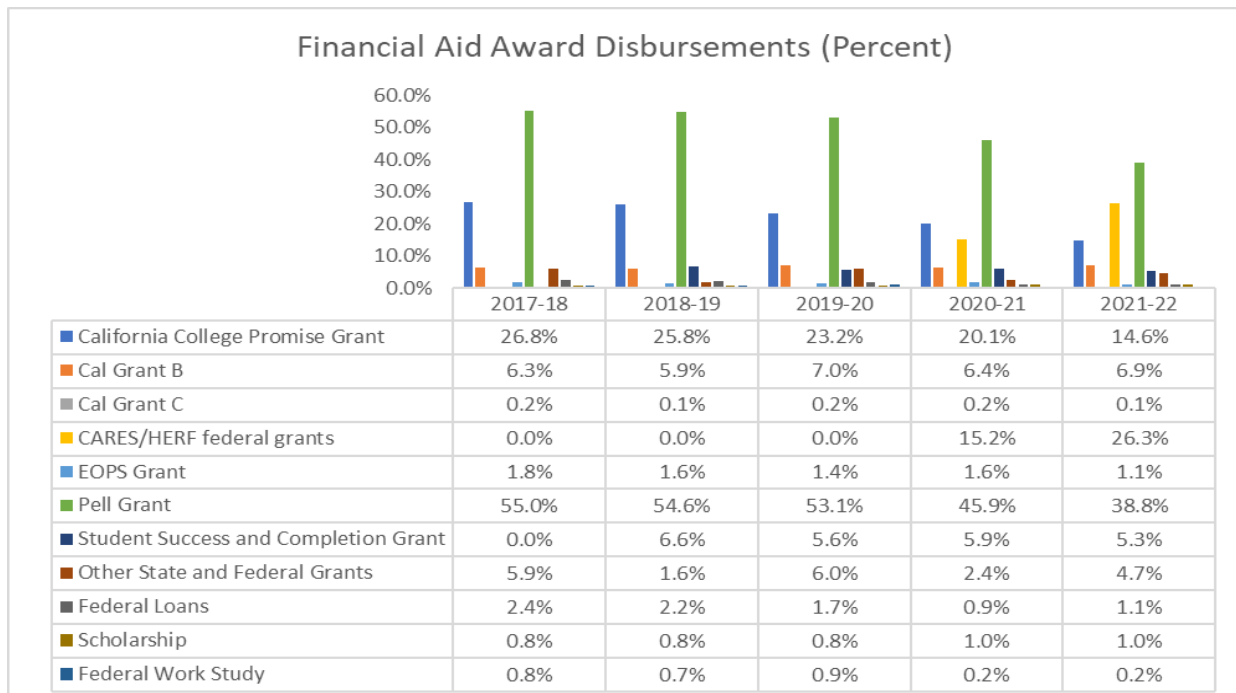
In 2021-22, Southwestern College students received \$63,786,030 in financial aid, which is the largest dollar amount received in the last five years. Pell Grants funded the largest amount at \$24,770,790, followed by the CARES/HERF federal grants (*Coronavirus Aid, Relief, and Economic Security Act, 2020*) at \$16,748,443.



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

Financial Aid Award Disbursements (Percent)

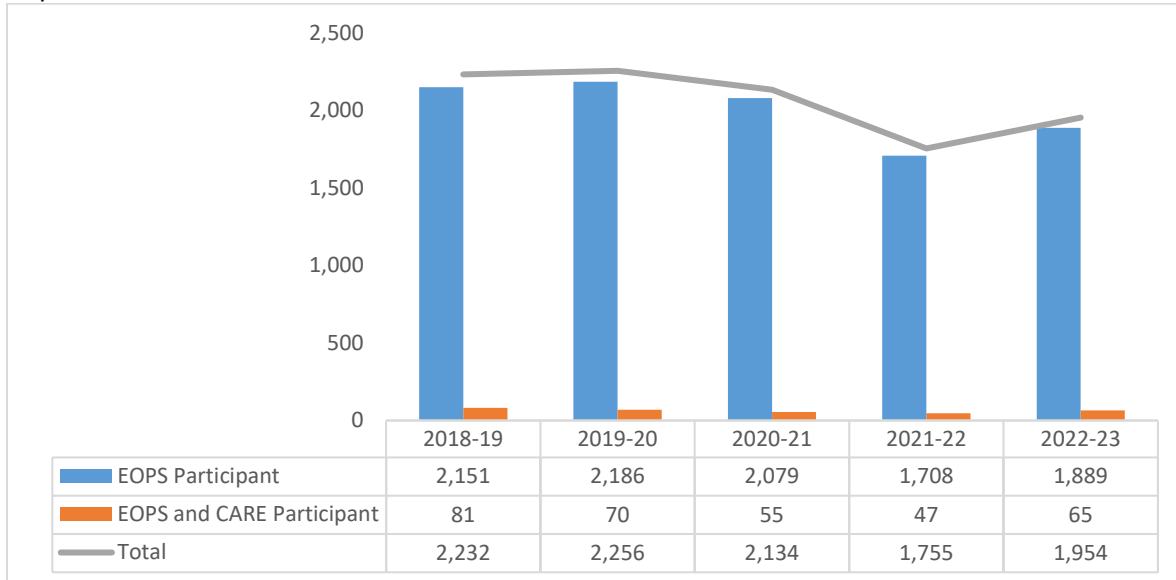
Pell Grants far outpaced other types of aid in 2021-22, comprising 39% of all dollars awarded. CARES/HERF grants accounted for 26% of awards, and California College Promise Grants accounted for 15%. The remaining awards each comprised less than 10% of the dollars awarded.



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

Extended Opportunity Program and Services (EOPS)

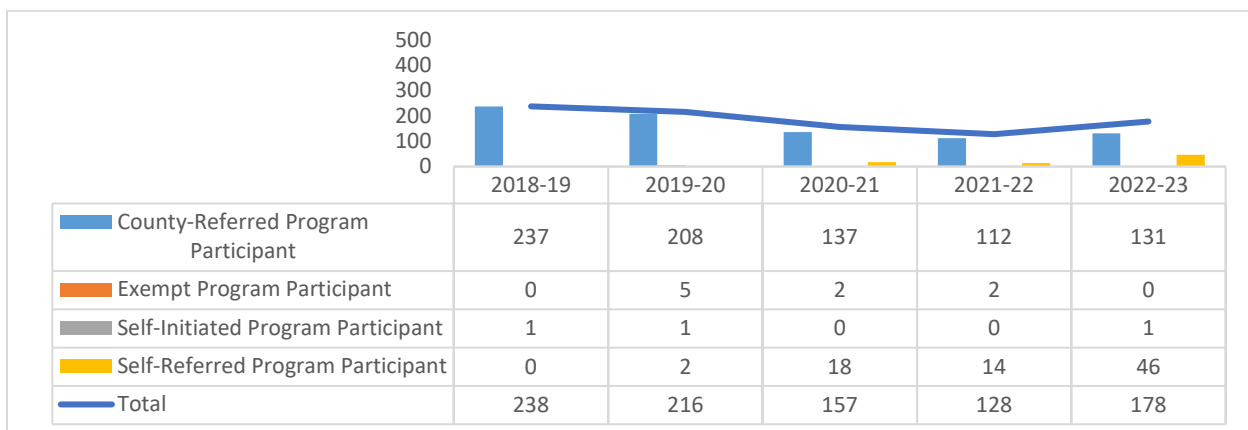
Extended Opportunity Program and Services (EOPS) is a state-funded, special assistance program for students who are socially, economically, academically or language disadvantaged. The role of EOPS at Southwestern College is to assist students with counseling, book expenses, textbook/calculator lending, emergency loans, priority registration, 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. The number of Southwestern College students receiving assistance from these programs decreased between 2020-21 and 2021-22 – likely due to pandemic-related lower enrollment -- but saw an 11% increase between 2021-22 and 2022-23.



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

CalWORKs

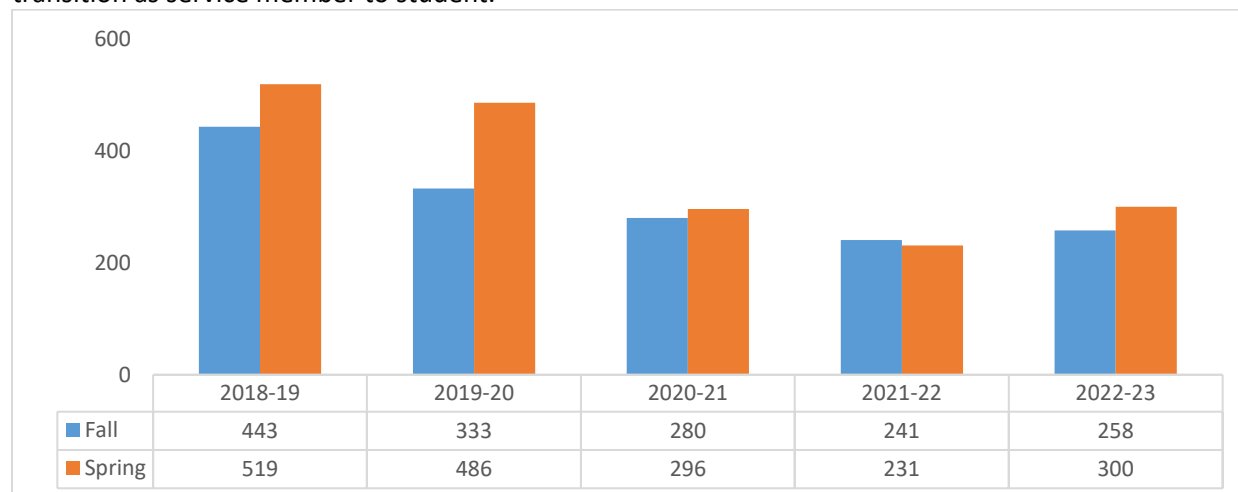
CalWORKs is a public assistance program that provides cash aid and services for eligible student families who have a child or children at home. Within the community college setting, it helps students on public assistance get access to vital services such as work study, job placement, childcare, curriculum development, skills training, and more. 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 declined between 2018-19 and 2021-22, but increased by a substantial 39% in 2022-23.



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

Veterans

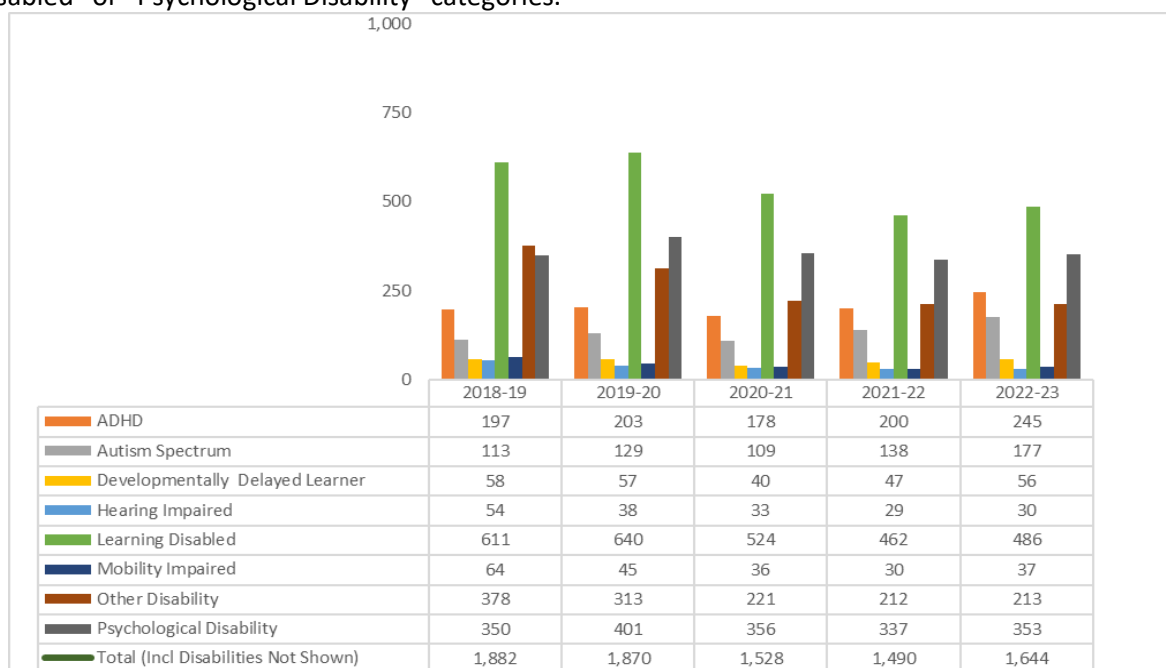
Due to the strong military presence in San Diego County, Southwestern College is afforded the opportunity to serve a large number of veteran students. Southwestern College serves these students through a Veteran Services Office, a Veterans' Resource Center, and a Student Veterans' Organization (SVO). 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)

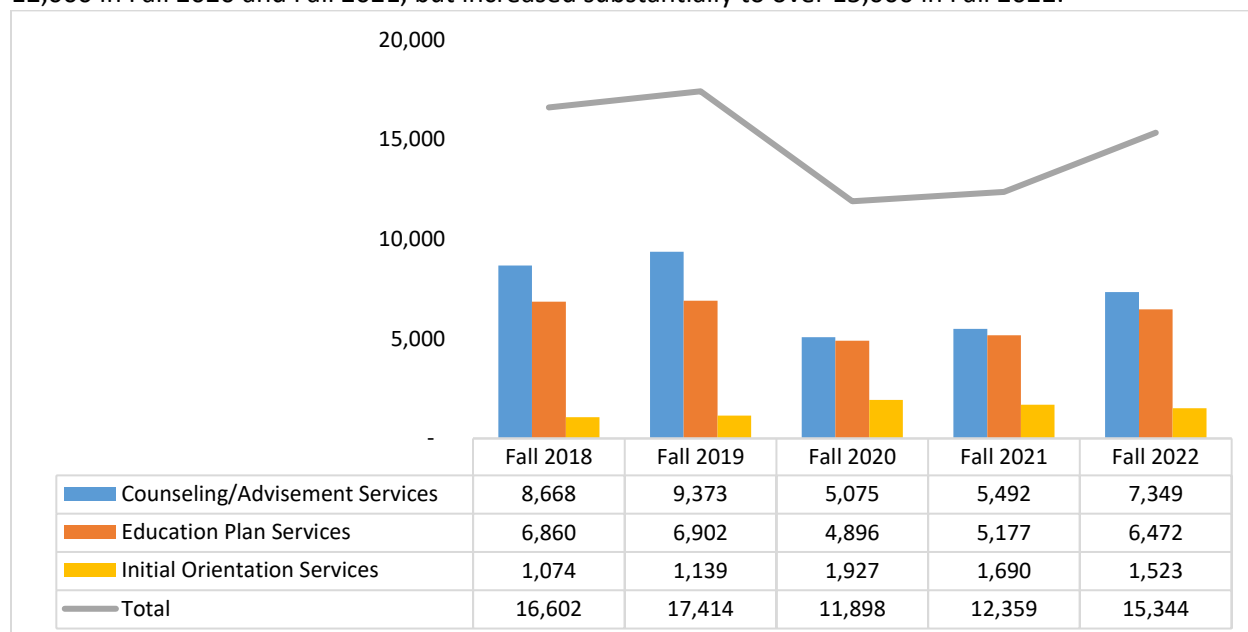
The role of Disability Support Services (DSS) at Southwestern College is to provide students with an inclusive, fully accessible, and engaging educational environment that empowers student success through innovative accommodations, programs, services, training, and partnerships with students, educators and the community. Between 2018-19 and 2022-23, approximately seven percent (7%) of Southwestern College students received academic and nonacademic support for their registered disabilities. For the last four years, the two largest contingents have been those within the "Learning Disabled" or "Psychological 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 2018 and Fall 2019, approximately 17,000 students received services. This dropped to approximately 12,000 in Fall 2020 and Fall 2021, but increased substantially to over 15,000 in Fall 2022.



Source: California Community College Chancellor's Office Management Information Systems Data Mart (Fall 2018-2019, 2019-2022I); Southwestern College School of Counseling and Student Support Services (Fall 2022)

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.

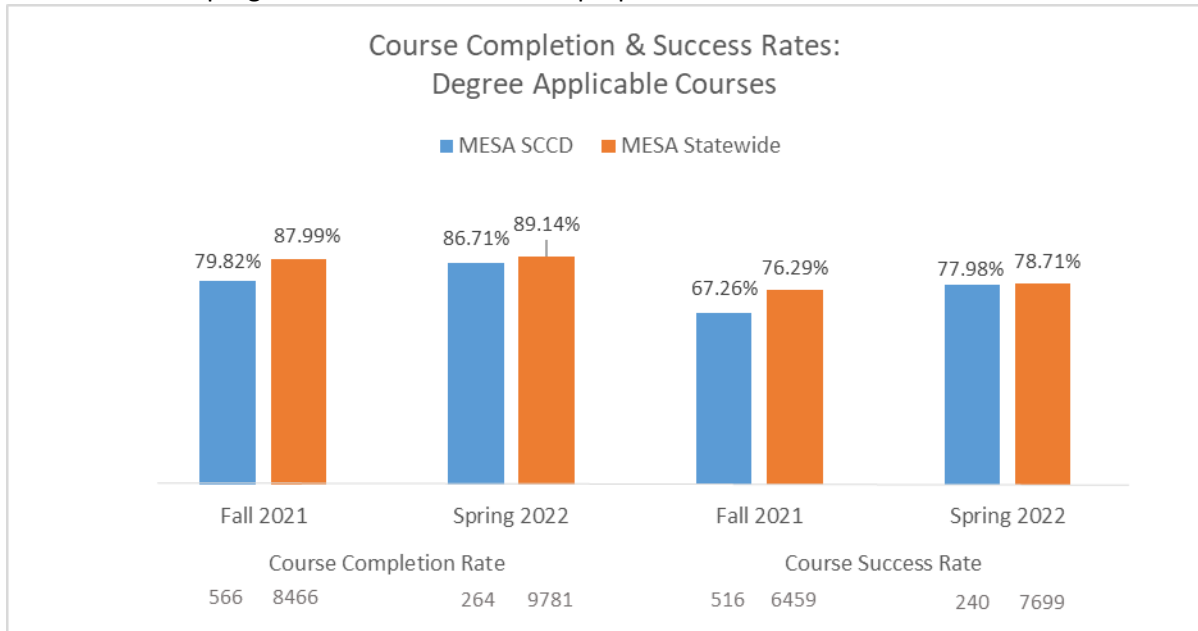
Results in 2021-22 demonstrate that course success rates within PSP are higher for students participating in PSP tutoring sessions compared to those who do not. Further, students participating in PSP tutoring sessions tend to have higher course success rates than students who are not in PSP.

		Fall 2021			Spring 2022		
	# of Tutoring Sessions	Total Count	Success Count	Course Success	Total Count	Success Count	Course Success
PSP	0	3,897	2,342	60.1%	5,319	3,068	57.7%
	1-2	111	82	73.9%	171	112	65.5%
	3-4	44	34	77.3%	65	48	73.8%
	5 or more	48	41	85.4%	129	104	80.6%
	Total	4,100	2,499	61.0%	5,684	3,332	58.6%
Non-PSP	N/A	6,379	3,768	59.1%	3,385	1,948	57.5%

Source: Southwestern Community College District Institutional Research

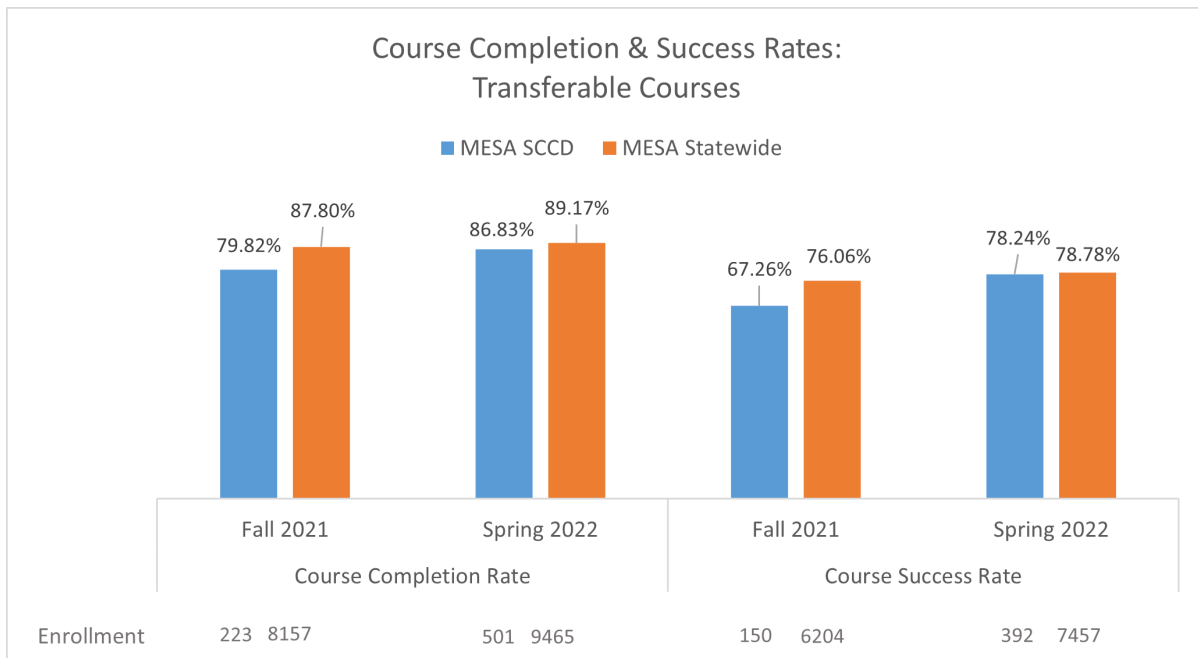
Math, Engineering, Science Achievement (MESA)

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 2021-22 analysis by term show that overall MESA students at SCCD had slightly lower course completion and success rates relative to statewide MESA program rates for courses that prepare students for transfer.



Note: 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

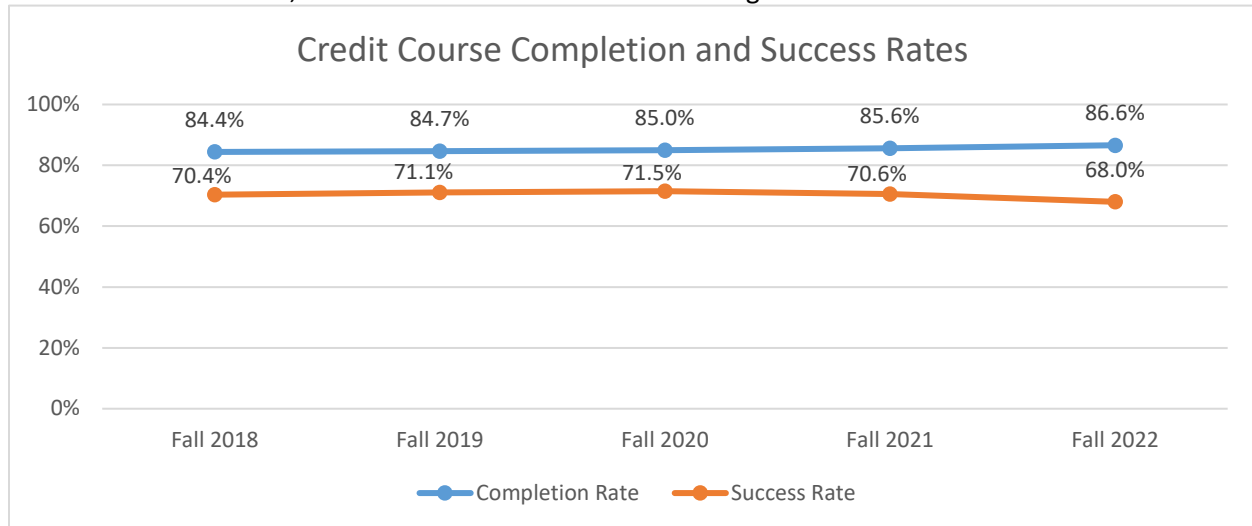


Source: California Community College Chancellor's Office Management Information Systems Data Mart

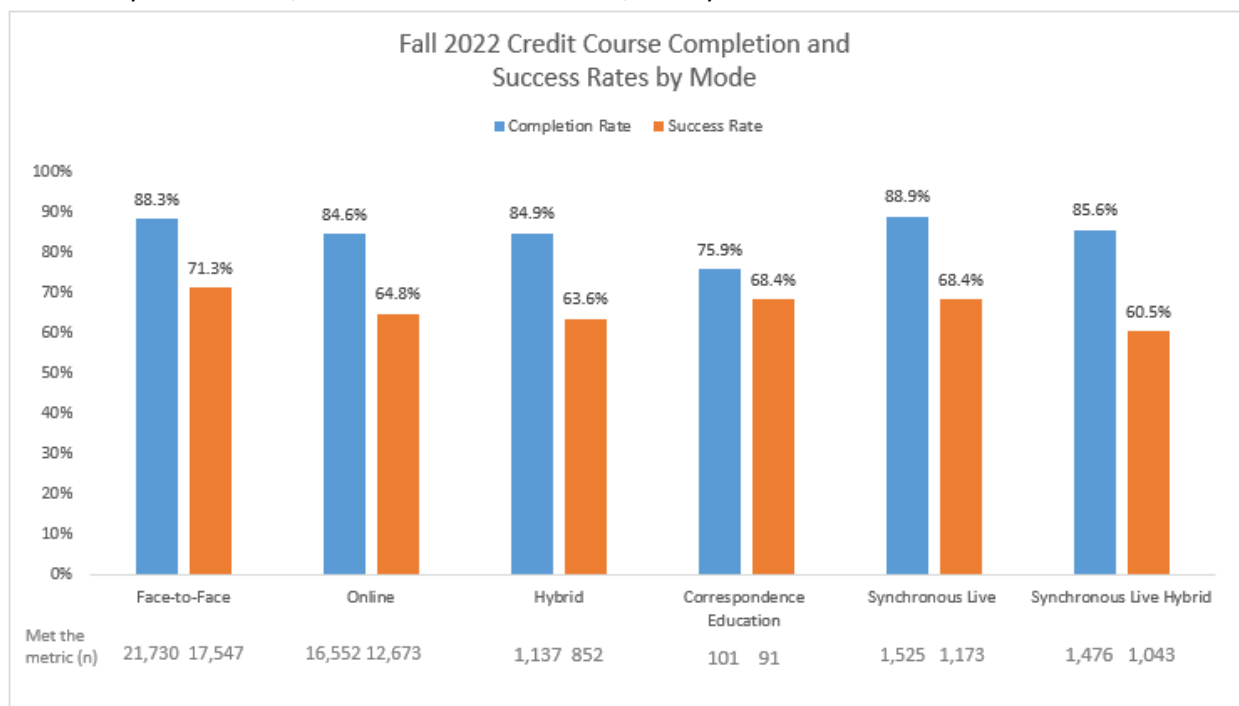
Student Outcomes and Achievement

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 (“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 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 87% over time, while the course success rate has ranged between 68% and 72%.



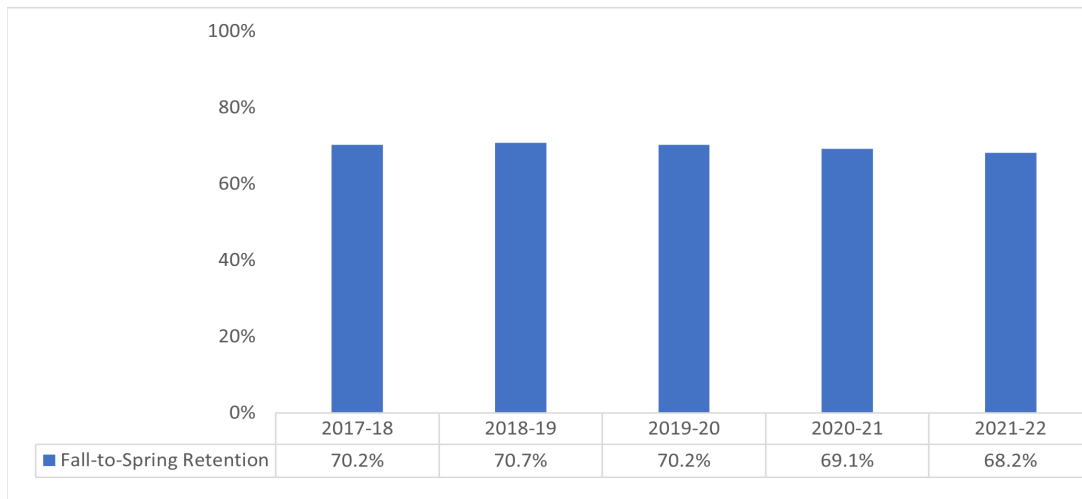
In Fall 2022, correspondence education courses garnered the highest completion and success rates followed by face-to-face, remote and online courses, and hybrid courses.



Source: Southwestern Community College District Data Warehouse

Fall to Spring Retention

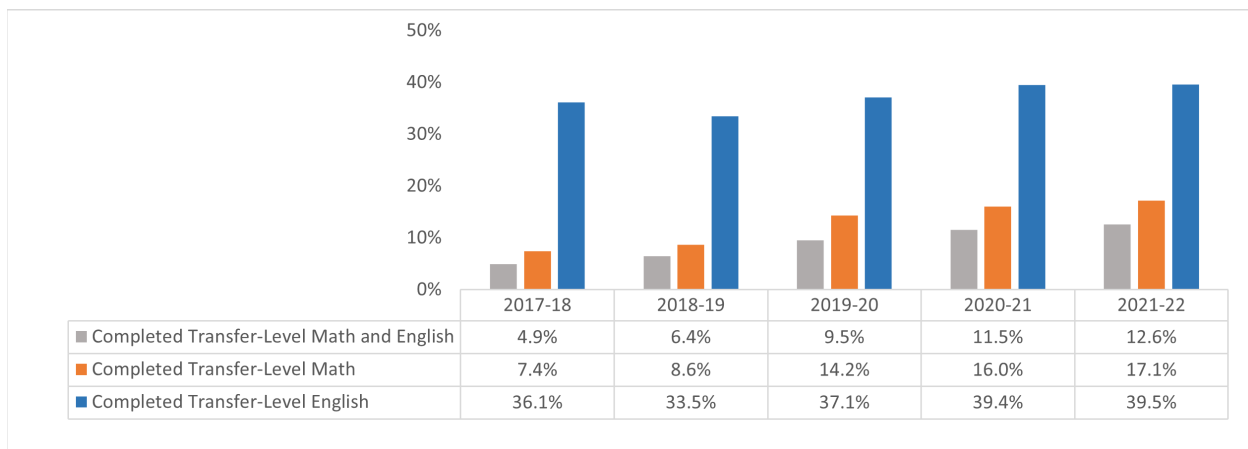
Fall-to-spring retention rates are an indicator of student progress and track the likelihood of student completion. The higher a given college's retention rate, the more likely that its students will persist in their overall educational objective to obtain a degree or certificate, complete an employment 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

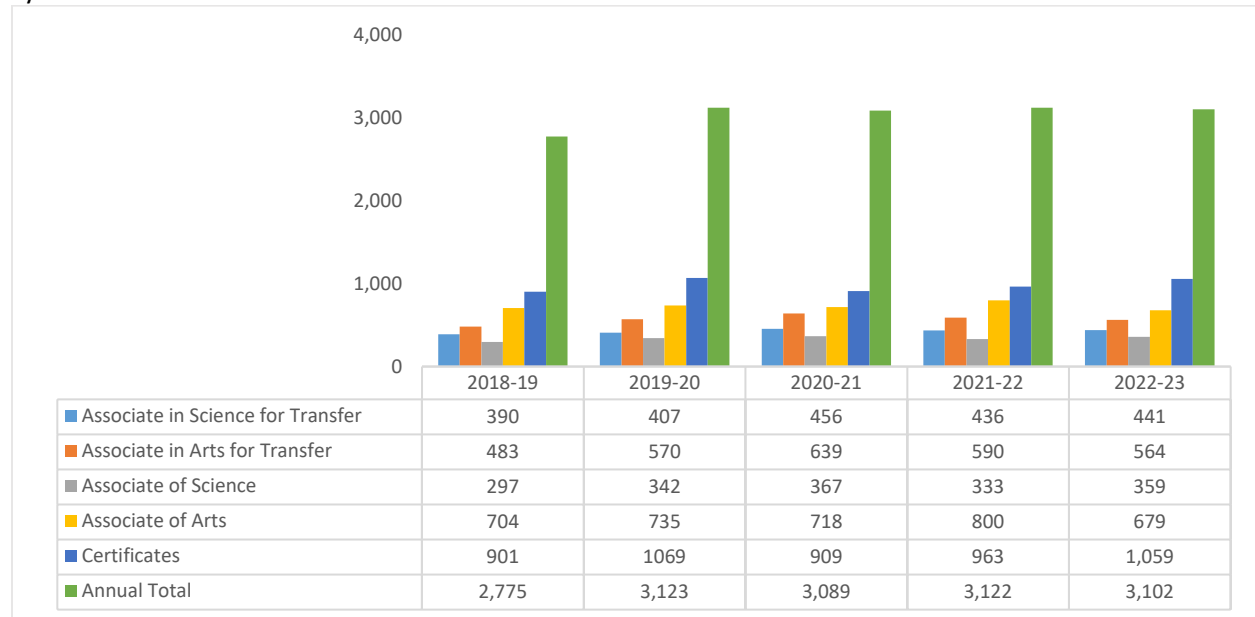
Assembly Bill (AB) 705 requires that community college districts maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. This effort is measured by the proportion of students who complete transfer-level math and English in their first academic year of credit enrollment within the district. For Southwestern College, the proportion has historically been low, ranging between 4.9% to 12.6% 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

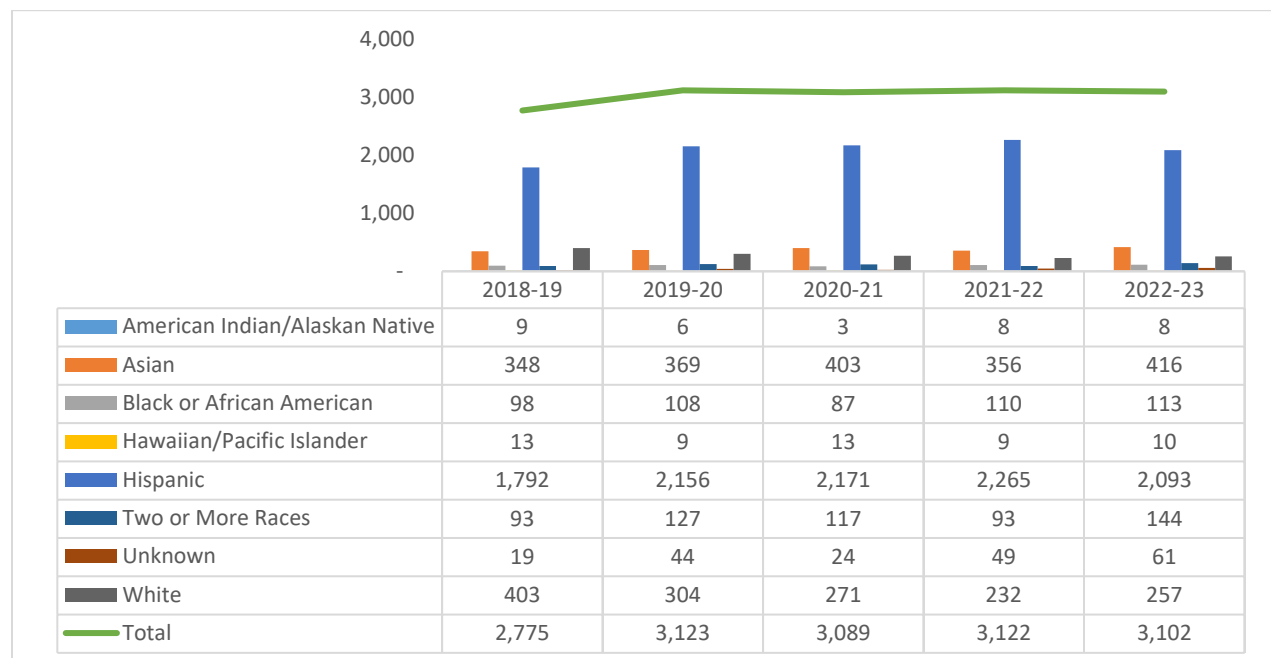
Over the past five years, SCCD has awarded over 15,000 associate degrees and certificates. For 2022-23, the college awarded a total of 2,043 associate degrees and 1,059 certificates. Of the associate degrees awarded, nearly half (49%) were Associate Degree for Transfer (ADT) degrees. The ADT has grown 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

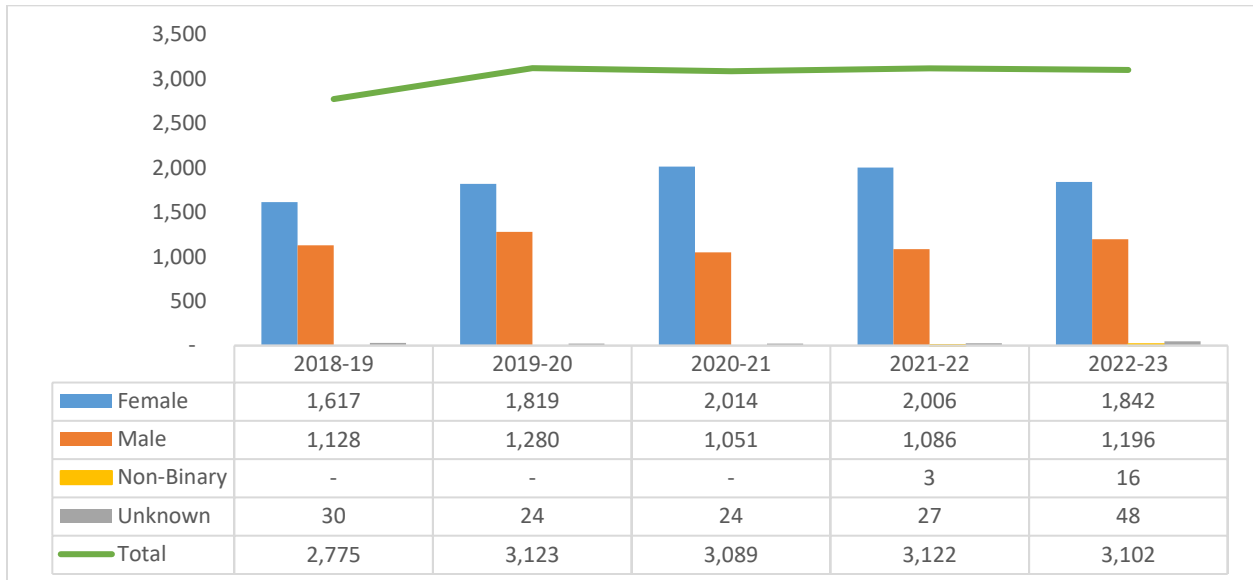
For the past five years, the most awards have been granted to Hispanic students. In 2022-23, Hispanic students received nearly 2,100 awards or sixty-seven percent (67%) of the 3,102 total awards granted.



Source: Southwestern Community College District Data Warehouse

Degrees and Certificates by Gender

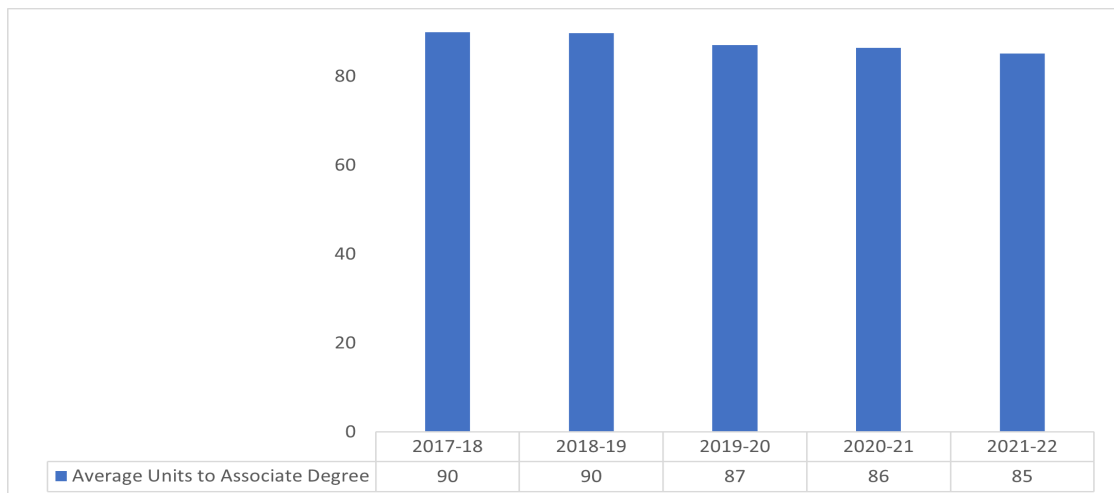
For the past five years, females have consistently received more awards than males. In 2022-23, fifty-five (55%) of the student population was female and fifty-nine (59%) of students who received a degree or certificate were female. Forty-three percent (43%) of the student population was male and thirty-nine percent (39%) 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 earned an associate degree for the first time in the selected year. The average units to an associate degree for Southwestern College graduates has trended downward from 90 in 2017-18 to 85 in 2021-22.



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

Transfers

Transfer to four-year colleges and universities constitutes 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 in transferring to a four-year college/university, including CSU, UC, and in-state private and out-of-state institutions.

California State University (CSU) and University of California (UC) Transfers						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year Total
CSU	639	860	856	772	752	3,879
UC	132	164	137	129	127*	689
Total	771	1,024	993	901	879	4,568

*Fall data only

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

In-State Private University and Out-of-State University Transfers						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year Total
In-State-Private University	141	142	136	104	97	620
Out-of-State University	187	194	192	193	193	959
Total	328	336	328	297	290	1,579

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

Note: There is no new data for the year 2022-23.

A majority of Southwestern College students who transfer to four-year institutions enroll at either San Diego State University (SDSU), California State University, San Marcos (CSU San Marcos), or the University of California, San Diego (UCSD).

Regional State University Transfers						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year Total
SDSU	436	671	661	515	539	2,822
CSU San Marcos	68	27	48	66	76	285
UCSD	72	98	84	73	56*	383
Total	576	796	793	654	671	3,490

*Fall data only

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

For 2021-22, Hispanic students accounted for 77% and 67%, respectively, of all transfers to CSU and UC system campuses.

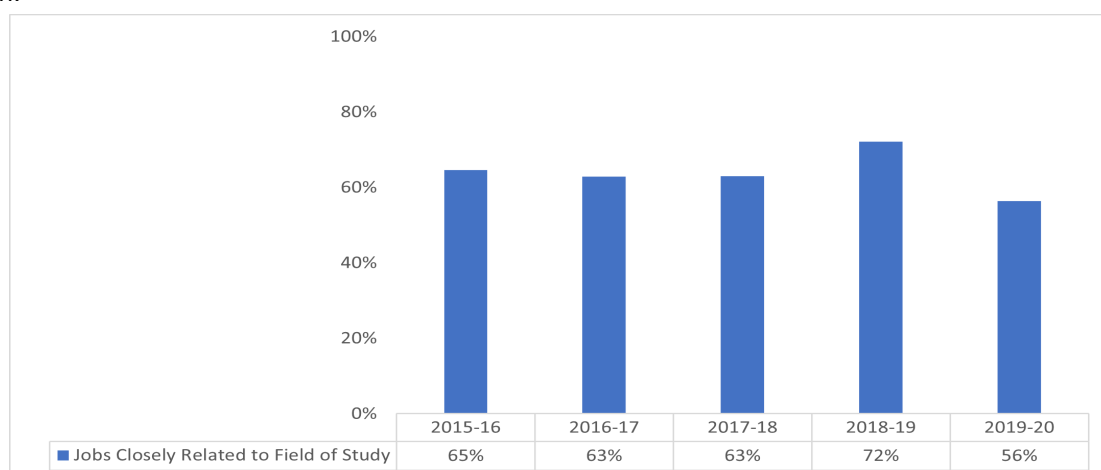
CSU & UC Transfers by Ethnicity/Race 2022-23				
Ethnicity/Race	CSU		UC	
	Total	Percent	Total	Percent
African American	24	3.2%	10	8.0%
Alaskan Native/Native American	0	0.0%	0	0.0%
Asian	84	11.2%	17	13.6%
Hispanic	576	76.6%	84	67.2%
Non-Resident Alien/International	2	0.3%	0	0.0%
Pacific Islander	1	0.1%	0	0.0%
Two or More Races	28	3.7%	--	--
Unknown	8	1.1%	0	0.0%
White, Non-Hispanic	29	3.9%	14	11.2%
Total	752	100.0%	125	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 the percentage of exiting 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. That said, fifty-six (56%) percent 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. This is a large decrease relative to previous years, and is likely due to the impact of the COVID-19 pandemic on the job market during these exiting students' job search.



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 2020-21 Audited Actuals	Fiscal Year 2021-22 Audited Actuals	Fiscal Year 2022-23 Unaudited Actuals
Revenue	\$154,511,626	\$198,977,195	\$198,119,282
Expenses	\$148,622,658	\$199,793,097	\$202,287,957

Fiscal Year 2022-23 – Combined Revenue		
Federal	\$10,733,097	5.4%
State	\$131,763,914	66.5%
Local	\$52,835,272	26.7%
Transfers In	\$2,786,999	1.4%
Total	\$198,119,282	100.0%

Fiscal Year 2022-23– Combined Expenses		
Personnel	\$146,586,546	72%
Other Expenses (Supplies, Operating, Capital Outlay, etc.)	\$55,701,411	28%
Total	\$202,287,957	100%

Source for all finance tables: Southwestern College Business and Financial Affairs Office, SWC 2023-24 Adoption Budget: https://www.swccd.edu/administration/business-and-financial-affairs/files/2023-24_swcc_adoption_budget_final_sept2023_corrected.pdf

In the calendar year 2022, the large majority (67%) of employees were faculty. Within faculty, 69% are part-time faculty. Across all job categories, female employees comprise the majority (54%) of academic and nonacademic staff. In terms of race/ethnicity, White, non-Hispanic employees form the largest (41%) single category. Hispanic employees represent the second largest category at approximately thirty-six percent (37%).

2022 Employee Profiles

Employee Classification	Number of Employees	Percent
Administrators	73	5.4%
Full-time Faculty	281	20.9%
Part-time Faculty	615	45.8%
Classified Employees (Full- & Part-time)	375	27.9%
Total	1,344	100.0%

Race/Ethnicity*	Number of Employees	Percent
African-American	77	5.7%
American Indian/Alaskan Native	6	0.4%
Asian/Pacific Islander	136	10.1%
Hispanic	491	36.5%
Two or More Races	30	2.2%
White, Non-Hispanic	554	41.2%
Undisclosed	50	3.7%
Total	1,344	100.0%

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

Gender	Male	Female	Total
Academic Employees	455	514	969
	47.0%	53.0%	100.0%
Classified Employees	159	216	375
	42.4%	57.6%	100.0%
Total	614	730	1,344
	45.7%	54.3%	100.0%

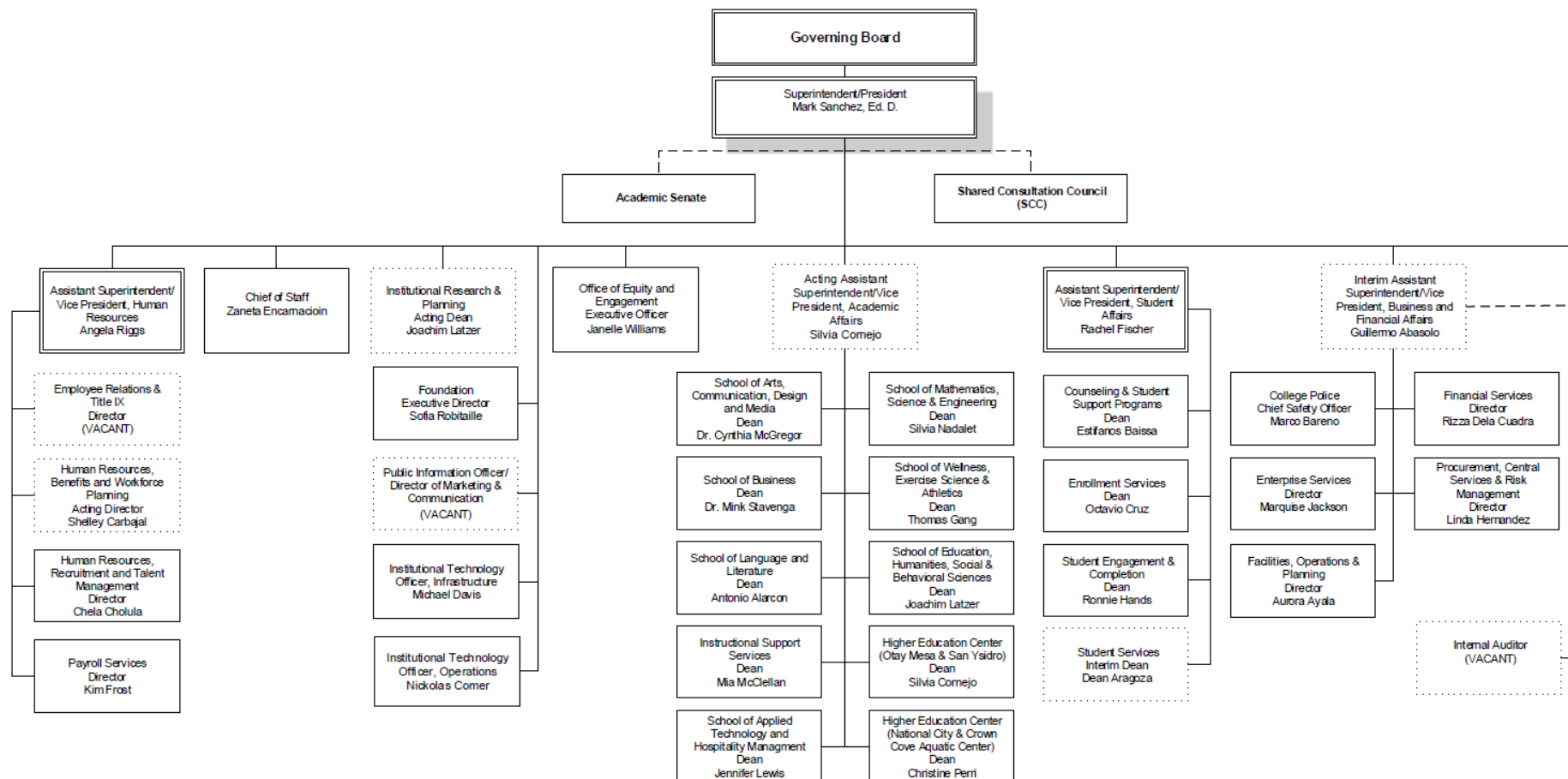
Source for all Employee Profile tables: Southwestern College Human Resources Office



Organizational Leadership

Southwestern College Organizational Chart

December 2023



Appendix

The following table provides definitions for course modality, as referenced on page 13.

Course Modality Definitions	
Face-to-face	In-person instruction.
Online	Courses in which the instructor and students are separated by distance and interact online within the college's course management system (CMS).
Hybrid	Combines both face-to-face and online modes and varies in terms of hours dedicated to online delivery.
Remote	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).
Synchronous Live	Introduced in Spring 2022, replacing remote instruction, and refers to courses that were offered entirely or partially online with synchronous meeting times.
Synchronous Live Hybrid	This modality involves both synchronous virtual instruction (scheduled meeting times with live instruction) and asynchronous instruction (unscheduled virtual learning), synonymous to traditional online instruction.
Correspondence Education	Courses within SCCD's Restorative Justice program that are offered at Richard J. Donovan Correctional Facility.

The tables below are a continuation of the Course Completion and Success section on page 21.

Course Completion and Success Rates

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

Course Completion and Success Rates by Course Category						
Course Category	Course Outcome	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Basic Skills	Completion Rate	79.4%	81.2%	79.6%	79.0%	84.4%
	Success Rate	58.8%	64.8%	60.6%	55.0%	55.4%
Degree Applicable	Completion Rate	85.3%	84.8%	84.7%	85.6%	86.8%
	Success Rate	71.4%	71.2%	70.6%	70.4%	68.1%
Transferable	Completion Rate	85.5%	85.0%	84.9%	85.7%	86.7%
	Success Rate	72.1%	71.5%	70.8%	70.4%	67.9%
Vocational	Completion Rate	89.1%	89.0%	87.6%	88.8%	89.6%
	Success Rate	77.2%	77.2%	75.0%	76.1%	74.0%
Credit	Completion Rate	85.1%	84.6%	84.6%	85.4%	86.8%
	Success Rate	70.9%	70.8%	70.3%	69.9%	67.8%

Course Completion and Success Rates by Ethnicity/Race

Course Completion and Success Rates by Category & Ethnicity/Race Fall 2022									
Course Category	Course Outcome	African-American	American Indian/ Alaskan Native	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White
Basic Skills	Completion Rate	94%	100%	83%	84%	79%	100%	92%	83%
	Success Rate	63%	33%	61%	54%	48%	71%	69%	62%
Degree Applicable	Completion Rate	85%	84%	89%	86%	87%	87%	89%	90%
	Success Rate	65%	54%	76%	66%	71%	64%	67%	76%
Transferable	Completion Rate	85%	85%	89%	86%	87%	87%	88%	89%
	Success Rate	65%	53%	76%	66%	71%	65%	67%	75%
Vocational	Completion Rate	88%	93%	93%	89%	90%	86%	90%	93%
	Success Rate	69%	68%	84%	72%	74%	64%	69%	81%
Credit	Completion Rate	86%	84%	89%	86%	87%	88%	89%	90%
	Success Rate	65%	53%	76%	66%	70%	65%	67%	75%

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

Course Completion and Success Rates by Mode & Ethnicity/Race (Credit) Fall 2022										
Course Category	Course Outcome	African-American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White
Face to Face	Completion Rate	86.9%	89.7%	92.0%	88.6%	87.6%	88.0%	88.1%	91.8%	92.8%
	Success Rate	72.1%	59.0%	83.0%	76.9%	68.4%	73.8%	71.4%	73.7%	84.3%
Online	Completion Rate	83.9%	84.0%	90.2%	88.4%	84.0%	84.6%	86.3%	85.5%	86.0%
	Success Rate	60.2%	52.0%	74.7%	73.5%	63.7%	68.6%	64.4%	60.1%	65.0%
Hybrid	Completion Rate	85.0%	*	84.0%	84.0%	84.6%	95.7%	*	70.0%	87.9%
	Success Rate	50.0%	*	68.0%	69.4%	62.1%	68.1%	*	45.0%	77.8%
Synchronous Live	Completion Rate	84.3%	*	94.7%	91.0%	89.5%	91.7%	*	89.5%	76.3%
	Success Rate	55.7%	*	86.8%	79.9%	67.8%	68.3%	*	73.7%	59.8%
Synchronous Live Hybrid	Completion Rate	79.0%	*	89.3%	84.8%	86.5%	86.0%	*	77.3%	80.5%
	Success Rate	58.1%	*	64.3%	69.6%	59.9%	52.6%	*	45.5%	65.5%
Correspondence Education	Completion Rate	80.5%	*	*	*	75.9%	*	*	*	73.1%
	Success Rate	75.6%	*	*	*	66.7%	*	*	*	73.1%

Cells with <10 students are suppressed

Source: Southwestern Community College District Data Warehouse

Acknowledgments

Southwestern Community College District Governing Board

Don Dumas, Governing Board President

Kristine Galicia Brown, Governing Board Vice President

Roberto Alcantar, Governing Board Member

Robert Moreno, Governing Board Member

Corina Soto, Governing Board Member

Jose M. Perez, Student Trustee

Dr. Mark Sanchez, Superintendent/President



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