

Educational Vision Plan Performance Metrics

2020-21 through 2024-25 | Updated September 24, 2026

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

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

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
CCAP enrollments (#)	1,772	1,639	1,451	1,536	2,056
CCAP students earning 12 units upon HS graduation (%)	3.1%	Not available	2.2%	3.2%	2.7%
CCAP students experiencing disproportionate impact (DI) in CCAP Course Success	Hispanic	Hispanic	None	Hispanic	Hispanic

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

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
CE enrollments (#)	28,308	25,742	29,575	35,086	37,249
CE degrees and certificates awarded (#)	1,524	1,635	1,654	1,780	1,992
CE students median earnings one year after exit (\$)	\$40,170	\$41,238	\$39,018	\$40,226	Not available
CE students earning a regional living wage one year after exit (%)	32.2%	32.4%	30.5%	30.7%	Not available

1.3 - Initiate additional credit programs and services that increase retention and completion of currently enrolled credit and noncredit students

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Fall-to-spring persistence (%)	67.2%	67.2%	68.0%	67.4%	61.1%

1.4 - Develop strategies that prioritize enrollment and success of the students residing in economically disadvantaged communities in the service area

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Certificates awarded in HEC-SY programs (#)	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
CE Enrollments (Headcount) by ZIP code (#)	92173 (SY): 1403 91950 (NC): 1271 91932 (IB): 561	92173 (SY): 1266 91950 (NC): 1139 91932 (IB): 539	92173 (SY): 1357 91950 (NC): 1144 91932 (IB): 517	92173 (SY): 1430 91950 (NC): 1243 91932 (IB): 594	92173 (SY): 1485 91950 (NC): 1284 91932 (IB): 681
CE Course Success Rate by ZIP code (%)	92173 (SY): 71% 91950 (NC): 72% 91932 (IB): 71%	92173 (SY): 69% 91950 (NC): 70% 91932 (IB): 71%	92173 (SY): 66% 91950 (NC): 67% 91932 (IB): 69%	92173 (SY): 68% 91950 (NC): 68% 91932 (IB): 71%	92173 (SY): 72% 91950 (NC): 72% 91932 (IB): 73%
Fall-to-Spring CE Persistence by ZIP code (%)	92173 (SY): 70% 91950 (NC): 67% 91932 (IB): 68%	92173 (SY): 67% 91950 (NC): 66% 91932 (IB): 72%	92173 (SY): 70% 91950 (NC): 70% 91932 (IB): 67%	92173 (SY): 70% 91950 (NC): 71% 91932 (IB): 73%	92173 (SY): 70% 91950 (NC): 68% 91932 (IB): 66%

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

2.1 - Reduce completed units and number of years leading to transfer/streamline programs to include only courses essential for completion

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Programs with a program map (#)	Not available	Not available	Not available	88	88
Programs with a smart schedule (#)	Not available	Not available	Not available	12	Discontinued
Completion rate of transfer-level math within one year of first attempt (AB705) (%)	44.7%	47.7%	55.4%	57.3%	60.00%
Average Units to degree (#)	77.8	78.3	76.4	76.8	76.8
Median Time to degree in years (#)	3.35	3.66	3.79	3.34	2.99
3-year graduation rate - by year students started at SWC (%)	11.7%	12.9%	12.6%	Not available	Not available
4-year transfer rate - by year student started at SWC (%)	14.8%	17.0%	23.6%	Not available	Not available

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

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Service area population with a bachelor's degree or higher for 25 years and older (%)	Not available	26.6%	28%	28.6	29.4%

2.3 - Submission of Baccalaureate Program(s) Applications

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Bachelor's degree program applications submissions (#)	0	0	0	1	0
AB91 students with a major in a bachelor's program (#)	Not applicable	Not applicable	Not applicable	Not applicable	94

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

3.1 - Prioritize and support teaching strategies, curriculum development, and student support services which accelerate institutional performance to close student achievement equity gaps

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
ISLO disproportionate impact by race/ethnicity	See ISLO DI by Race-Ethnicity Data pages	See ISLO DI by Race-Ethnicity Data pages	See ISLO DI by Race-Ethnicity Data pages	See ISLO DI by Race-Ethnicity Data pages	See ISLO DI by Race-Ethnicity Data pages
Completion rate of transfer-level math within one year of first attempt (AB705) (%)	44.7%	47.7%	55.4%	57.3%	60.00%
Completion rate of transfer-level English within one year of first attempt (AB705) (%)	62.9%	61.7%	63.6%	62.1%	62.10%
Fall-to-Spring persistence disproportionate impact by race/ethnicity	Black White	White	Black White	White	Black White
3-year graduation rate disproportionate impact by race/ethnicity	None	Hispanic	White	Not available	Not available
4-year transfer disproportionate impact by race/ethnicity	Hispanic	Hispanic	Hispanic	Not available	Not available

3.2 - Explore additional binational partnerships

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
AB 91 students (#)	Not available	Not available	Not available	Not available	94

3.3 - Establish an early college with a STEM emphasis in HEC-SY

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
SUHSD capture rates at SWC (%)	31.3%	33.7%	33.9%	34.6%	Not available

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
SUHSD capture rates at all HE institutions (%)	70.0%	70.6%	72.3%	72.4%	Not available
Completion rate of transfer-level math within one year of first attempt (AB705) (%)	44.7%	47.7%	55.4%	57.3%	60.0%

3.4 - Expand CCAP/dual enrollment throughout the district

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
CCAP/Special Admit (combined) students (#)	1,668	1,470	1,662	1,858	1,945
CCAP/Special Admit (combined) enrollments (#)	2,436	2,170	2,393	4,009	2,866
CCAP/Special Admit (combined) course success disproportionate impact by race/ethnicity	Hispanic	Hispanic	Hispanic	Hispanic	Hispanic

3.5 - Expand noncredit CDCP throughout the district

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
CDCP certificates offered in district (#)	7	11	15	16	16
CDCP courses offered which are included in CDCP requirements (#)	29	33	36	48	40
CDCP enrollments in courses required to obtain a CDCP (#)	1003	991	1589	2205	2484
CDCP students in courses required to obtain a CDCP (#)	461	406	882	1241	1405
CDCP certificates awarded (#)	176	142	143	159	165

3.6 - Foster culturally competent global citizens in an equitable and inclusive college culture

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Select metrics/trends from campus climate survey results	Not available	Not available	Not available	Not available	Not available
ANNAPISI designation obtained?	Not available	Not available	Not available	Eligible but Not Designated	Eligible but Not Designated
Professional development events related to equity/inclusion (#)	52	82	66	57	60
Student development events related to equity/inclusion (#)	41	38	21	73	110
Students attending events related to equity/inclusion (#)	756	468	1297	5,089	7,062
Employees participating in educational incentive (#)	Not available	Not available	Not available	52 employees began receiving in 2023-24 and 210 receiving in total	21 employees began receiving in 2024-25 and 55 receiving in total
Employees participating in hurdle credit (#)	Not available	Not available	Not available	Not available	Not available

3.7 - Encourage and facilitate student learning activities related to sustainability and increase career pathways to green jobs

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Student headcount for programs focused on sustainability (#)	1303	1327	1427	1884	2151
Curriculum opportunities related to environmental justice and climate science (#)	4	4	4	3	3
Work-based learning opportunities focused on climate science/sustainability (#)	Not available	Not available	Not available	Not available	Not available

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Professional Development offerings on contextualizing climate change and sustainability in teaching and assessment (#)	18	18	18	18	18
Campus events related to climate change and career paths to green jobs (#)	Not available	Not available	Not available	0	0

3.8 - Promote and support instructional materials and affordability initiatives such as use of OER and development of ZTC courses and programs

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Zero Textbook Cost course sections offered (#)	250	394	577	832	868
Zero Textbook Cost programs offered (#)	0	0	0	0	0
Cost savings estimate for all students enrolled in Zero Textbook Cost sections (\$)	\$ 1,063,200	\$ 773,200	\$ 1,253,500	\$ 2,184,000	\$ 2,832,800

Goal 4: Be Responsive to Changes in Student/Population Demographics

4.1 - Optimize curriculum design, adapt instructional modalities, and develop course scheduling patterns to meet student employment and academic needs

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Course curriculum revisions (#)	Not available	Not available	Not available	101	87
Program curriculum revisions (#)	Not available	Not available	Not available	29	41
Course sections offered by modality, length of time, time of class, day of class	In process	In process	In process	In process	In process
Average Units to degree (#)	77.8	78.3	76.4	76.8	76.8
Median Time to degree in years (#)	3.35	3.66	3.79	3.34	2.99
Associate degrees and certificates awarded (#)	3,089	3,123	3,102	3,479	3,781
High demand/growing industries supported by Labor Market data	Transportation and Warehousing (18%) Professional, Scientific, and Technical Services (12.4%) Management of Companies and Enterprises (9.7%)	Transportation and Warehousing (21%) Health Care and Social Assistance (11.6%) Admin and Support and Waste Management and Remediation Services (11%)	Utilities (26.3%) Transportation and Warehousing (14.8%) Health Care and Social Assistance (13.9%)	Arts, Entertainment, and Recreation (48%) Accommodation and Food Services (35.3%) Health Care and Social Assistance (23.3%)	Arts, Entertainment, and Recreation (35.8%) Accommodation and Food Services (25.3%) Health Care and Social Assistance (24.2%)
Programs discontinued (#)	Not available	Not available	Not available	58	2
Programs revitalized (#)	Not available	Not available	Not available	0	0

4.2 - Provide programs and services to provide college credit for students who have met course competencies through non-traditional learning pathways (e.g, WBL, CPL, CBE)

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Number of instructional WBL opportunities offered (student interactions)	215	284	351	398	457
Number of students awarded credit via CPL	Not applicable	Not applicable	2	5	343

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Number of students enrolled in CBE course sections	Not applicable	Not applicable	Not applicable	Not applicable	2
Number of CBE course competencies successfully completed	Not applicable	Not applicable	Not applicable	Not applicable	Not available
Number of associate degrees awarded in programs identified as CBE	Not applicable	Not applicable	Not applicable	Not applicable	0

Goal 5: Bolster the District's Infrastructure

5.1 - Ensure the short- and long-term fiscal stability of the district

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Annual budgeted revenue exceeds budgeted expenses	No	Yes	Yes	Yes	Yes
Actual revenues are within a reasonable margin of budgeted revenues	8%	-1%	0%	3%	10%
Actual expenses are within a reasonable margin of budgeted expenses	-5%	3%	5%	2%	8%
Revenue growth rate compared to expense growth rate	Revenue Grew More	Expenses Grew More	Expenses Grew More	Revenue Grew More	Revenue Grew More
Revenue growth rate	6.5%	7.5%	11.6%	9.2%	10.3%
Expense growth rate	-2.1%	14.5%	14.2%	4.0%	9.4%
Percentage of unrestricted general fund budget allocated to salaries and benefits at or below state recommended level (85%)	87%	86%	86%	87%	84%
Budgeted ending fund balance at or above Board policy requirements (16.7%)	7%	7%	16%	16%	16%
Minimize potential for audit findings and correct them expeditiously	Four (4) audit findings	One (1) audit finding	One (1) audit finding	No audit findings	One (1) audit finding
Comply with the 50% law	50.41%	50.14%	50.59%	51.66%	54.17%
Comply with the Full-time Faculty Obligation Number (FON)	+32.3	+27.2	+28.7	+46.4	+33.2

5.2 - Strengthen human resources and employee support

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Average time to fill a vacancy	Not available	Not available	Not available	CSEA - 3 mon Confidentials - 5 mon Faculty - 5 mon SCDDA - 5 mon Unrepresented - 4 mon	4.32 months
Percentage of staffed positions to total positions	Not available	Not available	Not available	84%	86%
Demographics of applicants	Not available	Not available	Not available	Ethnicity Asian 653 12% Black 622 11.6% Hispanic 2515 47.1% White 1048 19.6% Not Disclosed 507 9.5% Gender Female 2594 48.5% Male 2477 46.3% Not Disclosed 274 5.1%	Ethnicity Asian 111 1.7% Black 248 3.7% Hispanic 1210 18.2% White 462 6.9% Am Ind/Alask Nat 10 0.02% Filipino 80 1.2% Nat Haw/Pac Isla 27 0.04% Two or More 237 3.6% Not Disclosed 4276 64.2% Gender Female 1488 22.3% Male 847 14.2% Not Disclosed 4226 63.4%
Has the HR Plan been updated?	Not available	Not available	Not available	Not available	Not available
Select metrics/trends from employee satisfaction survey results	Not available	Not available	Not available	Not available	Not available
Select metrics/trends from PD offering satisfaction survey results	Not available	Not available	Not available	Not available	Not available

5.3 - Develop plans for a facilities upgrade/upkeep consistent with statewide sustainability goals for the community college system and SWC's community

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Select metrics/trends from student feedback survey results	Not available	Not available	Not available	Not available	Not available

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Select metrics/trends from employee satisfaction survey results	Not available	Not available	Not available	Not available	Not available
Update Facilities Vision Plan	No update	Updated	No update	No update	Updated
Vehicle Fleet: Total Count and Electric Vehicle Count	Not available	Not available	Not available	Not available	Not available
Solar Electricity Generated (kWh)	Not available	Not available	Not available	San Diego Gas & Electric = \$3,607,612.25	In Process
Water Usage for Landscaping and Facility Operations (gallons)	Not available	Not available	Not available	Otay Water District = \$330,515.77 Sweetwater Authority = \$7,394.12	In Process

5.4 - Further equip IT to meet the academic and operational technology demands of the 21st century

Performance Measure	2020-21	2021-22	2022-23	2023-24	2024-25
Count instances of Generative AI use	Not applicable	Not applicable	Not applicable	Not applicable	Gemini daily active users: 65 Copilot licensed users: 20 Copilot prompts submitted: about 7,500 per 90 days
BP/AP on clear guidance for Generative AI for academic use	Not applicable	Not applicable	Not applicable	Not applicable	In Process
BP/AP on clear guidance for Generative AI for administrative use	Not applicable	Not applicable	Not applicable	Not applicable	In Process
BP/AP on IT security	Not applicable	Not applicable	Not applicable	Not applicable	In Process
Implementation of Fraud Prevention Mechanism	Not applicable	Not applicable	Not applicable	Filtering algorithm implemented	N2N LightLeap AI Implementation
Has the IT Plan been updated?	Not updated	Not updated	Not updated	Not updated	In Process

ISLO DI by Race-Ethnicity Data

Student Populations with Disproportionate Impact (Equity Gap)

#	ISLO	2020-21	2021-22	2022-23	2023-24	2024-25
1	Communication Skills: Listen and speak actively and critically	None	Black Hispanic	Hispanic	White	None
2	Communication Skills: Present ideas clearly and organized	Hispanic	Black Hispanic	Hispanic	Black Hispanic	Black White
3	Communication Skills: Analyze and evaluate text in writing	Hispanic	Black Hispanic	Hispanic	Hispanic	Black White
4	Thinking & Reasoning: Formulate, share, & analyze ideas	Hispanic	Hispanic	Hispanic	Black Hispanic White	Black White
5	Thinking & Reasoning: Assess and analyze data/information	American Indian/Alaskan Native Hispanic	Black Hispanic	Hispanic	Black Hispanic	Black White
6	Thinking & Reasoning: Use quantitative reasoning to solve problems	Hispanic	Black Hispanic	Hispanic	Hispanic	Black White
7	Information Competency: Research topics by identifying/analyzing	Hispanic	Black Hispanic	Black White	Hispanic White	White
8	Information Competency: Use print and technology	Hispanic	Black Hispanic	None	Hispanic	White
9	Global Awareness and Ethics: Collegially work with diverse groups	Hispanic	Black Hispanic	None	Black White	White
10	Global Awareness and Ethics: Identify/examine cultural values	Hispanic	Black Hispanic	None	White	White
11	Global Awareness and Ethics: Analyze historic and social issues	Hispanic	Black Hispanic	None	None	Black White
12	Global Awareness and Ethics: Ethical implications of decision making		Hispanic	None	Hispanic	None

#	ISLO	2020-21	2021-22	2022-23	2023-24	2024-25
13	Global Awareness and Ethics: Sustainability	Hispanic	Black Hispanic	Hispanic	Hispanic	None
14	Aesthetic Sensitivity and Historical Literacy: Critique culture	Hispanic	Hispanic	Hispanic	Hispanic	Hispanic
15	Aesthetic Sensitivity and Historical Literacy: Create works of art	Black	Black Hispanic	Hispanic	None	None
16	Aesthetic Sensitivity and Historical Literacy: Critique works of art	Hispanic	Black Hispanic	Hispanic	None	None

Source: ISLO Equity DI Analysis