

SOUTHWESTERN COLLEGE

Institution–Set Standards Performance Data 2020–21



Prepared by the Office of
Institutional Research and Planning
May 2021

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

Southwestern College (SWC) has set standards for areas of institutional performance relevant to its mission in alignment with regulation and Accrediting Commission for Community and Junior Colleges (ACCJC). The College has incorporated these standards into its institutional decision-making process to promote continuous quality improvement. This report presents the College's Institution-Set Standards established in accordance with ACCJC Standard I.B.3 and related performance data for use by constituencies in evaluation and planning.

SWC Institution-Set Standard Metrics

Successful Course Completion	Percentage of enrolled students who receive a passing/satisfactory grade
Certificate Completion	Number of certificates awarded in an academic year; includes certificates requiring a minimum of 16 units to those requiring 60 or more units ¹
Degree Completion	Number of degrees awarded in an academic year; includes AS-T, AA-T, AS, AA
Transfer	Number of student transfers to the UC and CSU system, in-state private (ISP), and out-of-state (OOS) institutions as reported by the NSC
Examination Pass Rates	Pass rates in programs where students must pass a licensure examination in order to work in their field of study
Job Placement Rates	Placement rates for students completing significant coursework or obtaining degrees / certificate in career education ²

What is the Standard?

The standard set by the College requires that current year performance for each of the Institution-Set Standard Metrics above equal or exceed 95% of the five-year average for the metric being assessed. Failure to meet any standard requires the institution to establish and implement plans for improvement which enable it to reach the standard.

What are Our Aspirational (Stretch) Goals?

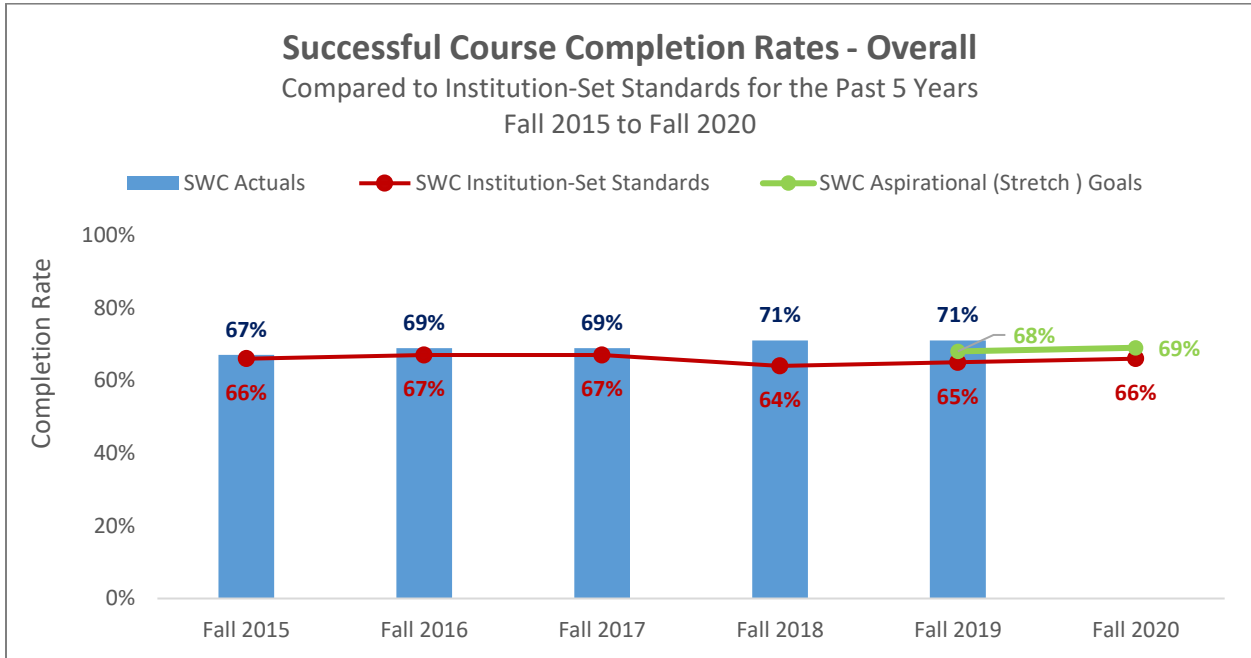
The College's stretch goals are aspirational goals set by the college. Stretch goals are established by calculating 100% of the five-year average for the metric being assessed.³

¹ Prior to 2019-20, certificates requiring a minimum of 12 units were also included, which amounted to approximately 10 (or less) certificates from 2015-16 through 2018-19.

² Job placement rates are based on data provided through the Chancellor's Office's Perkins Core Indicators.

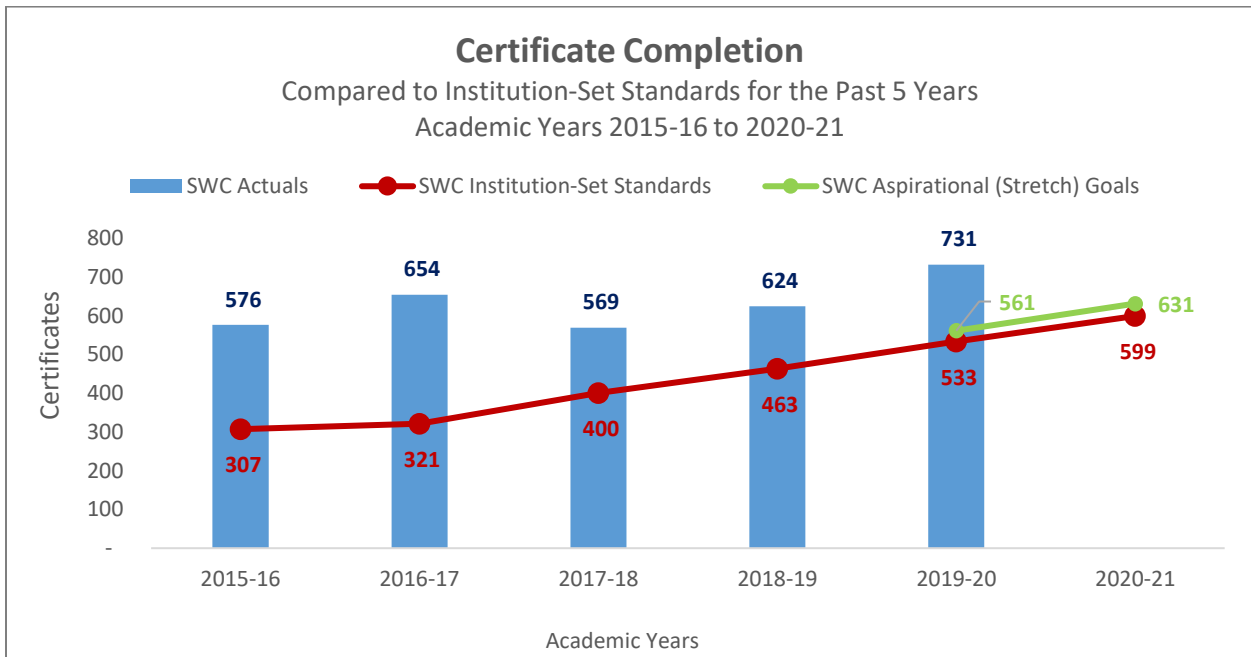
³ Adopted by Academic Senate (March 23, 2021) in alignment with ACCJC Guidance.

Successful Course Completion Rates



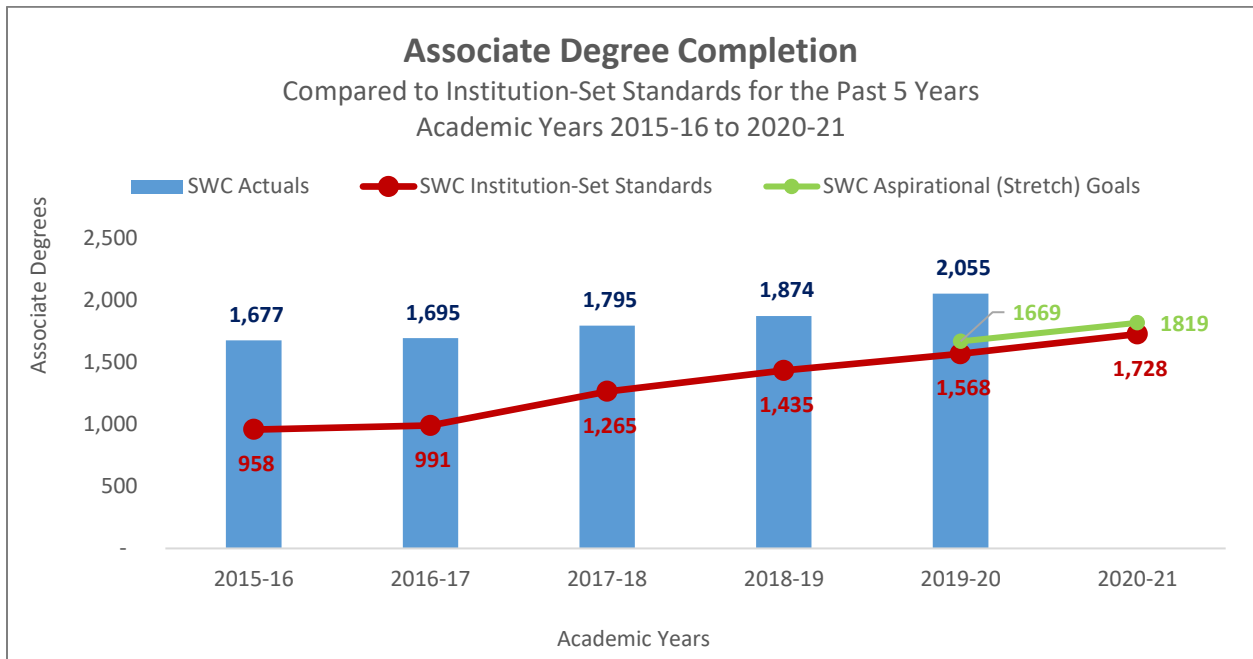
Definition: The percentage of credit enrollments that resulted in a passing or satisfactory grade (A, B, C, P, IA, IB, IC, IPP) during the fall term.
Source: CCCCO Data Mart, Credit Course Retention/Success Rate Summary Report, Accessed 3/17/21, https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Certificate Completion



Definition: The number of Certificates of Achievement (Chancellor's Office approved certificates) awarded during the academic year (SU, FA, SP).
Source: Southwestern College Internal Data Warehouse, Business Objects, Accessed 3/23/21

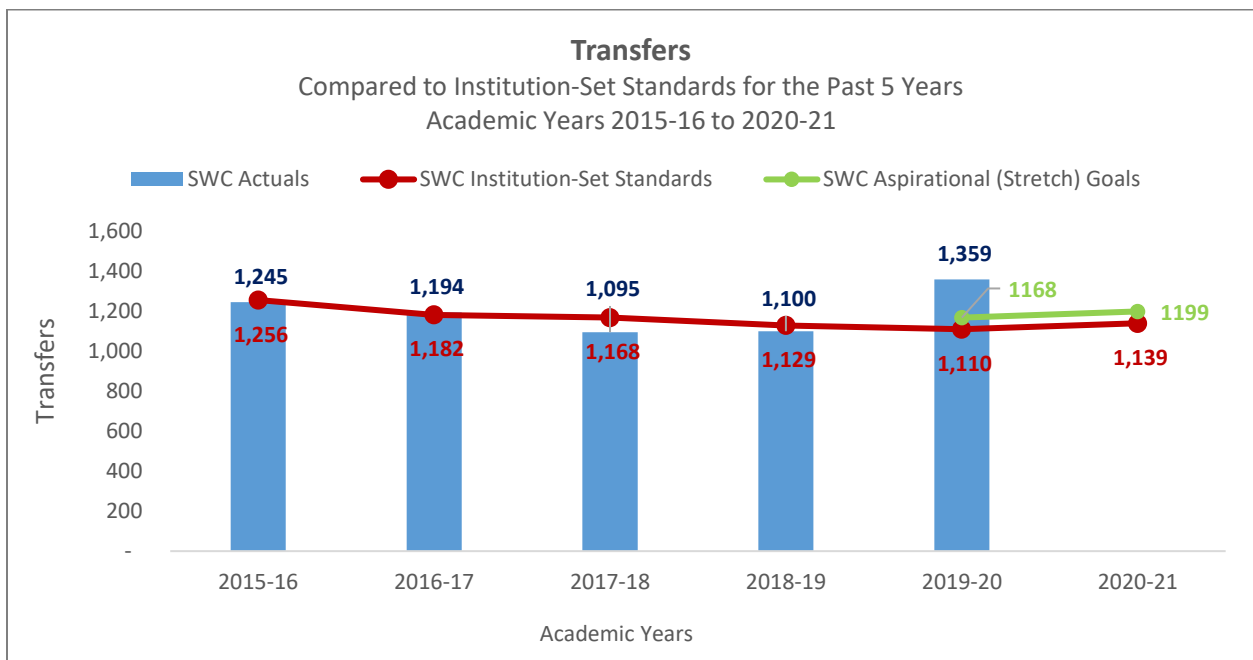
Associate Degree Completion



Definition: The number of Associates Degrees (AA, AS, ADT) awarded during the academic year (SU, FA, SP).

Source: Southwestern College Internal Data Warehouse, Business Objects, Accessed 3/17/21

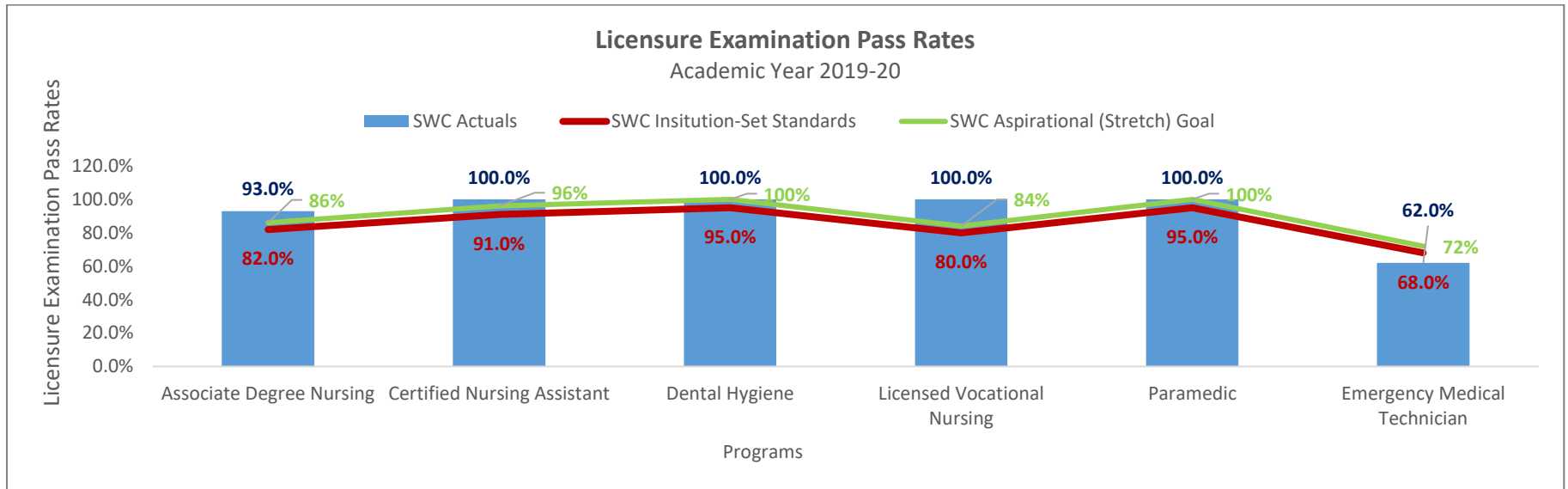
Transfers



Definition: The number of transfers that occur during the academic year (SU, FA, SP).

Sources: *In-State-Private (ISP) and Out-of-State (OOS):* California Community Colleges Chancellor's Office Management Information System Data Mart, Transfer Volume Report, <https://datamart.cccco.edu/>, Accessed 3/18/21; *California State University:* The California State University Institutional Research & Analyses, CCC Transfers to the CSU (Concentration & Ethnicity), <https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>, Accessed 3/18/21; *University of California:* UC System Infocenter, Admissions by Source School, Full Year Transfers by College Dashboard, <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>, Accessed 3/18/21

Licensure Examination Pass Rates



Program --- Exam	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	MET FLOOR	MET STRETCH
Associate Degree in Nursing --- State	82%	86%	81%	86%	93%	Yes	Yes
Certified Nursing Assistant --- State	91%	96%	94%	100%	100%	Yes	Yes
Dental Hygiene --- Regional	95%	100%	100%	100%	100%	Yes	Yes
Emergency Medical Technician --- National	68%	72%	80%	76%	62%	No	No
Licensed Vocational Nursing --- State	80%	84%	86%	96%	100%	Yes	Yes
Paramedic --- National	95%	100%	100%	100%	100%	Yes	Yes

Source: Data provided by Program Directors, March 2021

Employment Rates for Career and Technical Education Students

Job Placement rates for students completing certificate programs and CTE (Career technical education) degrees:

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	MET FLOOR	MET STRETCH
Architecture and Architectural Technology -	65.5%	68.9%	80.0%	84.6%	54.5%	No	No
Accounting - 050200	72.9%	76.7%	78.1%	92.3%	62.5%	No	No
Business Administration - 050500	70.3%	74.0%	77.2%	75.0%	91.7%	Yes	Yes
Business Management - 050600	69.7%	73.4%	73.9%	85.7%	72.2%	Yes	No
Management Development and Supervision -	31.7%	33.4%	33.3%	35.3%	26.5%	No	No
Real Estate - 051100	56.8%	59.8%	41.2%	53.8%	60.0%	Yes	Yes
Office Technology / Office Computer	62.6%	65.9%	75.6%	64.5%	72.4%	Yes	Yes
Television (Including Combined	64.8%	68.2%	70.6%	70.0%	92.9%	Yes	Yes
Fitness Trainer - 083520	73.6%	77.5%	69.2%	88.9%	52.9%	No	No
Automotive Technology - 094800	73.3%	77.2%	78.6%	71.4%	83.3%	Yes	Yes
Applied Photography - 101200	60.6%	63.8%	62.5%	75.0%	60.0%	No	No
Clinical Medical Assisting - 120810	67.2%	70.7%	61.5%	78.6%	75.0%	Yes	Yes
Surgical Technician - 121700	77.5%	81.6%	86.2%	78.6%	93.3%	Yes	Yes
Registered Nursing - 123010	84.1%	88.6%	88.2%	95.5%	81.8%	No	No
Certified Nurse Assistant - 123030	77.4%	81.5%	89.8%	89.0%	86.4%	Yes	Yes
Dental Hygienist - 124020	85.1%	89.6%	84.0%	97.8%	96.2%	Yes	Yes
Emergency Medical Services - 125000	82.1%	86.4%	78.9%	100.0%	100.0%	Yes	Yes
Child Development / Early Care Education -	69.9%	73.6%	79.4%	88.6%	80.0%	Yes	Yes
Infants and Toddlers - 130590	61.0%	64.2%	64.1%	62.5%	50.0%	No	No
Culinary Arts - 130630	81.3%	85.6%	81.0%	89.5%	53.3%	No	No
Family Studies - 130800	63.7%	67.0%	61.1%	72.9%	68.9%	Yes	Yes
Paralegal - 140200	66.2%	69.7%	75.0%	78.3%	71.4%	Yes	Yes
Administration of Justice - 210500	75.8%	79.8%	78.2%	87.5%	86.5%	Yes	Yes
Police Academy - 210550	89.8%	94.6%	88.9%	100.0%	78.6%	No	No
Fire Technology - 213300	81.4%	85.7%	92.3%	90.0%	75.0%	No	No
Legal and Community Interpretation - 214000	65.4%	68.8%	56.3%	81.3%	60.0%	No	No

Source: California Community College Chancellor's Office, Perkins Core Indicator Reports IV & V, https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Default.aspx (Perkins Core Indicators Reports IV), https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx (Perkins V), Accessed 3/18/21

Notes: The year reflects the job placement year ("Outcomes Year"). Only TOP codes with a count of at least 10 students in the 2021-22 Planning Year (2019-20 Outcomes Year) were included in reporting. Additionally, "Health Professions, Transfer Core Curriculum (TOP Code 126000)" has been excluded from reporting.

Warning: This data reflects two different data sources, Perkins Core Indicators IV (2017-18 and earlier) and Perkins Core Indicators V (2018-19 and later). If methodology changed, the numbers may not be comparable. Access to the Perkins V Indicators was provided by Todd Hoig through the RP Group Listserv on March 16, 2021, but methodology details are limited. The Office of Institutional Research and Planning will continue to explore potential methodology differences as more information becomes available.

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