



ACCREDITING COMMISSION FOR
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2022 Annual Report
Final Submission
04/08/2022

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7297

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	John Elder
3.	Phone number of person preparing report:	(619) 421-6700 Ext 5507
4.	E-mail of person preparing report:	jelder@swccd.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 28,405 2019-20: 29,280 2020-21: 25,042
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	3% -14%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 25,036 2019-20: 26,035 2020-21: 23,640
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. Exercise Science/ Athletics Exercise Science/ Intercollegiate Exercise Science/ Specialized Sustainable Energy Studies Social Work and Human Services (+59.83%)	

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer
8.	Do you offer Distance Education?	Yes
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 8,430 2019-20 9,418 2020-21 13,614
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	12% 45%

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	Yes
9a.	Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:	2018-19 N/A 2019-20 N/A 2020-21 545
9b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	N/A N/A

9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	25 %

10. Additional Instructions and Data Definitions:

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard,

graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	Other: DataMart
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.swccd.edu/administration/institutional-research-and-planning/institutional-plans-reports-and-surveys.aspx

12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>64 %</td> <td>65 %</td> <td>66 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	64 %	65 %	66 %
2018-19	2019-20	2020-21						
64 %	65 %	66 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>68 %</td> <td>68 %</td> <td>69 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	68 %	68 %	69 %
2018-19	2019-20	2020-21						
68 %	68 %	69 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>71 %</td> <td>71 %</td> <td>70 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	71 %	71 %	70 %
2018-19	2019-20	2020-21						
71 %	71 %	70 %						

13. Additional Instructions and Data Definitions:

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

Certificates

14.	Type of Institute-set standard for certificates:	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>463</td> <td>533</td> <td>599</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	463	533	599
2018-19	2019-20	2020-21						
463	533	599						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>488</td> <td>561</td> <td>631</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	488	561	631
2018-19	2019-20	2020-21						
488	561	631						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>624</td> <td>731</td> <td>714</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	624	731	714
2018-19	2019-20	2020-21						
624	731	714						

14. Additional Instructions and Data Definitions:

For purposes of this report, include only those certificates which are awarded with 16 or more units.

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded:	Number of degrees
	If Number-Other or Percent-other, please describe:	

15a.	List your Institution-Set Standard (floor) for degrees:	2018-19 1,435	2019-20 1,586	2020-21 1,728
15b.	List your stretch goal (aspirational) for degrees:	2018-19 1,510	2019-20 1,670	2020-21 1,819
15c.	List actual number or percentage of degrees:	2018-19 1,874	2019-20 2,054	2020-21 2,180

Bachelor’s Degree (B.A./B.S.)

16.	Does your college offer a Bachelor’s Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2018-19 1,130	2019-20 1,111	2020-21 1,140
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19 1,189	2019-20 1,169	2020-21 1,200
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19 1,100	2019-20 1,360	2020-21 1,321

Licensure Examination Pass Rates

Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam (National, State, Other)	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
Associate Degree in Nursing	State	85 %	89 %	86 %	93 %	90 %
Certified Nursing Assistant	State	92 %	96 %	100 %	100 %	100 %
Dental Hygiene	National	95 %	100 %	100 %	100 %	100 %
Dental Hygiene	Other	95 %	100 %	100 %	100 %	100 %
Emergency Medical Technician	National	64 %	67 %	76 %	62 %	76 %
Licensed Vocational Nursing	State	88 %	93 %	96 %	100 %	93 %
Paramedic	National	95 %	100 %	100 %	100 %	100 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:					
	Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	Landscape Design and	71 %	75 %	75 %	75 %	50 %

Maintenance - 010910					
Architecture and Architectural Technology - 020100	65 %	69 %	85 %	55 %	70 %
Business and Commerce, General - 050100	66 %	70 %	71 %	50 %	50 %
Accounting - 050200	76 %	80 %	92 %	63 %	71 %
Business Administration - 050500	75 %	79 %	75 %	92 %	70 %
Business Management - 050600	75 %	79 %	86 %	72 %	77 %
Management Development and Supervision - 050630	28 %	29 %	35 %	26 %	29 %
Logistics and Materials Transportation - 051000	58 %	61 %	50 %	60 %	90 %
Real Estate - 051100	54 %	56 %	54 %	60 %	60 %
Office Technology / Office Computer Applications - 051400	69 %	73 %	65 %	72 %	60 %
Television (Including Combined TV/Film/Video) - 060420	68 %	72 %	70 %	93 %	65 %
Website Design and Development - 061430	44 %	47 %	60 %	60 %	55 %
Fitness Trainer - 083520	70 %	7 %	89 %	53 %	57 %
Automotive Technology - 094800	74 %	78 %	71 %	83 %	76 %
Construction Inspection - 095720	75 %	79 %	81 %	89 %	75 %
Applied Photography - 101200	66 %	69 %	75 %	60 %	54 %
Medical Assisting - 120800	29 %	30 %	0 %	60 %	67 %
Hospital Central Service Technician - 120900	95 %	100 %	100 %	100 %	100 %
Surgical Technician - 121700	81 %	86 %	79 %	93 %	91 %
Registered Nursing - 123010	83 %	87 %	95 %	82 %	90 %
Licensed Vocational Nursing - 123020	87 %	91 %	100 %	80 %	95 %
Certified Nurse Assistant - 123030	85 %	90 %	89 %	86 %	78 %
Dental Hygienist - 124020	86 %	91 %	98 %	96 %	92 %
Emergency Medical Services - 125000	92 %	97 %	100 %	100 %	91 %
Paramedic - 125100	83 %	87 %	94 %	78 %	96 %
Child Development / Early Care Education - 130500	70 %	73 %	89 %	80 %	69 %
Infants and Toddlers - 130590	57 %	60 %	63 %	50 %	48 %
Culinary Arts - 130630	74 %	78 %	89 %	53 %	67 %
Family Studies - 130800	62 %	65 %	73 %	69 %	66 %
Paralegal - 140200	74 %	78 %	78 %	71 %	92 %
Administration of Justice - 210500	80 %	85 %	88 %	86 %	75 %
Forensics, Evidence, and Investigation - 210540	70 %	74 %	78 %	80 %	77 %
Police Academy - 210550	87 %	92 %	100 %	79 %	83 %
Fire Technology - 213300	82 %	87 %	90 %	75 %	76 %
Legal and Community Interpretation - 214000	61 %	64 %	81 %	60 %	75 %

19. Additional Instructions and Data Definitions: For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your

institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

Question 6. Total unduplicated headcount enrollment for the last three years.

This data comes from the CCCCO DataMart. The method used to calculate this has changed since last year. Previously, this was calculated based off the MIS variable headcount status being coded as A, B, C, or F. Now it is based off the MIS variable headcount status being coded A, B, C, E, F, G, or H. This method has been retro-actively applied to all years. This means that this captures more individuals, and the headcount is larger now.

Question 7. Total unduplicated headcount enrollment in degree applicable credit courses for the last three years.

To calculate individuals in "Degree Applicable Credit Courses" we have to use the unduplicated headcount of enrolled students. The way this is calculated has changed because the way the unduplicated headcount of enrolled students (above) has changed. Using MIS variables, the headcount enrollment (Q6) is calculated. Then we find if any of the courses those individuals were enrolled in were degree applicable using SXD2. The list is then unduplicated by ID and year to get a headcount of individuals enrolled in a degree applicable course for each year.

20.

Question 7a. Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.

These have not been included in years prior to 2020-2021 because of difficulty defining program. For last year and this year this was defined as the headcount of students in subjects that offered at least one degree-applicable course in the academic year.

Question 13b. List the actual successful student course completion rate.

The reported numbers were calculated using only the Fall Terms for Credit counts from the CCCCO DataMart.

Question 19. Job placement rates for students completing certificate programs and CTE degrees for the last three years of available data.

This data is gathered from Perkins V. Due to a change in how the core indicator for employment is calculated only Perkins V data is used. This limits us to 4 years of usable data for the calculation of Institution Set Standards instead of five. The Medical Assisting - 120800 program only has 2 years from which to calculate the Institution Set Standard, while the Family Studies - 130800 program only has 3.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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