

# SOUTHWESTERN COLLEGE

Fact Book 2023–2024



Prepared by the Office of  
Institutional Research and Planning  
November 2024

# 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 2023–2024 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), and the San Diego Association of Governments (SANDAG).

## 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: 2022*
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 <sup>+</sup>	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%

\*Latest available data as of publication

<sup>+</sup>The "Asian" designation includes the Filipino demographic group.

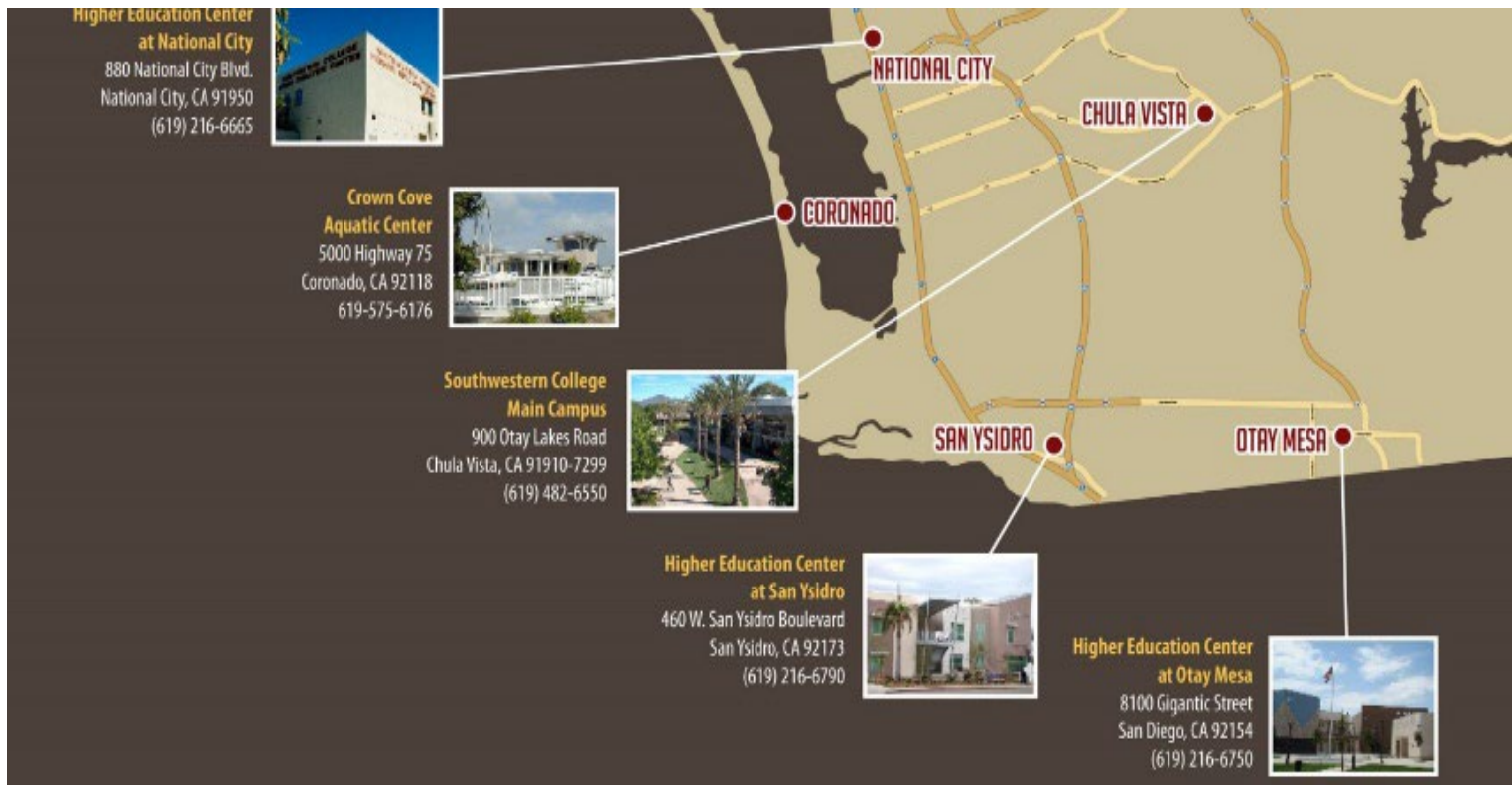
SCCD education and income data compared to San Diego County as a whole:

- 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 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 2023-24 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
<b><i>Inside Southwestern CCD Service Area</i></b>	
Bonita	2.4%
Chula Vista	44.0%
Imperial Beach	2.5%
National City	5.2%
Coronado	0.6%
Otay Mesa	12.6%
San Ysidro	6.2%
<b><i>Outside Southwestern CCD Service Area</i></b>	
Other Communities	26.7%

Source: Southwestern Community College District Data Warehouse

## Local High School Matriculation

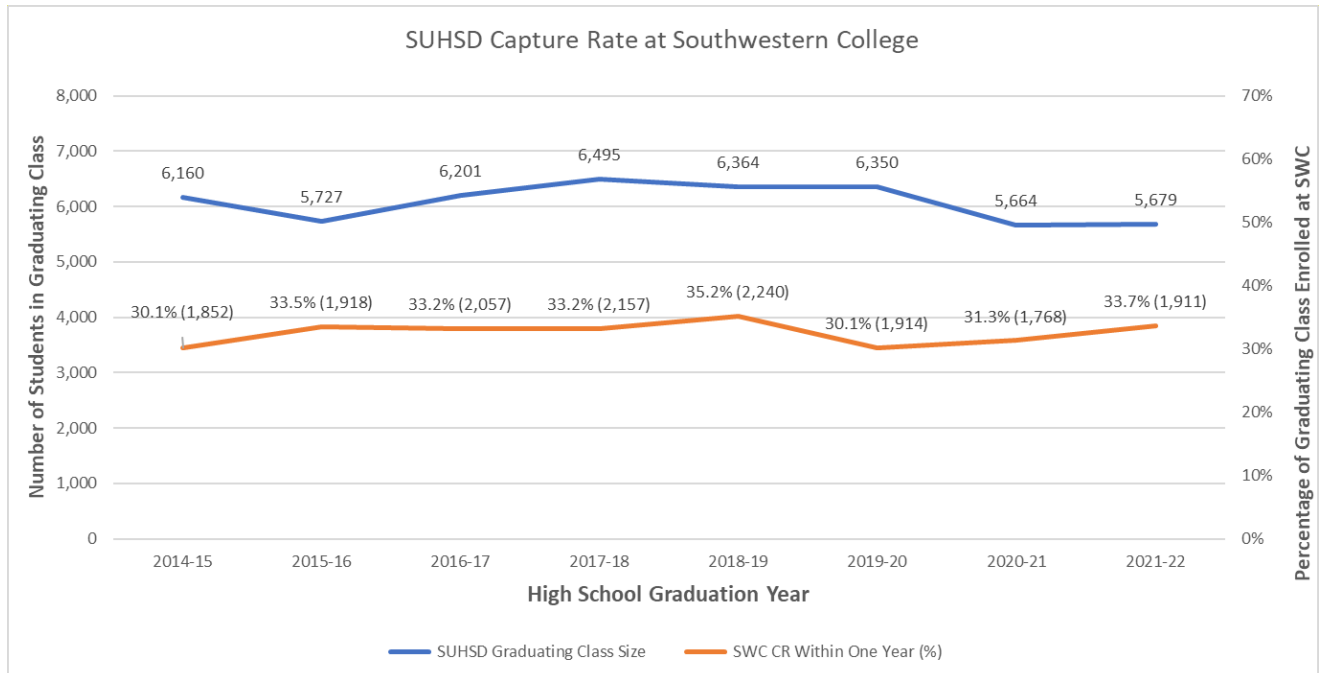
Seniors graduating from the Sweetwater Union High School District (SUHSD) have historically provided the largest number of incoming students to Southwestern College. Graduating students enter colleges and universities throughout the region; however, Southwestern College received the highest number in 2022 relative to other higher education institutions, with 1,911 of 5,679 (34%) SUHSD graduates entering a post-secondary institution for the first time in the year after graduation at Southwestern.

Five Most Popular College Destinations for SUHSD Graduates: Class of 2022*		
College/University	Transfer-In Count	Rank
Southwestern College	1,911	1
San Diego State University	706	2
University of California, San Diego	265	3
San Diego City College	139	4
San Diego Mesa	109	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 has consistently been at or above 30% for the last eight years. For the 2021-22 graduating class, the proportion is approximately 34%, the second highest on record in this time frame.



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

In 2022-23, Southwestern College received graduates from nearly all 17 SUHSD high schools. The most students by count came from San Ysidro High School and Chula Vista Senior High School, followed closely by Otay Ranch and Olympian High Schools. Additionally, at least one-third of college-bound graduates from ten schools enrolled at SCCD, as did at least one-quarter of the graduates from an additional five schools.

<b>Count and Percentage of SUHSD Graduates Entering Southwestern College: Class of 2022*</b>		
<b>High School</b>	<b>Count</b>	<b>Percent of Graduating Class who Entered College</b>
<b>San Ysidro High School</b>	229	40.8%
<b>Chula Vista Senior High School</b>	210	36.5%
<b>Otay Ranch Senior High School</b>	197	36.1%
<b>Olympian High School</b>	190	36.1%
<b>Eastlake High School</b>	176	28.6%
<b>Bonita Vista Senior High School</b>	149	33.6%
<b>Montgomery Senior High School</b>	146	40.1%
<b>Hilltop Senior High School</b>	136	36.4%
<b>Sweetwater High School</b>	132	20.9%
<b>Castle Park Senior High School</b>	111	40.5%
<b>Southwest Senior High School</b>	101	29.1%
<b>Mar Vista Senior High School</b>	86	34.8%
<b>Launch Virtual Academy</b>	22	28.6%
<b>Palomar High School</b>	20	20.6%
<b>Options Secondary School</b>	*	25.0%
<b>East Hills Academy School</b>	*	50.0%

*\*Most recent data available at time of publication*

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

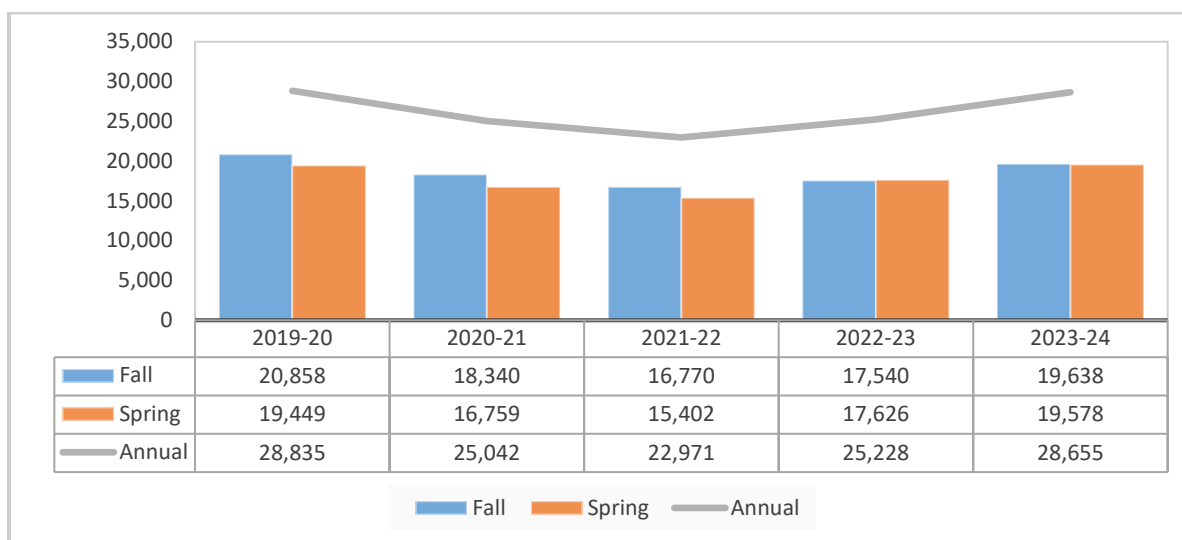
*Source: National Student Clearinghouse data provided by Sweetwater Union High School District*



## Student Profile

### Student Headcount Annual and By Term

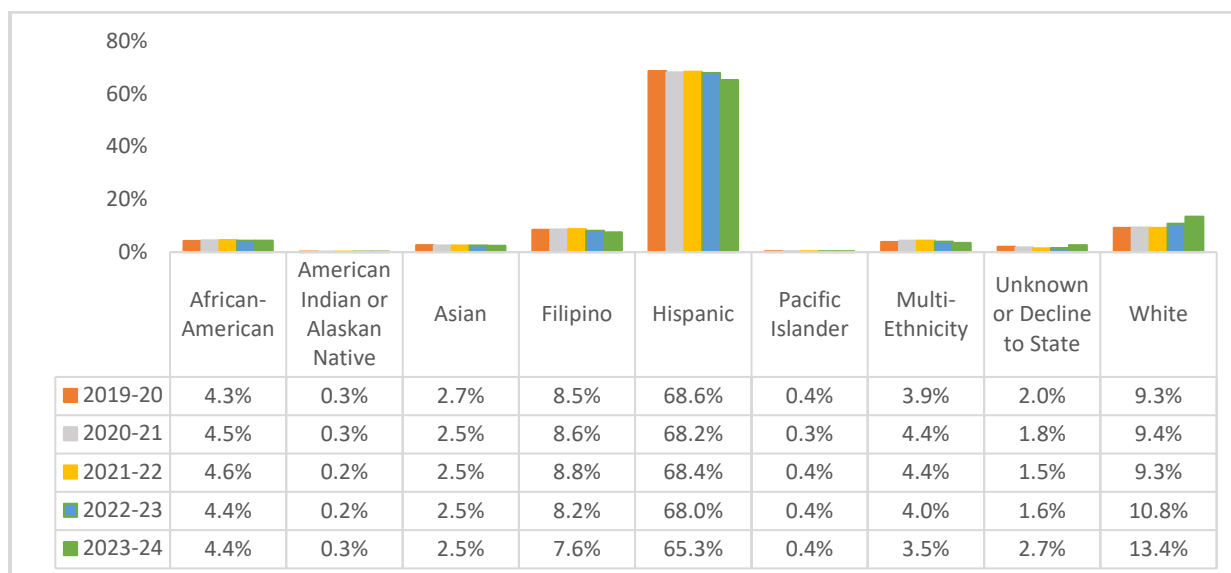
In 2019-20, Southwestern College enrolled over 19,000 students each term and approximately 29,000 students annually. Following the COVID-19 pandemic, the College experienced a decrease in student headcount in 2020-21 and 2021-22 but began to rebound in 2022-23. By 2023-24, the headcount returned to pre-pandemic figures. 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

### Student Headcount by Ethnicity

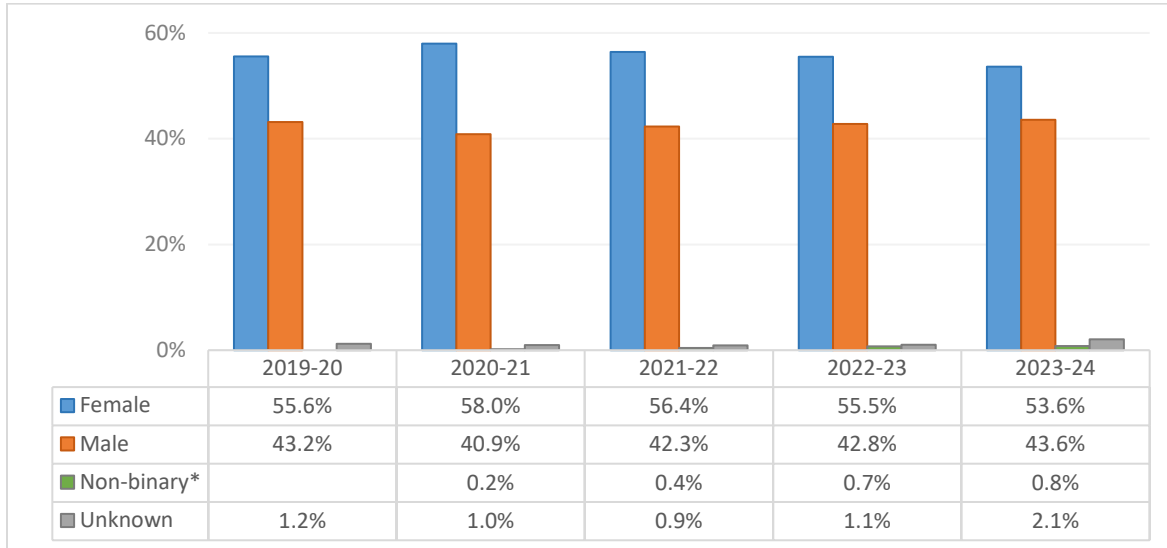
Southwestern College is characterized by its diverse student population and is federally designated as a Hispanic Serving Institution (HSI). The College also meets the criteria as an Asian American and Native American Pacific Islander Qualifying Institution (AANAPISI). In 2023-24, the percentage of Hispanic students was 65%, though this is down slightly relative to the previous four years, and is accompanied by a slight increase of White students at 13%. The percentage of Asian American, Filipino American, Native American, and Pacific Islander enrollment has comprised at least 11%.



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

## Student Headcount by Gender

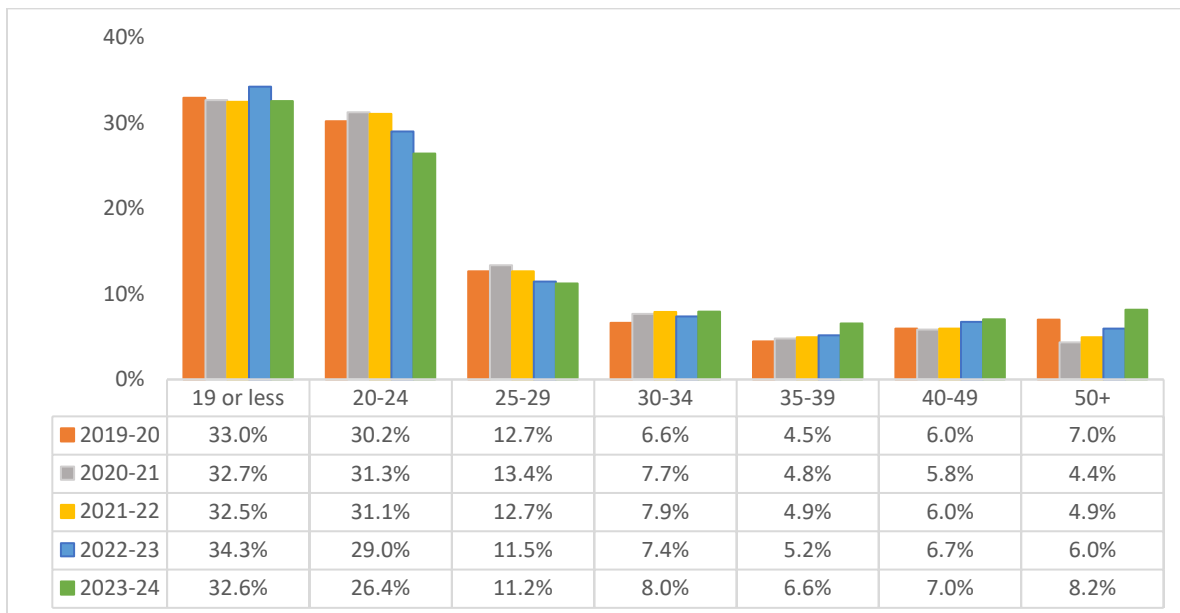
Over the past five years, most students at Southwestern College have identified as female. Fifty-four percent (54%) were in this category in 2023-24. Male students have typically comprised over 40% of the population, with 44% in this category in 2023-24. Less than 1% of students identified as non-binary and 2% 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

## Student Headcount by Age

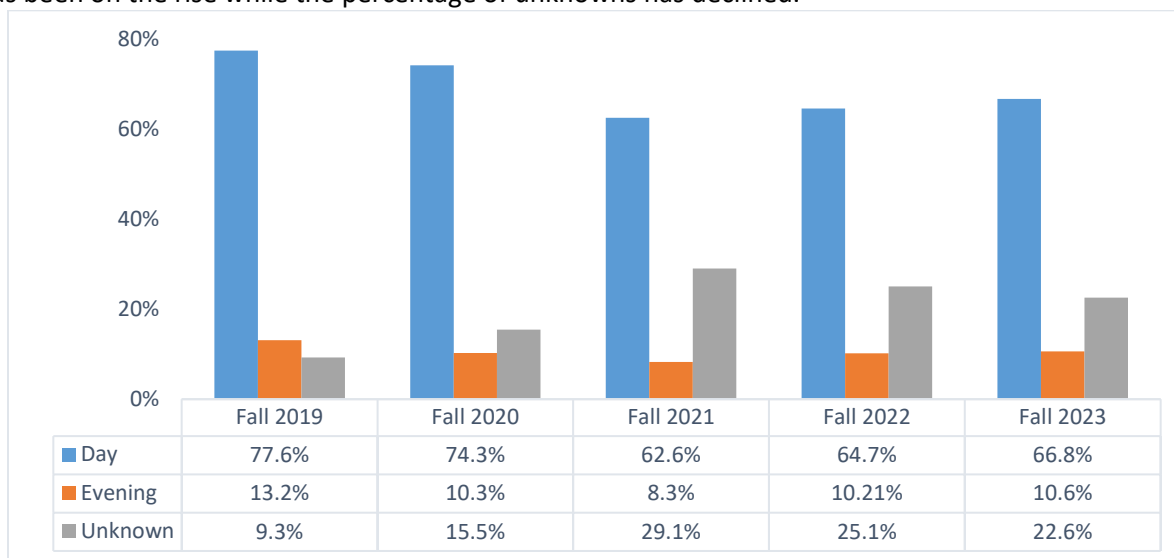
Southwestern College students younger than 25 comprise most of the student population at 59%. This is down slightly compared to the previous four years when this age group was at or above 63%. Conversely, there has been a slight increase in the percentage of students older than 25, as this segment now comprises 41%, up from 36% to 37% in each of the previous four years.



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

## Day-Evening Student Enrollment

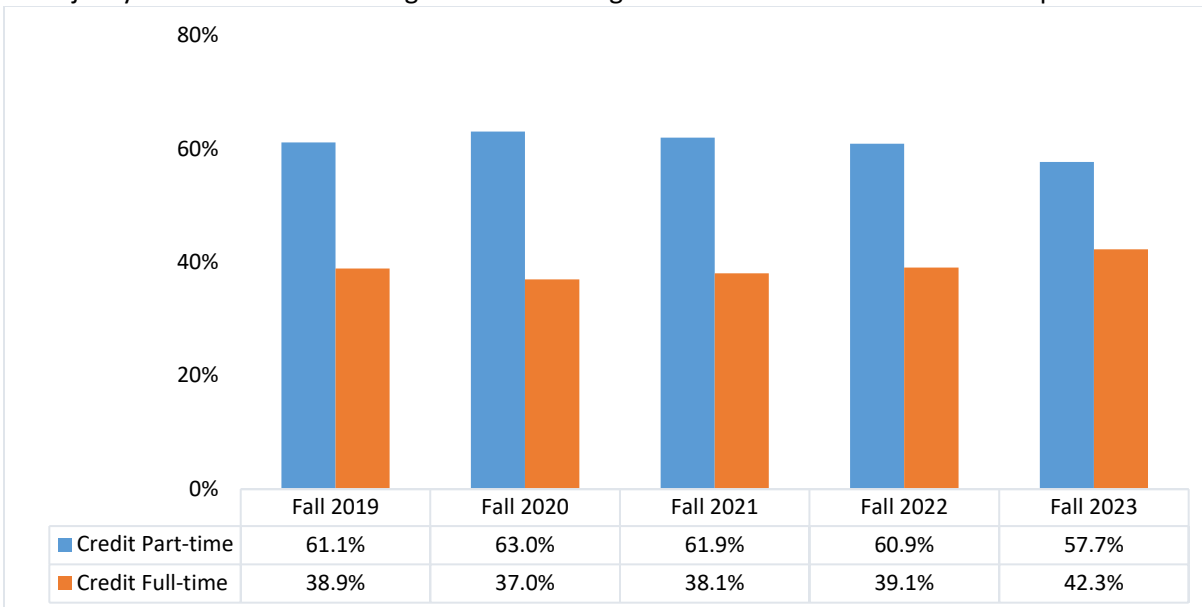
A student is considered a “daytime enrollment” if they are registered in at least one class section that meets before 4:30 pm. A student is designated an “evening enrollment” if they do not meet the criteria for daytime enrollment and have registered in at least one class section that meets after 4:30 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 in Fall 2019 and Fall 2020. This decreased to 63% in Fall 2021, and was accompanied by an increase in enrollments with an unknown day-evening status. Since then, the percentage of daytime enrollments has been on the rise while the percentage of unknowns has declined.



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.

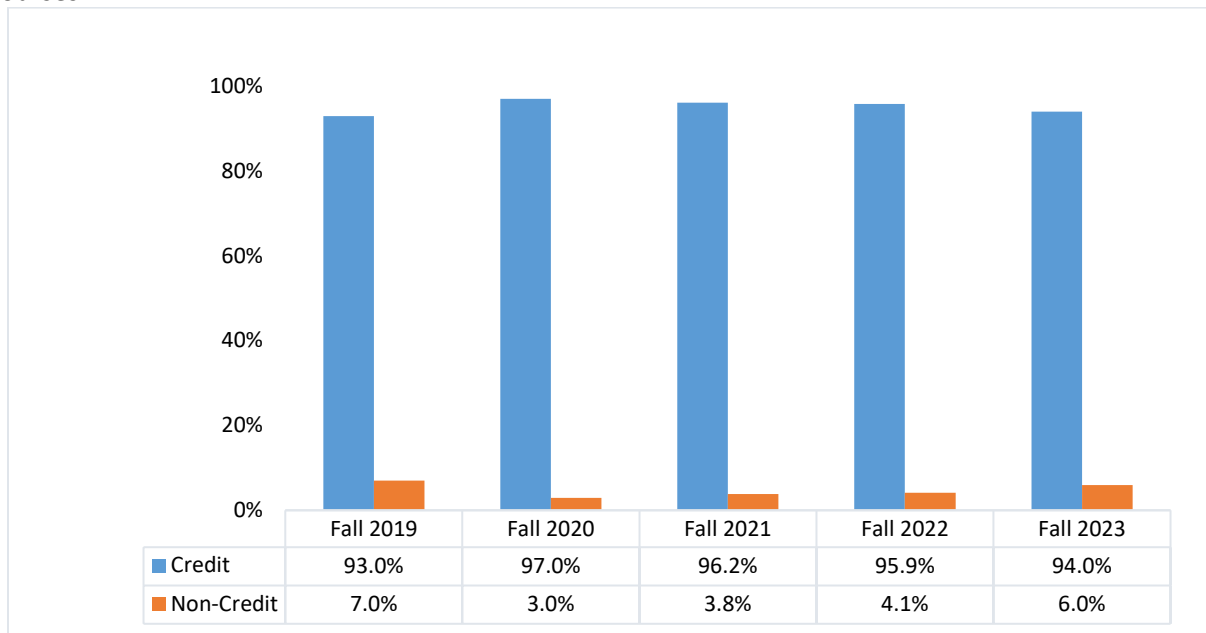


Source: California Community College Chancellor's Office Management Information System Data Mart

## 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 2023, 94% were enrolled in credit courses and 6% were enrolled in only non-credit courses.

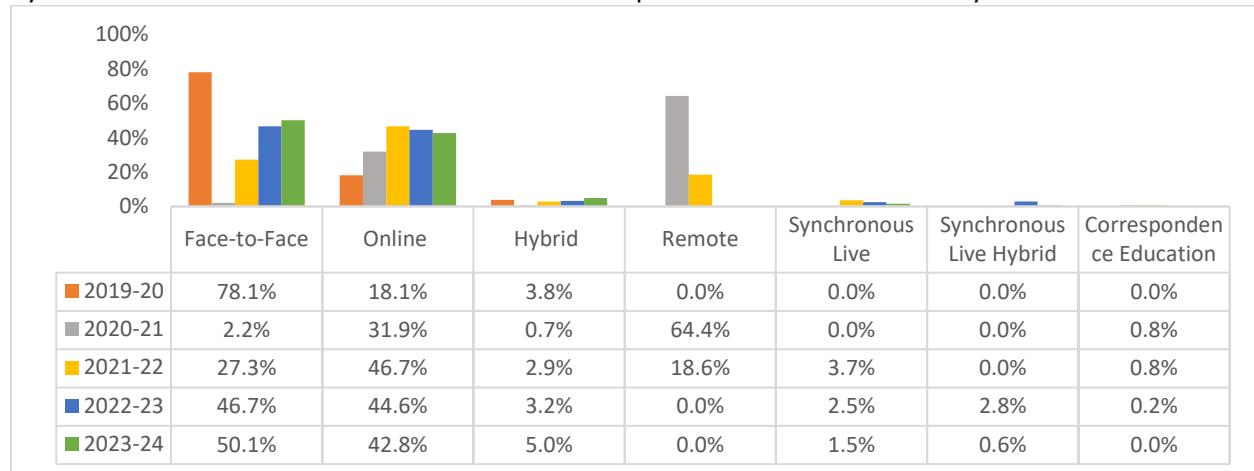


Source: California Community College Chancellor's Office Management Information System Data Mart

## Student Enrollment by Course Modality\* - Credit

In 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.

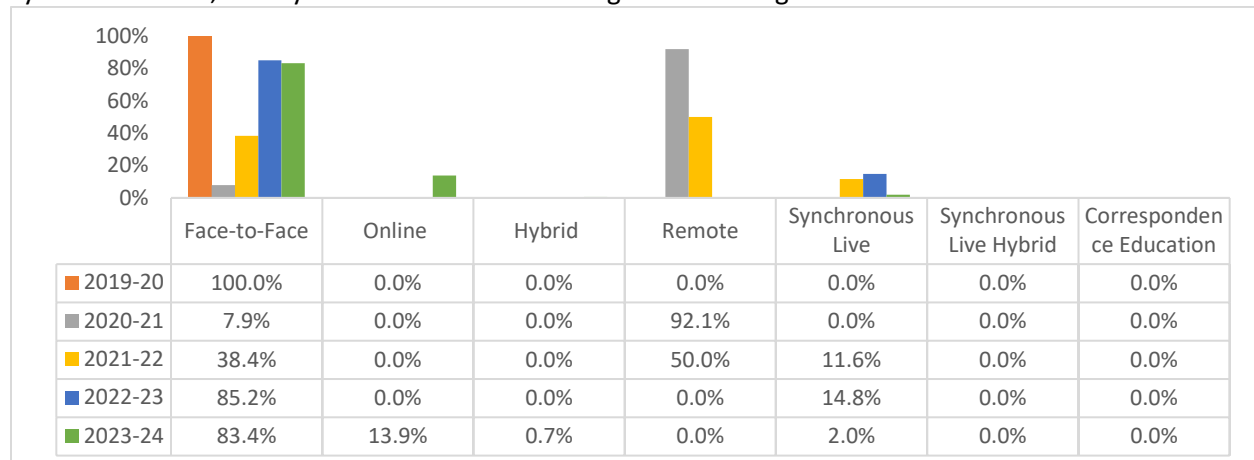
By 2023-24, half (50%) of credit enrollments were face-to-face, followed by online enrollments at 43%. Five percent of enrollments were hybrid, 2% were synchronous live, and 1% were synchronous live hybrid. No courses were offered as remote or correspondence education in that year.



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

## Student Enrollment by Course Modality\* – Non-Credit

In 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. In 2023-24, a large 83% of enrollments were in face-to-face courses, with online, synchronous live, and hybrid modalities 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 70 different Associate of Arts (AA) degrees, more than 70 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 2023-24		
	Count	Rank
<b>Nursing – AS (02360)</b>	2,712	1
<b>Business Administration – AA (01100)</b>	1,525	2
<b>Psychology for Transfer (01855)</b>	1,287	3
<b>Biology -- AS (01510)</b>	1,267	4
<b>Engineering-AS (01565)</b>	1,129	5

Source: Southwestern Community College District Student Declared Majors Data Dashboard

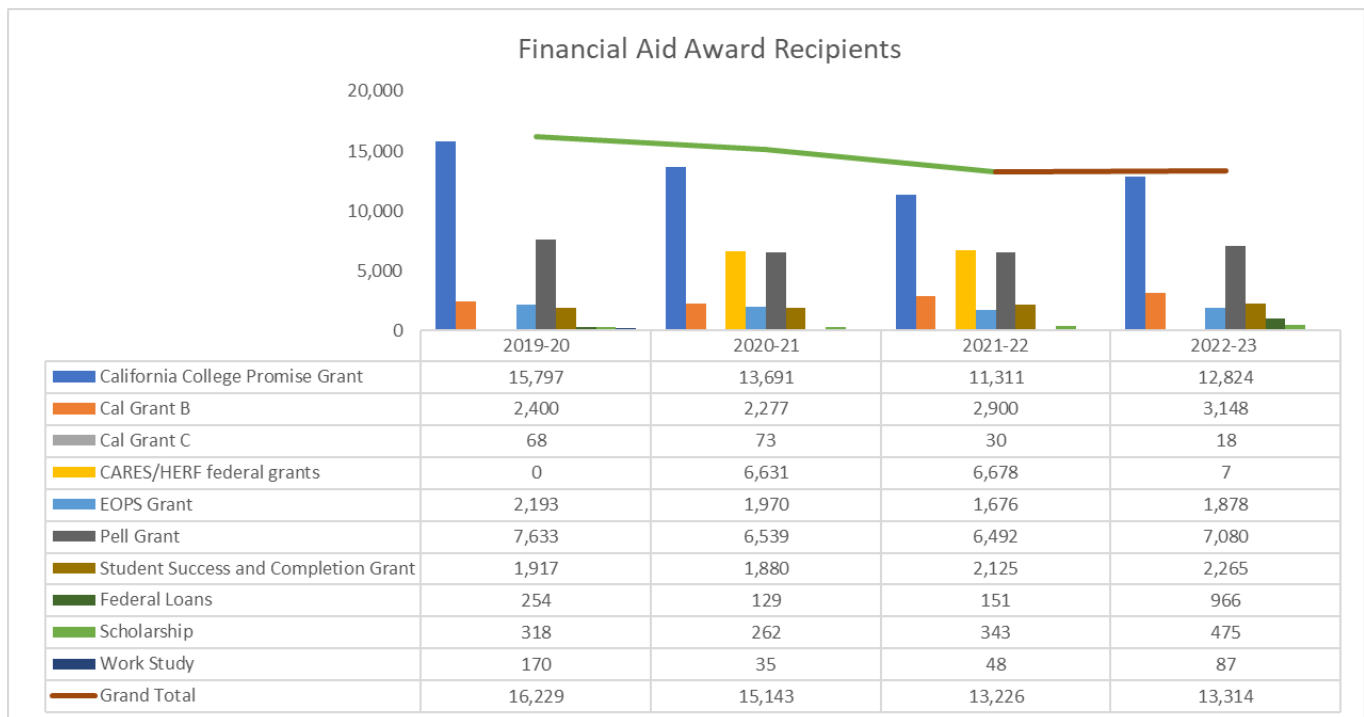
Top Five Most Popular Awards 2023-24		
	Count	Rank
<b>California State University General Education Breadth-CT (00055)</b>	318	1
<b>Intersegmental General Ed Transfer Curriculum (IGETC) (00065)</b>	240	2
<b>Business Administration 2.0 for Transfer-AS-T (01106)</b>	190	3
<b>Psychology for Transfer-AA-T (01855)</b>	179	4
<b>Preparation for Allied Programs-AA (B1330)</b>	154	5

Source: Southwestern Community College District Degree and Certificate Dashboard

## Student Services

### Financial Aid Award Recipients

Most (53%) Southwestern College students received some type of financial aid in 2022-23\*. 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 2022-23, half (51%) of students (12,824 out of 25,228), qualified for and received the California College Promise Grant. Additionally, 28% received Pell Grants.



\* Financial Aid data lag by one year

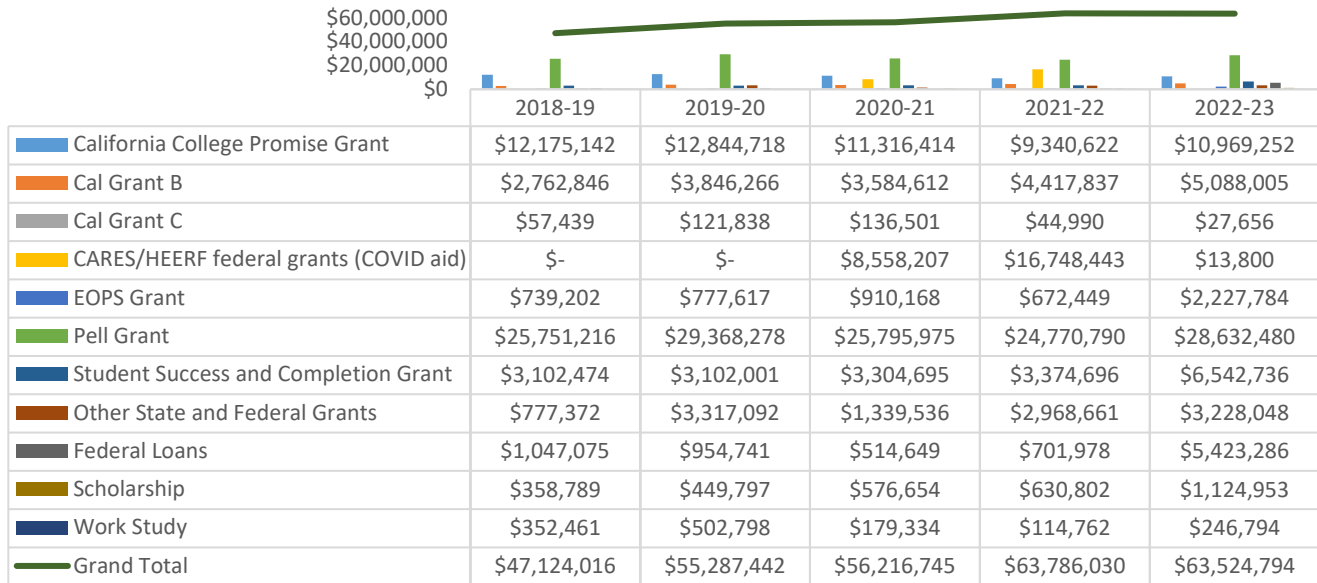
Source: California Community College Chancellor's Office Management Information Systems Data Mart

## Financial Aid Award Disbursements (Dollars)

In 2022-23, Southwestern College students received \$63,524,794 in financial aid, which is the second-largest dollar amount received in the last five years. Pell Grants funded the largest amount at \$28,632,480, followed by the California College Promise Grant at \$10,969,252.

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

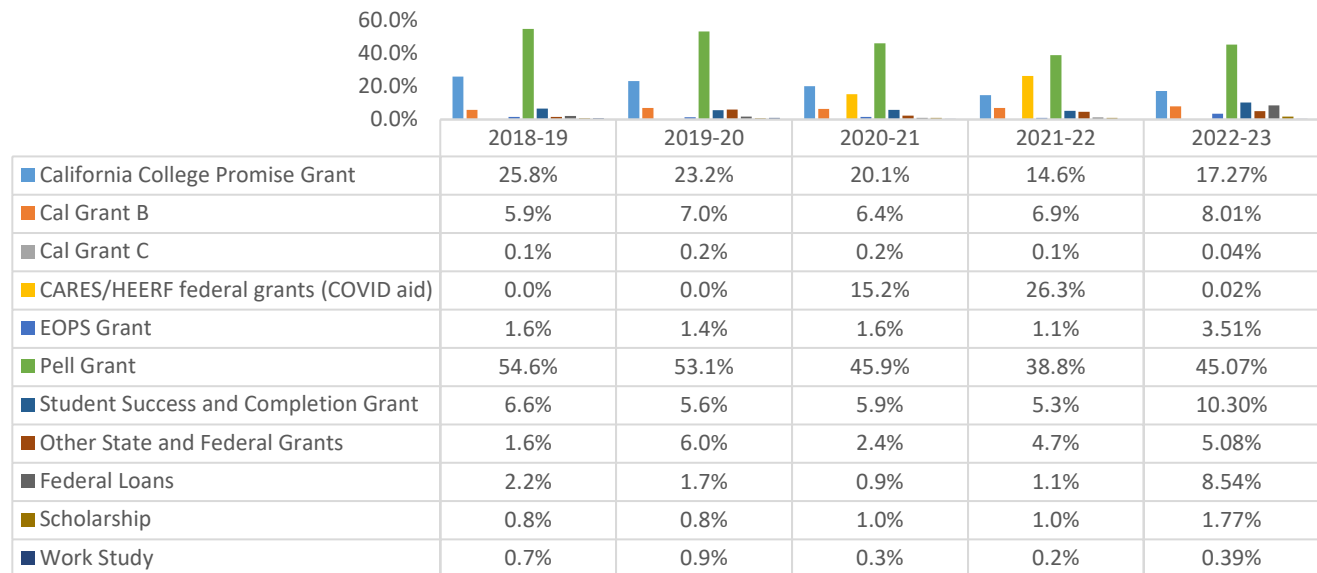
### Financial Aid Award Disbursements (Dollars)



## Financial Aid Award Disbursements (Percent)

Pell Grants far outpaced other types of aid in 2022-23, comprising 45% of all dollars awarded. The California College Promise Grant accounted for 17%, and the remaining awards each comprised less than 10% of the dollars awarded.

### Financial Aid Award Disbursements (Percent)

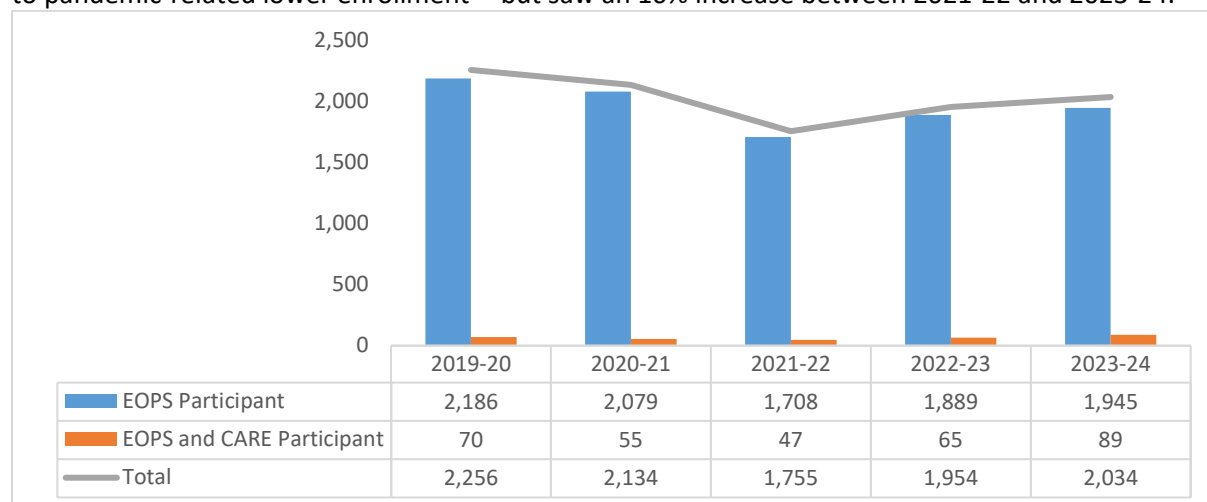


Source: California Community College Chancellor's Office Management Information Systems Data Mart



## Extended Opportunity Program and Services (EOPS)

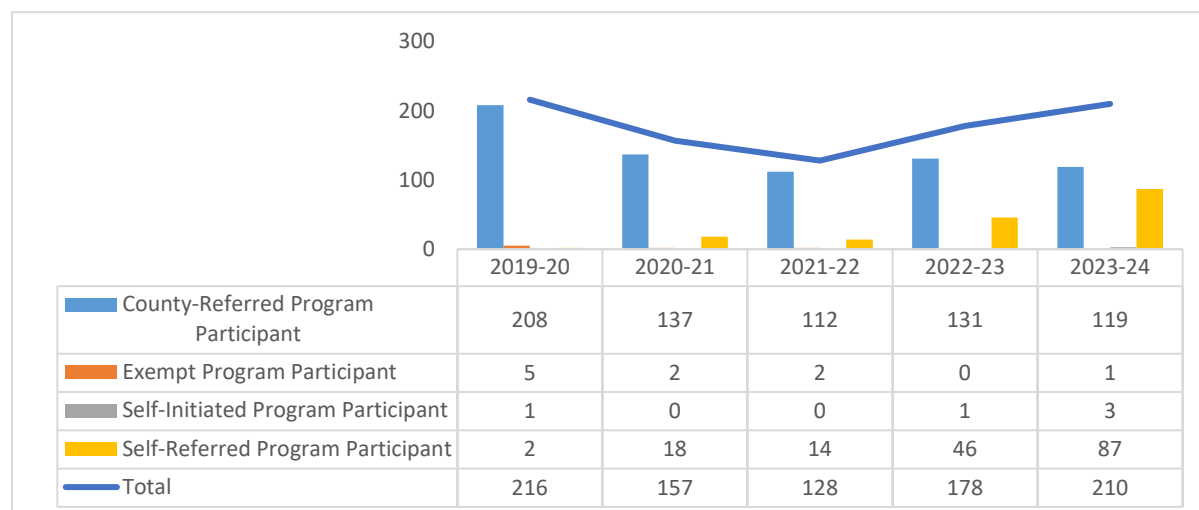
Extended Opportunity Program and Services (EOPS) is a state-funded, special assistance program for students who are socially, economically, academically or language disadvantaged. The role of EOPS at Southwestern College is to assist students with counseling, book expenses, textbook/calculator lending, 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 2019-20 and 2021-22 – likely due to pandemic-related lower enrollment -- but saw an 16% increase between 2021-22 and 2023-24.



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

## CalWORKs

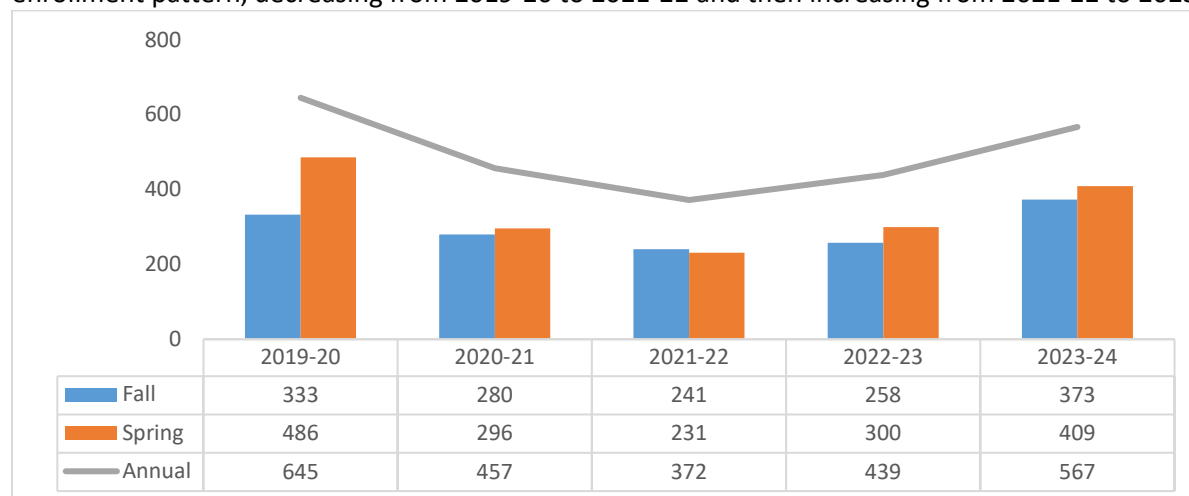
CalWORKs is a public assistance program that provides cash aid and services for eligible student families who have a child or children at home. Within the community college setting, it helps students on public assistance get access to vital services such as work study, job placement, childcare, curriculum 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 2019-20 and 2021-22, but increased by a substantial 64% by 2023-24.



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

## Veterans

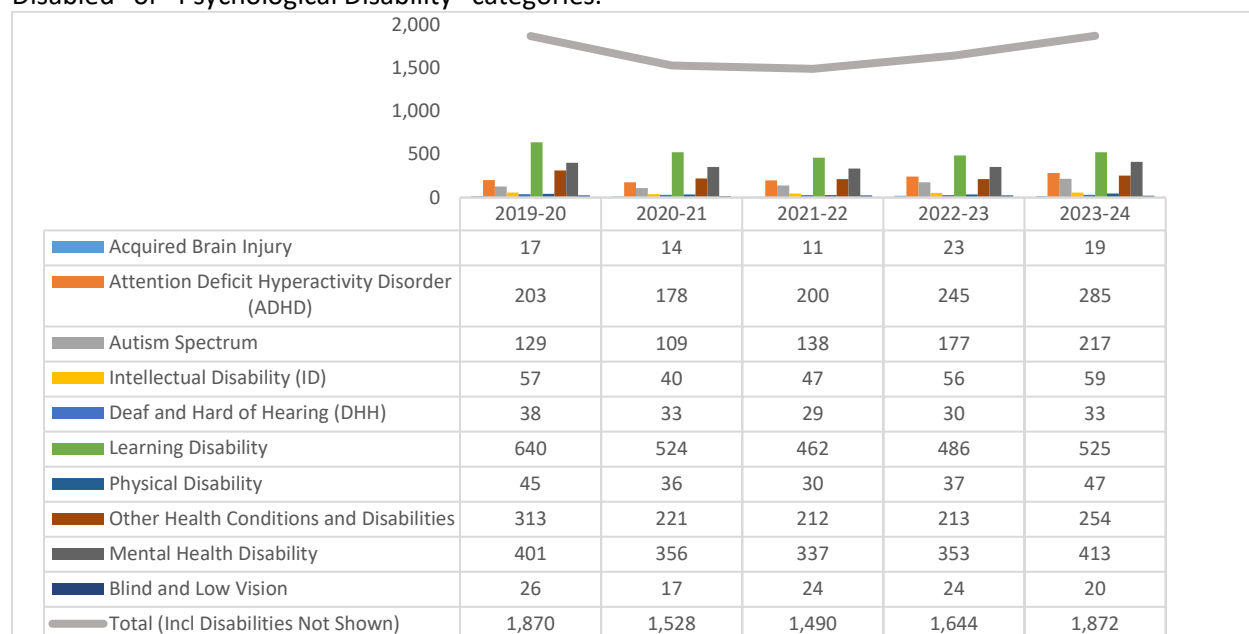
Due to the strong military presence in San Diego County, Southwestern College is afforded the opportunity to serve a large number of veteran students. Southwestern College serves these students through a Veteran Services Office, a Veterans' Resource Center, and a Student Veterans' Organization (SVO). These student resources offer aid and support to veterans and their dependents for successful transition as service member to student. The trend for veteran students at SCCD is similar to the overall enrollment pattern, decreasing from 2019-20 to 2021-22 and then increasing from 2021-22 to 2023-24.



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

## Disabled Student Services (DSS)

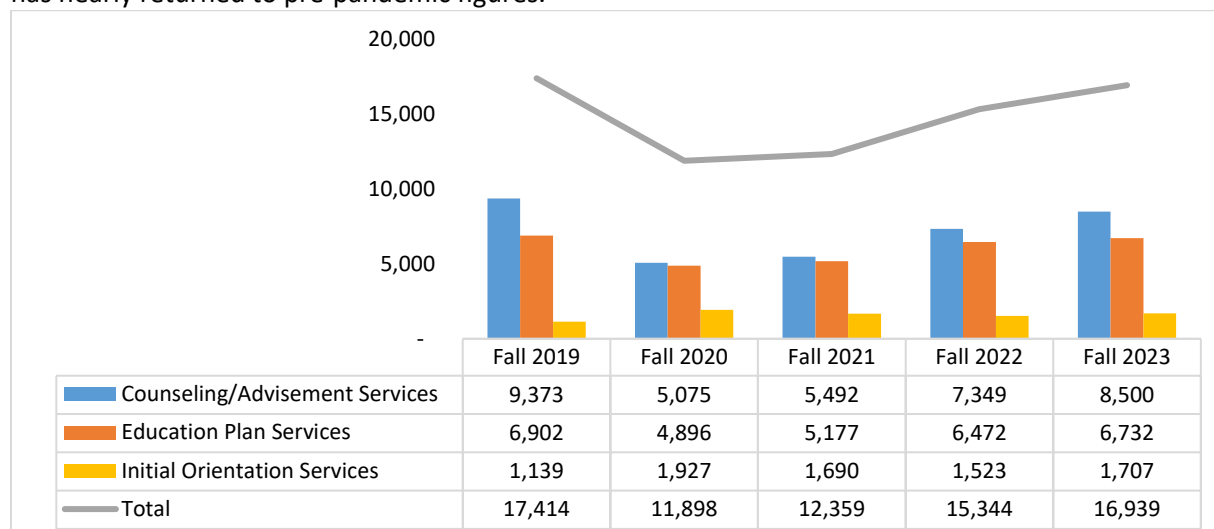
The role of Disability Support Services (DSS) at Southwestern College is to provide students with an inclusive, fully accessible, and engaging educational environment that empowers student success through innovative accommodations, programs, services, training, and partnerships with students, educators and the community. Between 2019-20 and 2023-24, 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. In Fall 2019, approximately 17,000 students received services. This decreased to approximately 12,000 in Fall 2020 during the pandemic, but has increased since Fall 2021. By Fall 2023, the number of services received has nearly returned to pre-pandemic figures.



Source: California Community College Chancellor's Office Management Information Systems Data Mart (Fall 2018-2019, 2019-2022); 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.

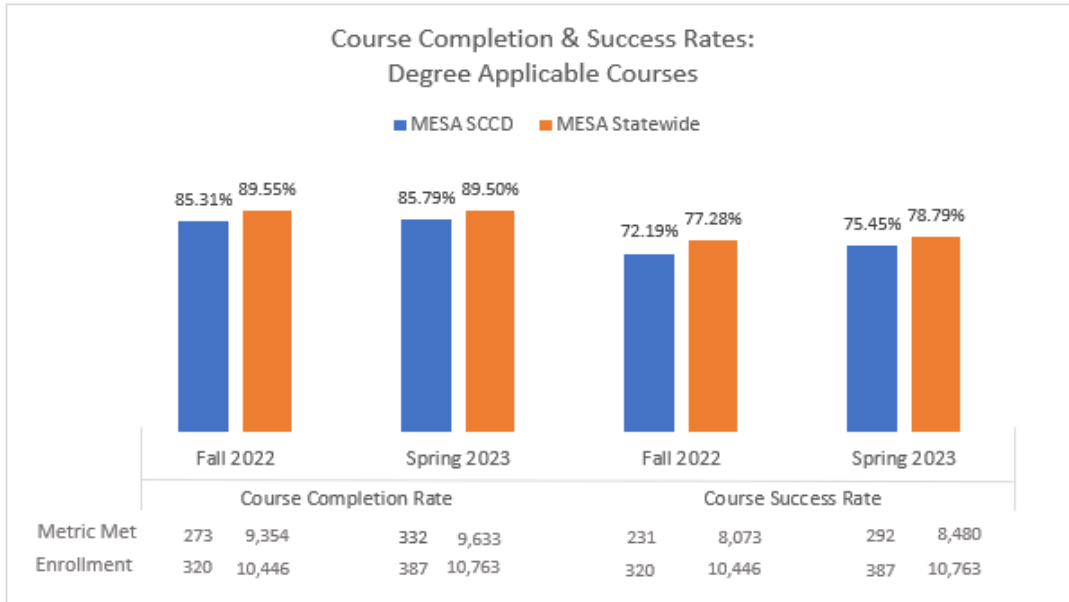
Results in 2022-23 demonstrate that course success rates within PSP are generally higher for students participating in PSP tutoring sessions compared to those who do not. Further, students participating in PSP tutoring sessions tend to have higher course success rates than students who are not in PSP.

		Fall 2022			Spring 2023		
	# of Tutoring Sessions	Total	Success	Course	Success		Course Success
		Count	Count	Success	Total Count	Count	
PSP	0	5,325	2,987	56.1%	4,664	2,738	58.7%
	1-2	294	173	58.8%	243	161	66.3%
	3-4	120	89	74.2%	92	70	76.1%
	5 or more	156	123	78.8%	153	130	85.0%
	Total	5,895	3,372	57.2%	5,152	3,099	60.2%
Non-PSP	N/A	4,934	2,749	55.7%	5,446	3,045	55.9%

Source: Southwestern Community College District Institutional Research

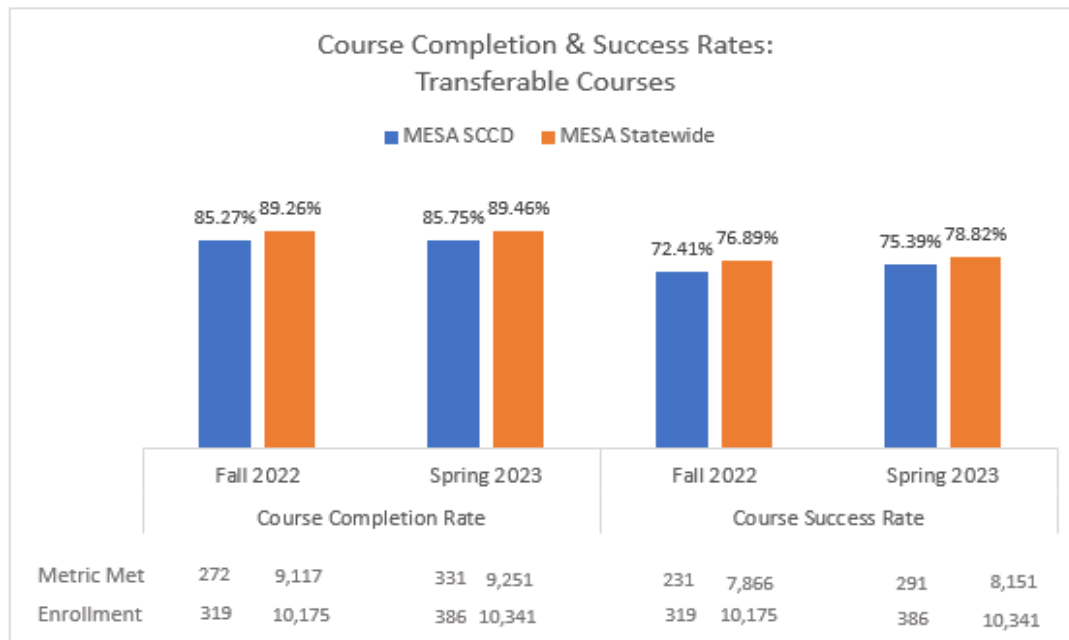
## Math, Engineering, Science Achievement (MESA)

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 2022-23 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*

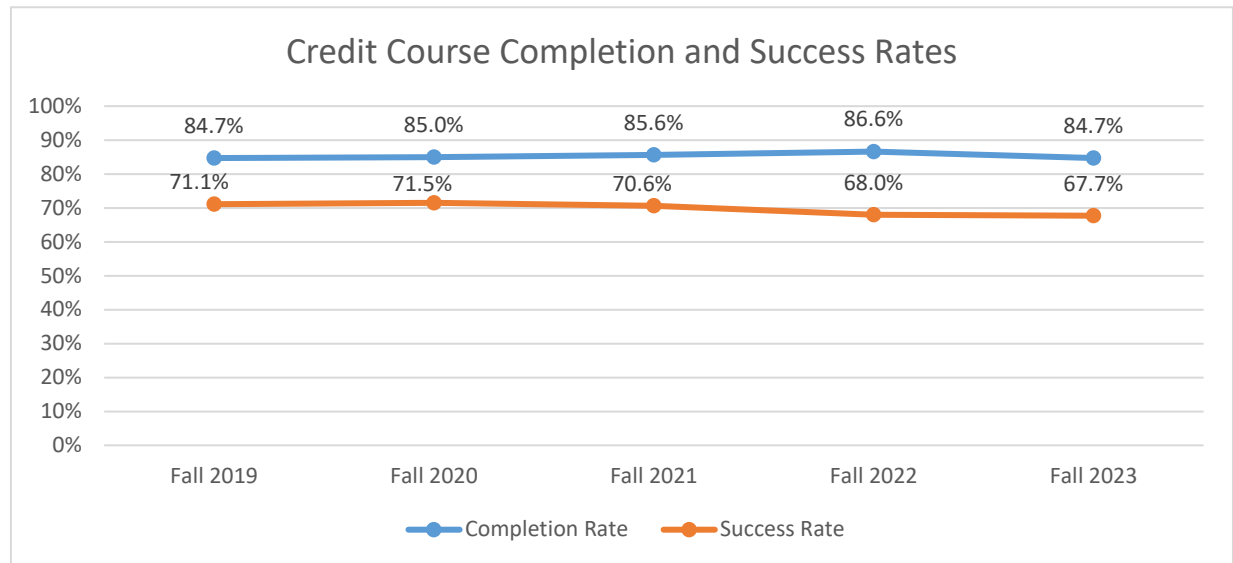


*Source: California Community College Chancellor's Office Management Information Systems Data Mart*

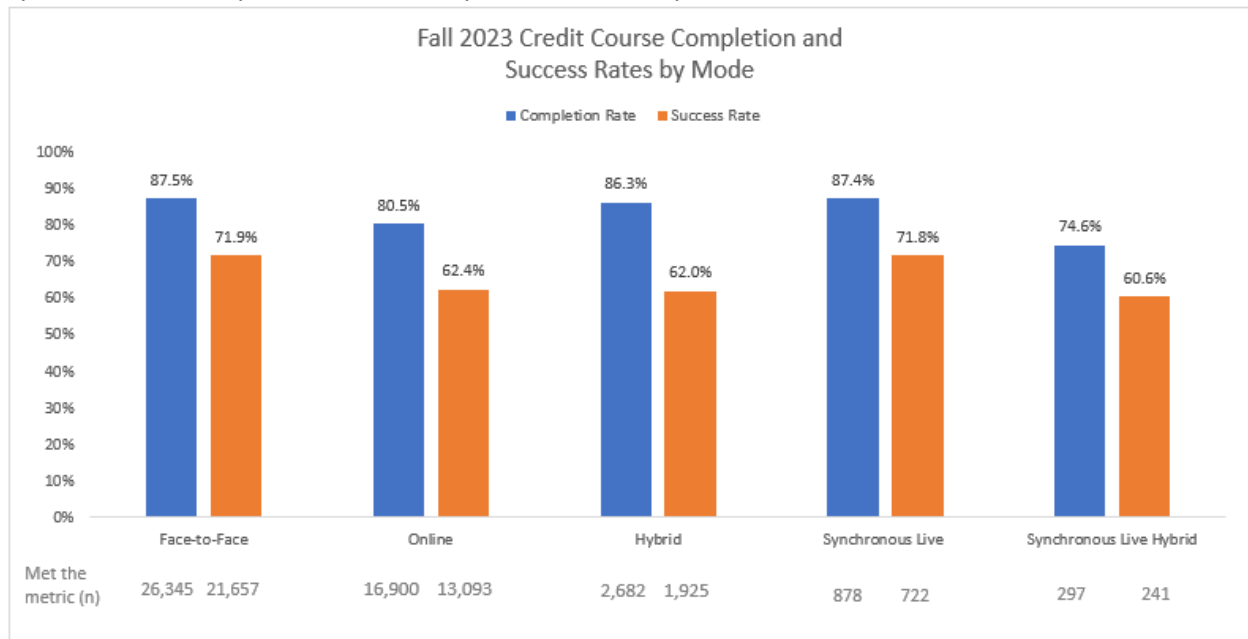
## Student Outcomes and Achievement

### 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 85% and 87% over time, while the course success rate has ranged between 68% and 72%.



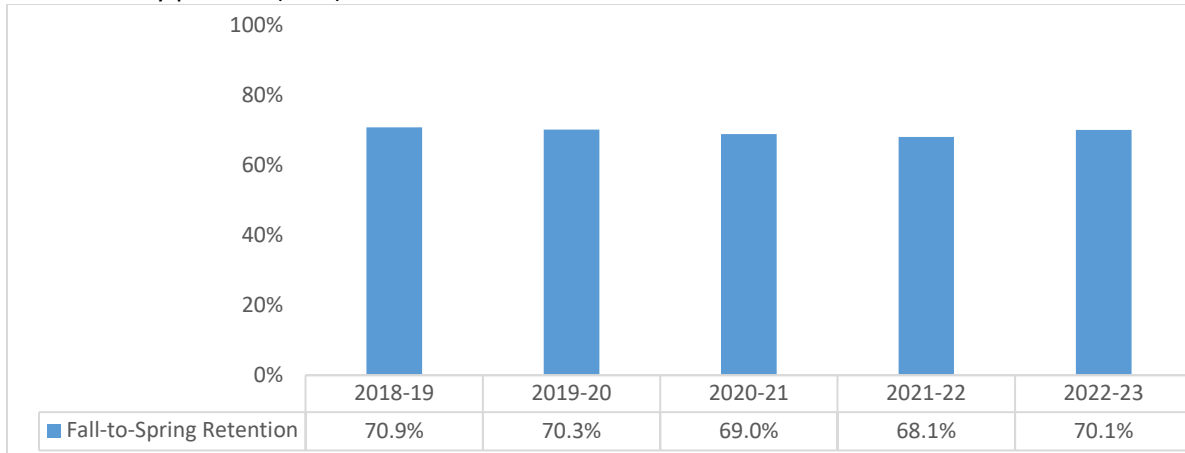
In Fall 2023, face-to-face courses garnered the highest completion and success rates followed by synchronous live, hybrid, online, and synchronous live hybrid courses.



Source: Southwestern Community College District Data Warehouse

## Fall to Spring Retention

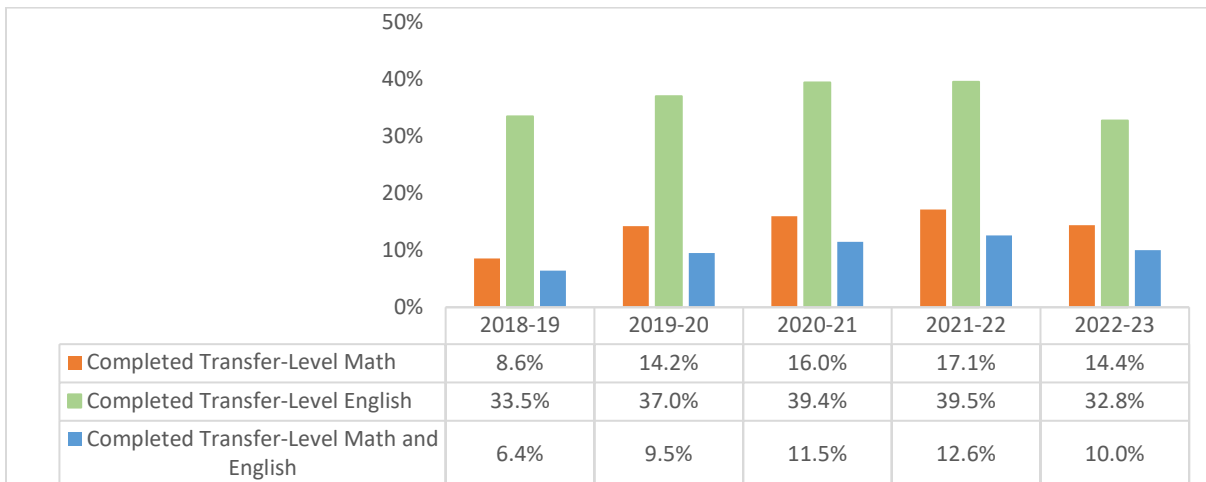
Fall-to-spring retention rates are an indicator of student progress and track the likelihood of student completion. The higher a given college's retention rate, the more likely that its students will persist in their overall educational objective to obtain a degree or certificate, complete an employment 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 hovered close to seventy percent (70%).



Source: [California Community Colleges Chancellor's Office Data Vista](#)

## Completion of Transfer-Level Math and English

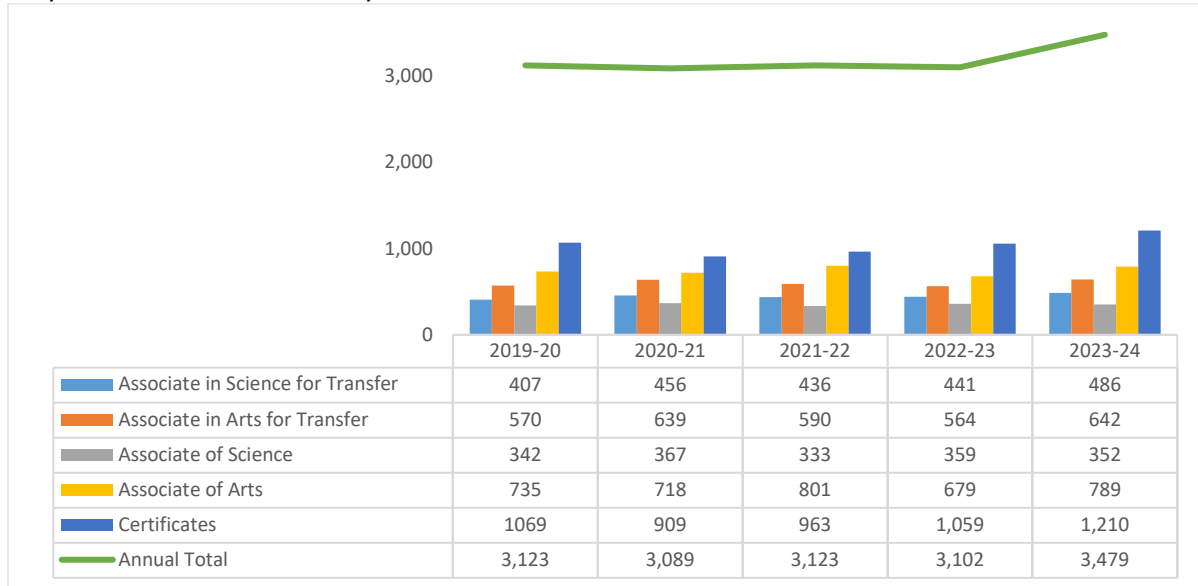
Assembly Bill (AB) 705 requires that community college districts maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. This effort is measured by the proportion of students who complete transfer-level math and English in their first academic year of credit enrollment within the district. For Southwestern College, the proportion has historically been low, ranging between 6.4% to 12.6% over the past five years.



Source: [California Community Colleges Chancellor's Office Data Vista](#)

## Degrees and Certificates

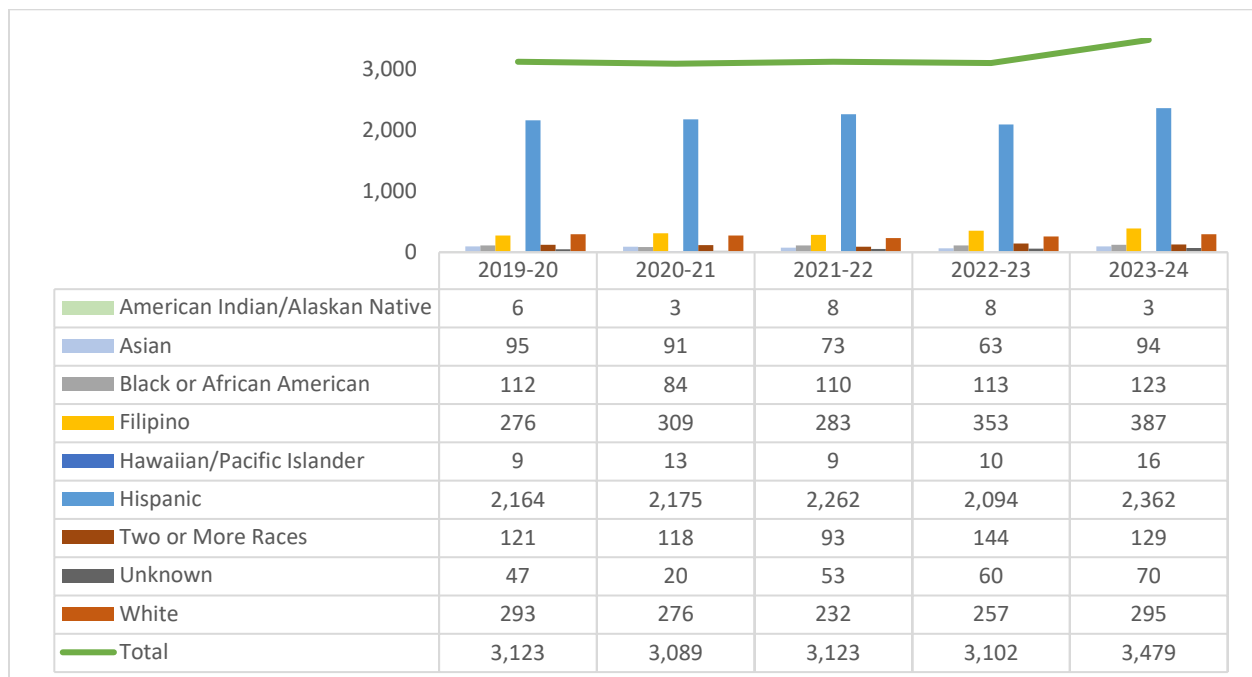
Over the past five years, SCCD has awarded over 15,000 associate degrees and certificates, with nearly 3,500 awards in 2023-24. In that year, the college awarded a total of 2,269 associate degrees and 1,210 certificates. Of the associate degrees awarded, half (50%) were Associate Degree for Transfer (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 Degree and Certificate Data Dashboard](#)

## Degrees and Certificates by Ethnicity/Race

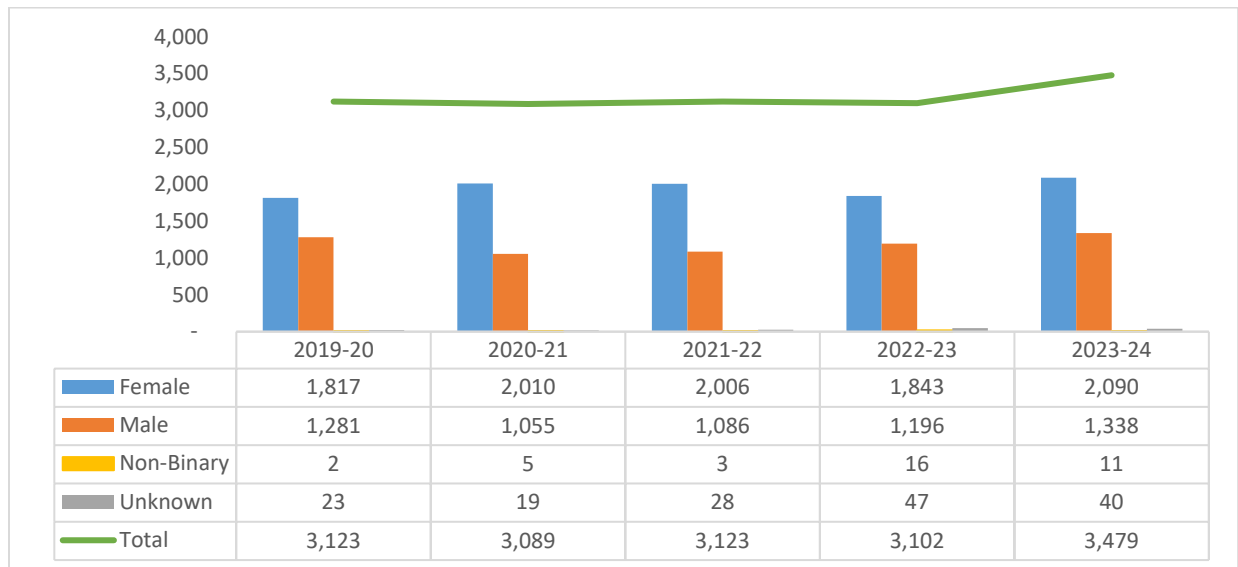
For the past five years, the most awards have been granted to Hispanic students. In 2023-24, Hispanic students earned more than 2,300 awards or sixty-seven percent (68%) of the 3,479 total awards granted.



Source: [Southwestern Community College District Degree and Certificate Data Dashboard](#)

## Degrees and Certificates by Gender

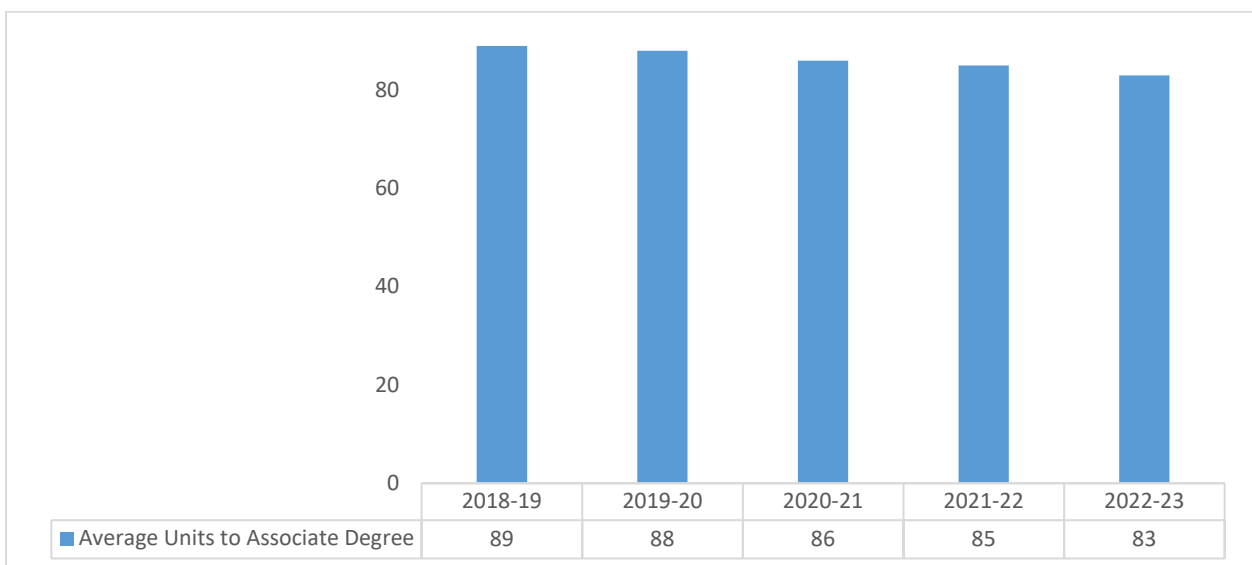
Over the past five years female students have consistently earned most of the awards. In 2023-24, 60% of students who received a degree or certificate were female, 38% were male, and approximately 1% were either non-binary or had an unknown gender.



Source: [Southwestern Community College District Degree and Certificate Data Dashboard](#)

## 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 89 in 2018-19 to 83 in 2022-23.



Source: [California Community Colleges Chancellor's Office Data Vista](#)



## 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.

Over the past five years, Southwestern College has assisted over 5,000 students transfer to a CSU or UC.

California State University (CSU) and University of California (UC) Transfers						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Total
CSU	816	953	882	797	906	4,354
UC	174	156	172	132	171	805
<b>Total</b>	990	1,109	1,054	929	1,077	5,159

Source: [Southwestern Community College District Transfer Volume Dashboard](#)

A majority of Southwestern College students who transfer to a CSU or UC 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						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Total
SDSU	598	751	633	603	723	3,308
UCSD	100	92	105	72	87	456
CSU San Marcos	37	58	67	76	71	309
<b>Total</b>	735	901	805	751	881	4,073

Source: [Southwestern Community College District Transfer Volume Dashboard](#)

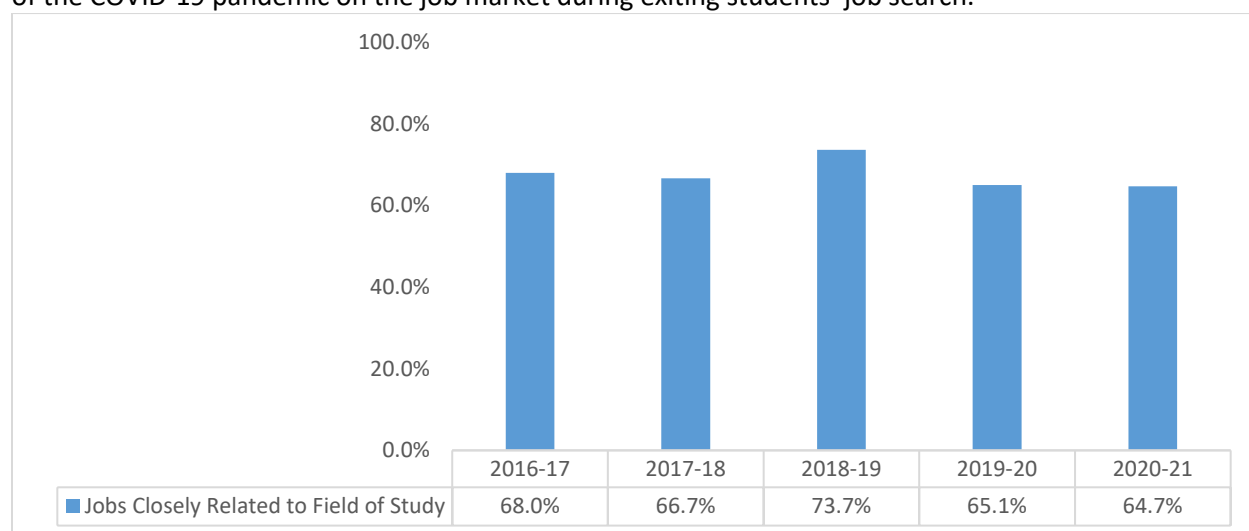
For 2023-24, Hispanic students accounted for 72% and 62%, respectively, of all transfers to CSU and UC system campuses.

CSU & UC Transfers by Ethnicity/Race 2023-24				
Ethnicity/Race	CSU		UC	
	Total	Percent	Total	Percent
African American	25	2.8%	6	3.5%
Alaskan Native/Native American	*	*	*	*
Asian	18	2.0%	11	6.4%
Filipino	95	10.5%	19	11.1%
Hispanic	654	72.2%	106	62.0%
Hawaiian/Pacific Islander	*	*	*	*
Two or More Races	50	5.5%	10	5.8%
Unknown	12	1.3%	*	*
White, Non-Hispanic	52	5.7%	18	10.5%
<b>Total</b>	<b>906</b>	<b>100.0%</b>	<b>171</b>	<b>100.0%</b>

Source: [Southwestern Community College District Transfer Volume Dashboard](#)

### 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. Sixty-five percent (65%) 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. The decrease from 73.7% in 2018-19 is likely due to the impact of the COVID-19 pandemic on the job market during exiting students' job search.



Source: [California Community Colleges Chancellor's Office Data Vista](#)

## 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			
	FY 2021-22 Audited Actuals	FY 2022-23 Audited Actuals	FY 2023-24 Forecasted Actuals
Revenue	\$207,787,745	\$193,918,568	\$191,597,774
Expenses	\$199,418,552	\$198,063,049	\$188,829,173

Fiscal Year 2023-24 – Combined Revenue		
Federal	\$8,900,204	4.6%
State	\$120,957,670	63.1%
Local	\$59,240,763	30.9%
Transfers In	\$2,499,137	1.3%
<b>Total</b>	<b>\$191,597,774</b>	<b>100.0%</b>

Fiscal Year 2023-24– Combined Expenses		
Personnel	\$152,455,619	81%
Other Expenses (Supplies, Operating, Capital Outlay, etc.)	\$36,373,554	19%
<b>Total</b>	<b>\$188,829,173</b>	<b>100%</b>

Source for all finance tables: Southwestern College Business and Financial Affairs Office, [SWC 2024-25 Adopted Budget](#)

## Human Resources

In the calendar year 2023, the large majority (68%) of employees were faculty. Within faculty, 74% are part-time. Across all job categories, female employees comprise the majority (55%) of academic and nonacademic staff. In terms of race/ethnicity, non-Hispanic White and Hispanic/Latino employees comprise nearly the same proportions, at 39% and 38%, respectively.

### 2023 Employee Profiles

Employee Classification	Number of Employees	Percent
Administrators	78	5.4%
Full-time Faculty	260	17.8%
Part-time Faculty	736	50.5%
Classified Employees (Full- & Part-time)	383	26.3%
<b>Total</b>	<b>1,457</b>	<b>100.0%</b>

Race/Ethnicity	Number of Employees	Percent
Asian	130	8.9%
Black or African American	80	5.5%
Hawaiian or Pacific Islander	27	1.9%
Hispanic or Latino	548	37.6%
Native American/Alaskan Native	8	0.5%
Two or more races	36	2.5%
White	574	39.4%
Unknown/Declined to State	54	3.7%
<b>Total</b>	<b>1,457</b>	<b>100.0%</b>

Gender	Male	Female	Total
Academic Employees	498	576	1,074
	46.4%	53.6%	100.0%
Classified Employees	158	225	383
	41.3%	58.7%	100.0%
<b>Total</b>	<b>656</b>	<b>801</b>	<b>1,457</b>
	<b>45.0%</b>	<b>55.0%</b>	<b>100.0%</b>

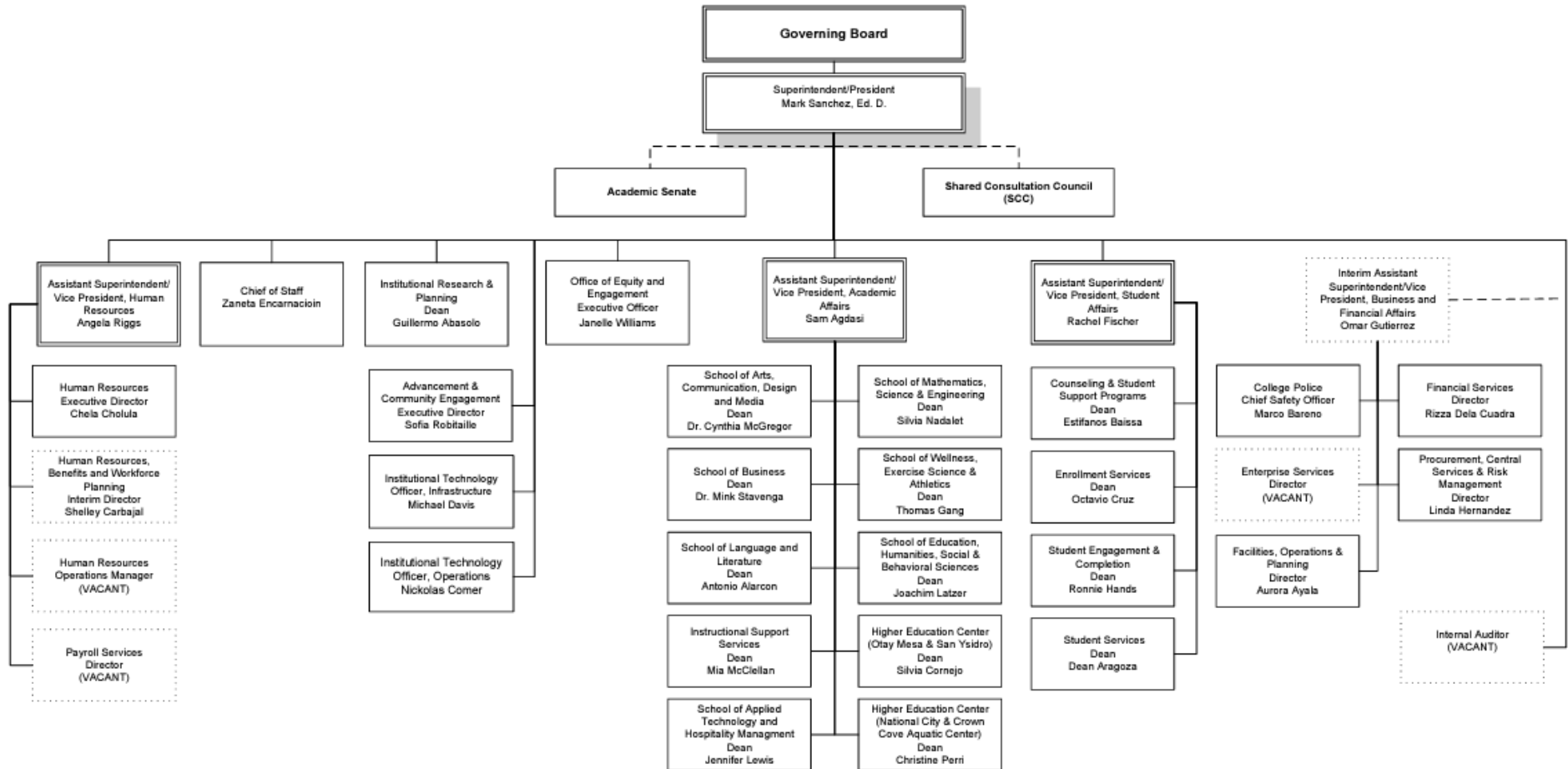
Source for all Employee Profile tables: Southwestern College Human Resources Office

# Organizational Leadership



## Southwestern College Organizational Chart

September 2024



## Appendix

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

Course Modality Definitions	
<b>Face-to-face</b>	In-person instruction.
<b>Online</b>	Courses in which the instructor and students are separated by distance and interact online within the college's course management system (CMS).
<b>Hybrid</b>	Combines both face-to-face and online modes and varies in terms of hours dedicated to online delivery.
<b>Remote</b>	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).
<b>Synchronous Live</b>	Introduced in Spring 2022, replacing remote instruction, and refers to courses that were offered entirely or partially online with synchronous meeting times.
<b>Synchronous Live Hybrid</b>	This modality involves both synchronous virtual instruction (scheduled meeting times with live instruction) and asynchronous instruction (unscheduled virtual learning), synonymous to traditional online instruction.
<b>Correspondence Education</b>	Courses within SCCD's Restorative Justice program that were offered at Richard J. Donovan Correctional Facility. No longer offered as of 2022-23.

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 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>Basic Skills</b>	Completion Rate	81.2%	79.6%	79.0%	84.4%	81.4%
	Success Rate	64.8%	60.6%	55.0%	55.4%	55.8%
<b>Degree Applicable</b>	Completion Rate	84.8%	84.7%	85.6%	86.8%	84.7%
	Success Rate	71.2%	70.6%	70.4%	68.1%	67.6%
<b>Transferable</b>	Completion Rate	85.0%	84.9%	85.7%	86.7%	84.6%
	Success Rate	71.5%	70.8%	70.4%	67.9%	67.4%
<b>Vocational</b>	Completion Rate	89.0%	87.6%	88.8%	89.6%	86.7%
	Success Rate	77.2%	75.0%	76.1%	74.0%	72.0%
<b>Credit</b>	Completion Rate	84.6%	84.6%	85.4%	86.8%	84.6%
	Success Rate	70.8%	70.3%	69.9%	67.8%	67.2%

## Course Completion and Success Rates by Ethnicity/Race

Course Completion and Success Rates by Category & Ethnicity/Race Fall 2023										
Course Category	Course Outcome	African-American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White
Basic Skills	Completion Rate	87.7%	0.0%	82.1%	83.6%	80.8%	82.7%	75.0%	88.9%	79.8%
	Success Rate	49.1%	0.0%	71.4%	61.6%	54.4%	57.7%	75.0%	65.3%	64.3%
Degree Applicable	Completion Rate	83.9%	81.3%	89.1%	89.9%	85.4%	85.2%	89.4%	84.5%	72.8%
	Success Rate	65.0%	57.5%	79.9%	78.8%	67.3%	71.3%	70.7%	64.7%	56.5%
Transferable	Completion Rate	83.9%	81.6%	89.1%	89.9%	85.4%	85.2%	89.3%	84.2%	72.0%
	Success Rate	65.2%	56.6%	79.8%	78.7%	67.2%	71.2%	70.6%	64.3%	55.7%
Vocational	Completion Rate	85.6%	72.4%	91.9%	93.7%	88.5%	84.2%	91.5%	85.9%	71.8%
	Success Rate	65.6%	55.2%	83.1%	85.9%	73.1%	73.3%	81.4%	70.3%	56.0%
Credit	Completion Rate	84.1%	79.5%	88.9%	89.9%	85.3%	85.1%	89.4%	84.8%	72.9%
	Success Rate	64.6%	55.4%	79.7%	78.6%	66.9%	71.0%	71.0%	64.8%	56.6%

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

Course Completion and Success Rates by Mode & Ethnicity/Race (Credit) Fall 2023										
Course Category	Course Outcome	African-American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Two or More Races	Pacific Islander	Unknown	White
Face to Face	Completion Rate	88.2%	86.1%	90.1%	91.3%	86.7%	87.4%	87.4%	86.9%	90.0%
	Success Rate	71.8%	63.9%	83.2%	81.0%	69.5%	75.8%	71.4%	67.2%	80.6%
Online	Completion Rate	78.7%	76.9%	88.1%	88.1%	83.3%	82.2%	90.5%	80.2%	58.5%
	Success Rate	56.4%	43.6%	77.6%	76.7%	65.0%	66.2%	71.6%	57.1%	37.5%
Hybrid	Completion Rate	84.8%	0.0%	85.4%	88.0%	86.6%	82.3%	0.0%	79.7%	84.4%
	Success Rate	64.8%	0.0%	66.7%	71.1%	61.3%	61.5%	0.0%	47.3%	59.8%
Synchronous Live	Completion Rate	94.6%	0.0%	80.0%	91.1%	90.2%	94.0%	0.0%	83.3%	64.7%
	Success Rate	70.3%	0.0%	80.0%	83.2%	74.5%	80.0%	0.0%	75.0%	42.2%
Synchronous Live Hybrid	Completion Rate	81.0%	0.0%	0.0%	82.8%	82.2%	0.0%	0.0%	33.3%	36.0%
	Success Rate	66.7%	0.0%	0.0%	72.4%	66.7%	0.0%	0.0%	25.0%	30.0%

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

Chris Chandler, Student Trustee

Dr. Mark Sanchez, Superintendent/President



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Fact Book 2023-2024

