SOUTHWESTERN COLLEGE
Fact Book 2021–2022

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.

Governing Board Policy No. 1200

SWC Fact Book
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Introduction

The 2021–2022 Southwestern College Annual Fact Book provides a snapshot of college and student information, including data related to the Southwestern Community College District (SCCD), its service area, and the community. Moreover, summary information related to student profiles, student support services, student achievement, employee demographics, and other institutional characteristics are included. The demographic and institutional data selected for inclusion provide a concise informational resource for students, faculty and staff, and the community.

The information presented in this publication was obtained from the California Community College Chancellor's Office (CCCCO) Data Mart, the SCCD data warehouse, the National Student Clearinghouse (NSC), the San Diego Association of Governments (SANDAG), and the California State University (CSU) and University of California (UC) systems.

Locations

SCCD serves diverse educational needs through its Chula Vista campus, its three satellite Higher Education Centers located in Otay Mesa, National City, and San Ysidro, as well as the Crown Cove Aquatic Center located in Coronado. The Chula Vista campus, Higher Education Centers, and Crown Cove Aquatic Center each offer signature programs and courses unique to their location, including:

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

HIGHER EDUCATION CENTER AT OTAY MESA
- Administration of Justice program
- Emergency Medical Technology and Paramedic program
- Fire Science Technology program
- Law Enforcement Training Academy program
- Nursing & Preparation for Allied Health programs

HIGHER EDUCATION CENTER AT NATIONAL CITY
- Dental Hygiene program
- Medical Laboratory Technology (MLT) program
- Medical Assisting – Administrative & Clinical program
- Center for Business Advancement
- San Diego & Imperial Small Business Development Center (SBDC) network

HIGHER EDUCATION CENTER AT SAN YSIDRO
- Family Studies (formerly Child Development) program

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 2.1 million students enrolled in a California community college, our District serves approximately 25,000 to 29,000 students each year.

The SCCD service area is:

- estimated to number 505,970 and projected to grow to 566,339 by 2050
- predominantly Hispanic, 58%, while San Diego County overall is only 34% Hispanic
- expected to hold steady with 58% of residents identifying as Hispanic by 2050
- slightly more male than female, 51% to 49%
- over 69% under the age of 50 with 31% age 50 or over

Demographic Trait	SCCD Service Area Population: 2020
Female	49.14%
Male	50.85%
Age 19 or Under	28.92%
Age 20 to 24	6.87%
Age 25 to 34	16.48%
Age 35 to 49	17.02%
Age 50 and over	30.71%
American Indian/Alaskan Native	0.30%
Asian*	10.70%
Black or African American	4.50%
Hispanic/Latino	57.80%
Other	0.20%
Pacific Islander	0.50%
Two or More	2.20%
White	23.70%
Persons with Disabilities	10.30%

The "Asian" designation includes the Filipino demographic group.

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

- 79% of SCCD residents 25 years of age or older graduated from high school or possess a higher degree, compared to 88% for San Diego County
- 24% of SCCD residents ages 25-plus have a bachelor's degree or higher, compared to 40% for San Diego County
- SCCD median household income is $65,411, while for the entire county it equals $82,426
- 22% of SCCD households earn less than $30,000 per year, compared to 20% for San Diego County
- 29% of SCCD households earn more than $100,000 per year, compared to 34% for San Diego County

Sources: SANDAG Data Surfer, Demographic and Socioeconomic Estimates, Southwestern Community College District (2020), http://datasurfer.sandag.org ; "Persons with Disability" category for South Region, County of San Diego, Health & Human Services Agency, https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/CHS/demographics/2019%20SRA%20Demographic%20Profiles.pdf ; 2020 American Community Survey https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2020/

As the only public institution of higher education is southern San Diego County, Southwestern College continues to play a vital role in helping local residents achieve their education and career goals.

Service Area Map
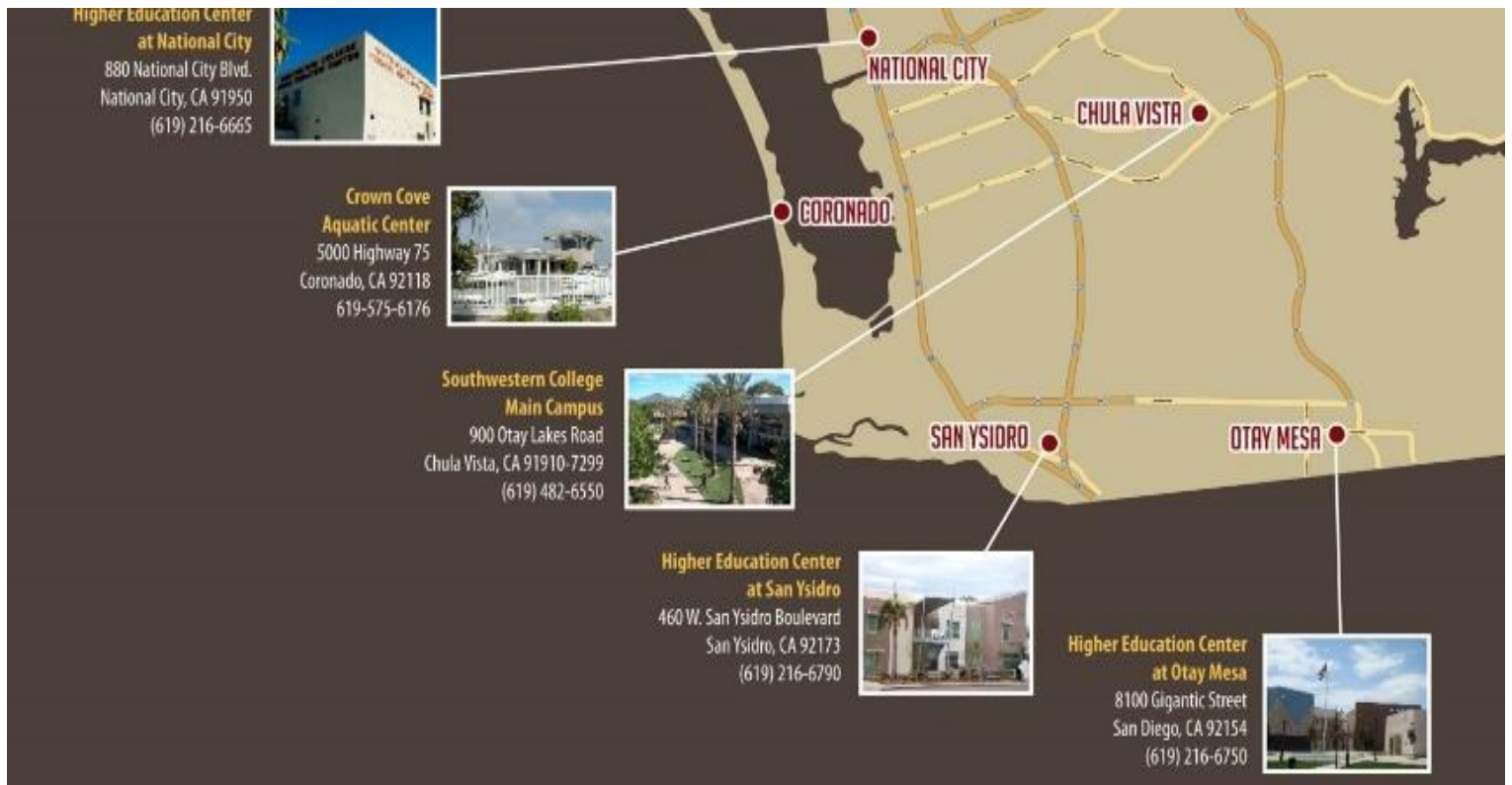
For the 2021-22 year, approximately 73% of enrolled students reported living within the Southwestern Community College Disctrict (SCCD) service area. Chula Vista is home to the most students by far, followed by Otay Mesa. Of those living outside the service area, most reported living within the City 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
Inside Southwestern CCD Service Area	
Bonita	2.24%
Chula Vista	44.44%
Imperial Beach	2.50%
National City	5.41%
Coronado	0.40%
Otay Mesa	12.19%
San Ysidro	6.05%
Outside Southwestern CCD Service Area	
Other Communities	26.77%

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 2020 relative to other higher education institutions, with 1,914 of 6,350 (30%) SUHSD graduates entering college for the first time at Southwestern.

Five Most Popular College Destinations for SUHSD Graduates: Class of 2020*		
College/University	**Transfer-In Count**	**Rank**
Southwestern College	1,914	1
San Diego State University	588	2
San Diego City College	212	3
University of California, San Diego	191	4
San Diego Mesa College	158	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 doubled from 15% in 2012-13 to 30% by 2014-15, and hovered around 33% until 2018-19 when the capture rate peaked at 35%. This past year has seen a decrease back down to 30%.
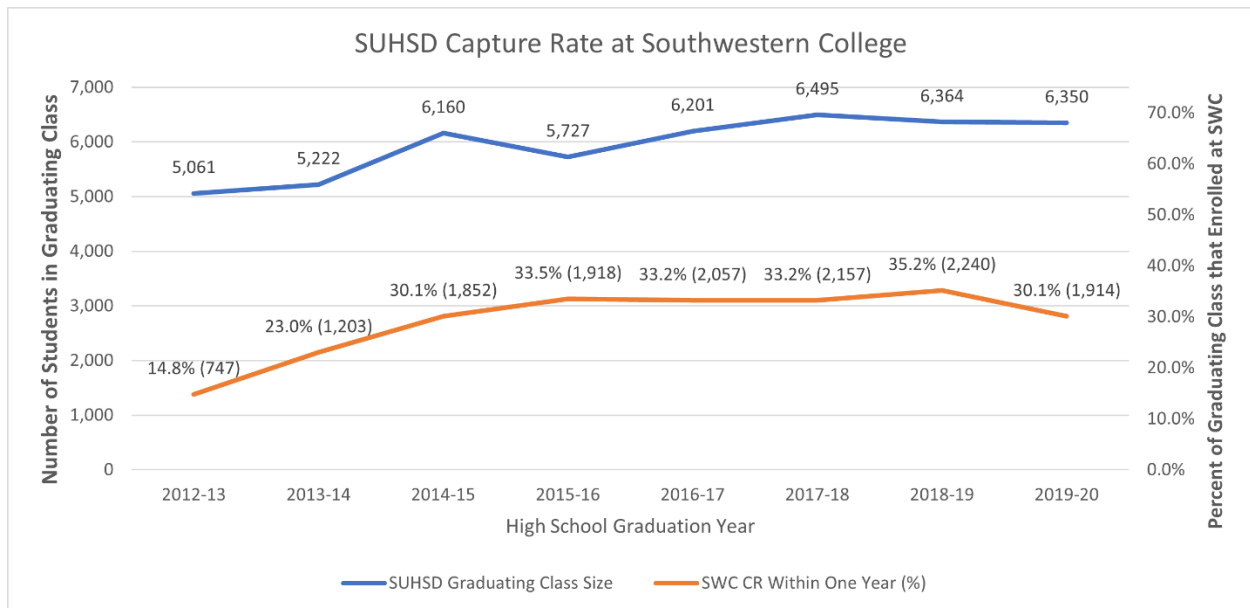
Source: National Student Clearinghouse data provided by Sweetwater Union High School District

In 2020-21, Southwestern College received graduates from all 16 SUHSD high schools. The most students by count came from Eastlake and Otay Ranch Senior High Schools, followed closely by Olympian and Chula Vista Senior High Schools. Additionally, at least one-third of the graduates from six schools enrolled at SCCD, as did at least one-quarter of the graduates from an additional five schools.

Count and Percentage of SUHSD Graduates Entering Southwestern College: Class of 2020*		
High School	**Count**	**Percent of Graduating Class**
Eastlake High School	209	29.3%
Otay Ranch Senior High School	202	35.4%
Olympian High School	195	33.2%
Chula Vista Senior High School	191	31.3%
Bonita Vista Senior High School	172	34.3%
Montgomery Senior High School	159	36.3%
San Ysidro High School	159	29.8%
Hilltop Senior High School	156	33.0%
Southwest Senior High School	139	31.7%
Castle Park Senior High School	123	34.5%
Mar Vista Senior High School	98	28.2%
Sweetwater High School	92	13.7%
Palomar High School	**	11.4%
Options Secondary School	**	47.1%
Alta Vista Academy	**	25.0%
East Hills Academy School	**	25.0%

*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 Enrollment Annual and By Term

Between 2017-18 and 2019-20, Southwestern College enrolled over 19,000 students each term and approximately 28,000 students each year, on average. The College experienced a decrease in enrollments in 2020-21 and 2021-22 following the onset of the COVID-19 pandemic in March 2020. The annual number of students presented below and throughout this publication include summer, fall, and spring terms, and are unduplicated across terms.
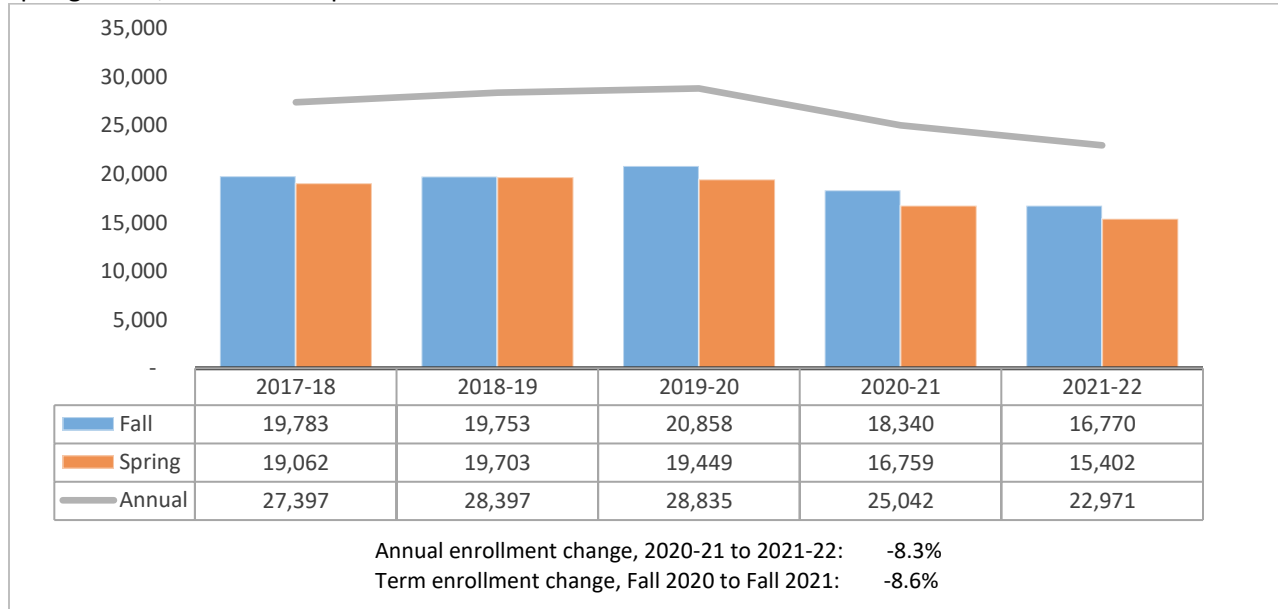
	2017-18	2018-19	2019-20	2020-21	2021-22
Fall	19,783	19,753	20,858	18,340	16,770
Spring	19,062	19,703	19,449	16,759	15,402
Annual	27,397	28,397	28,835	25,042	22,971

Annual enrollment change, 2020-21 to 2021-22:   -8.3%
Term enrollment change, Fall 2020 to Fall 2021:   -8.6%

Source: California Community College Chancellor's Office Management Information System Data Mart (2016-17, 2017-18, 2019-20 through 2021-22); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Ethnicity

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

	African-American	American Indian or Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	Multi-Ethnicity	Unknown or Decline to State	White
2017-18	4.8%	0.3%	2.4%	8.2%	66.4%	0.5%	3.7%	1.4%	12.3%
2018-19	4.5%	0.3%	2.5%	8.0%	68.6%	0.4%	4.0%	1.4%	10.2%
2019-20	4.3%	0.3%	2.7%	8.5%	68.6%	0.4%	3.9%	2.0%	9.3%
2020-21	4.5%	0.3%	2.5%	8.6%	68.2%	0.3%	4.4%	1.8%	9.4%
2021-22	4.6%	0.2%	2.5%	8.8%	68.4%	0.4%	4.4%	1.5%	9.3%
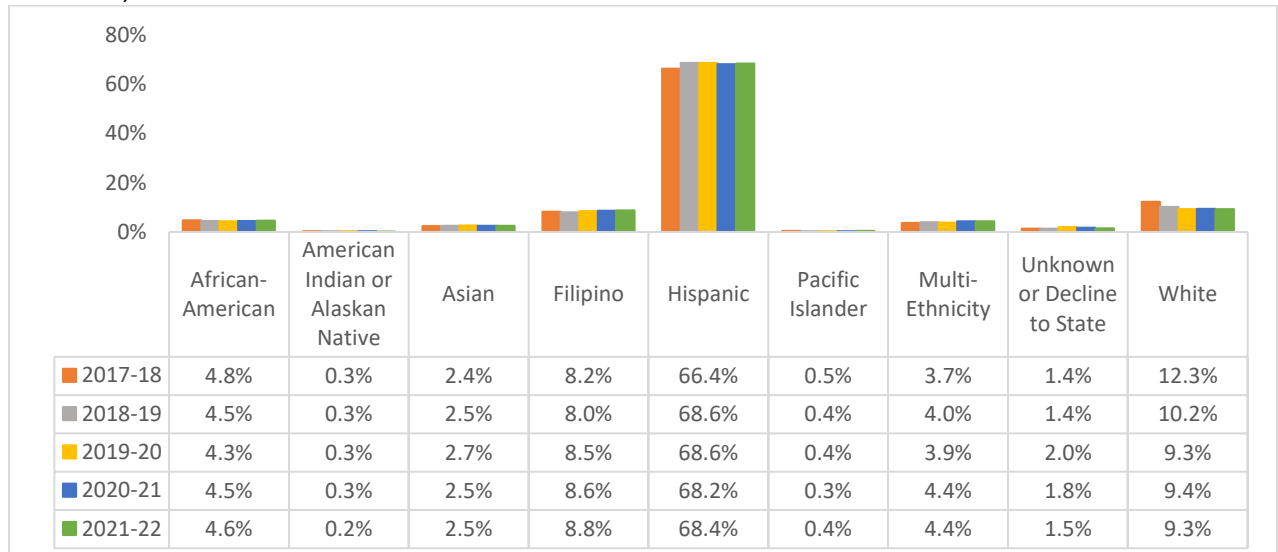
Sources: California Community College Chancellor's Office Management Information System Data Mart (2016-17, 2017-18, 2019-20 through 2021-22); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Gender

Over the last five years, most students at Southwestern College have identified as female. Fifty-six percent (56%) are in this category in 2021-22. Male students have typically comprised just over 40% of the population, with 42% in this category in 2021-22. Less than 1% of students identified as non-binary and 1% have an unknown or unreported gender.

	2017-18	2018-19	2019-20	2020-21	2021-22
Female	54.6%	55.3%	55.6%	58.0%	56.4%
Male	44.4%	43.6%	43.2%	40.9%	42.3%
Non-binary*				0.2%	0.4%
Unknown	1.1%	1.1%	1.2%	1.0%	0.9%

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 (2016-17, 2017-18, 2019-20 through 2021-22); Southwestern Community College District Data Warehouse (2018-19)

Student Enrollment by Age

Southwestern College students younger than 25 comprise 64% of the student population. The distribution of most age groups has remained relatively stable over time, though 2020-21 and 2021-22 saw a slight increase of students between ages 20 and 34 and a decrease of students ages 50-plus relative to other years.

	19 or less	20-24	25-29	30-34	35-39	40-49	50+
2017-18	29.6%	33.0%	13.2%	6.6%	4.5%	6.2%	6.9%
2018-19	31.9%	31.4%	12.6%	6.4%	4.5%	6.1%	7.1%
2019-20	33.0%	30.2%	12.7%	6.6%	4.5%	6.0%	7.0%
2020-21	32.7%	31.3%	13.4%	7.7%	4.8%	5.8%	4.4%
2021-22	32.5%	31.1%	12.7%	7.9%	4.9%	6.0%	4.9%

2021-22 Average* Age: 26
2021-22 Median* Age: 22

Average and Median ages are based on Fall 2021 student age at start of term
Source: California Community College Chancellor's Office Management Information System Data Mart (2016-17, 2017-18, 2019-20 through 2021-22); Southwestern Community College District Data Warehouse (2018-19)
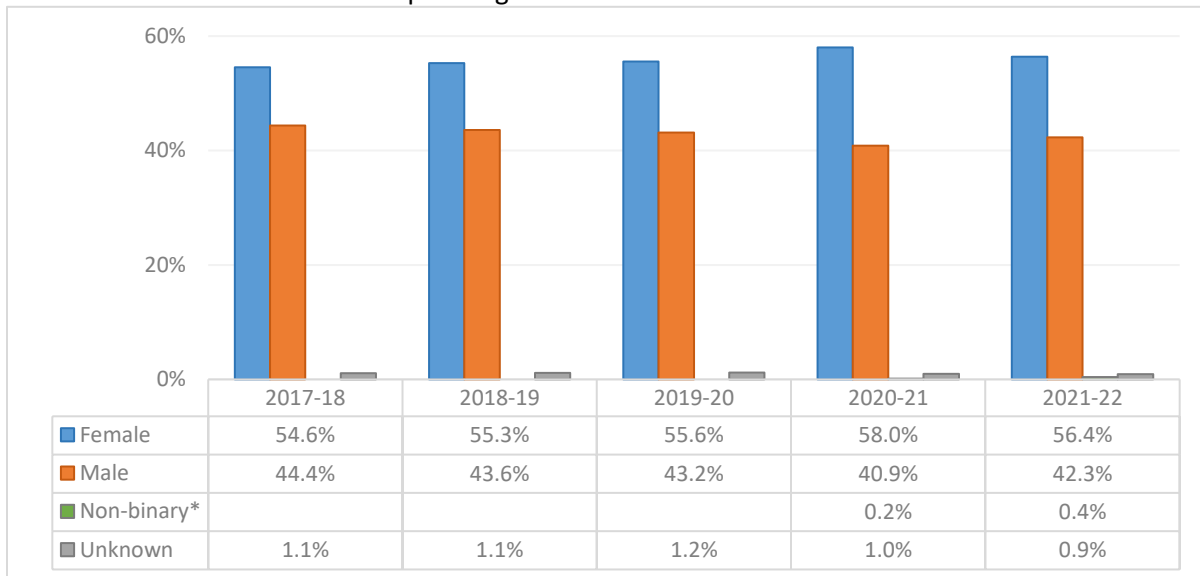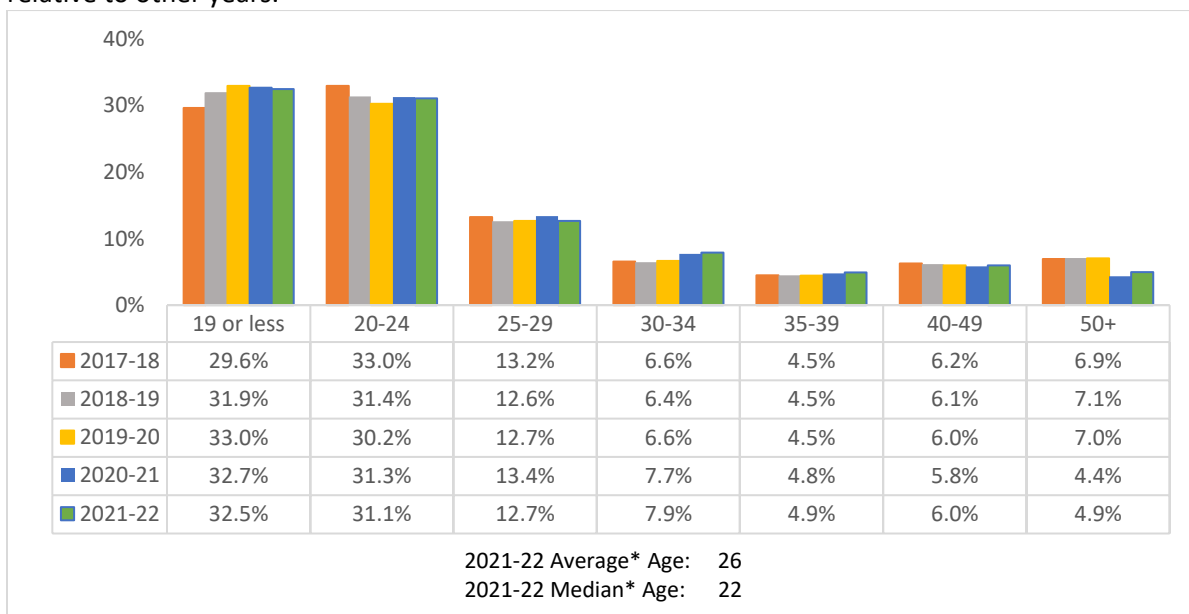
Day-Evening Student Enrollment

A student is considered a "daytime enrollment" if they are registered in at least one class section that meets before 4:30 pm. A student is designated an "evening enrollment" if they do not meet the criteria for daytime enrollment and has 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 three-quarters of all enrollments between Fall 2017 and Fall 2019. This decreased slightly to 74% in Fall 2020 and dropped to 63% in Fall 2021. At the same time, the number of unknown enrollments increased markedly.
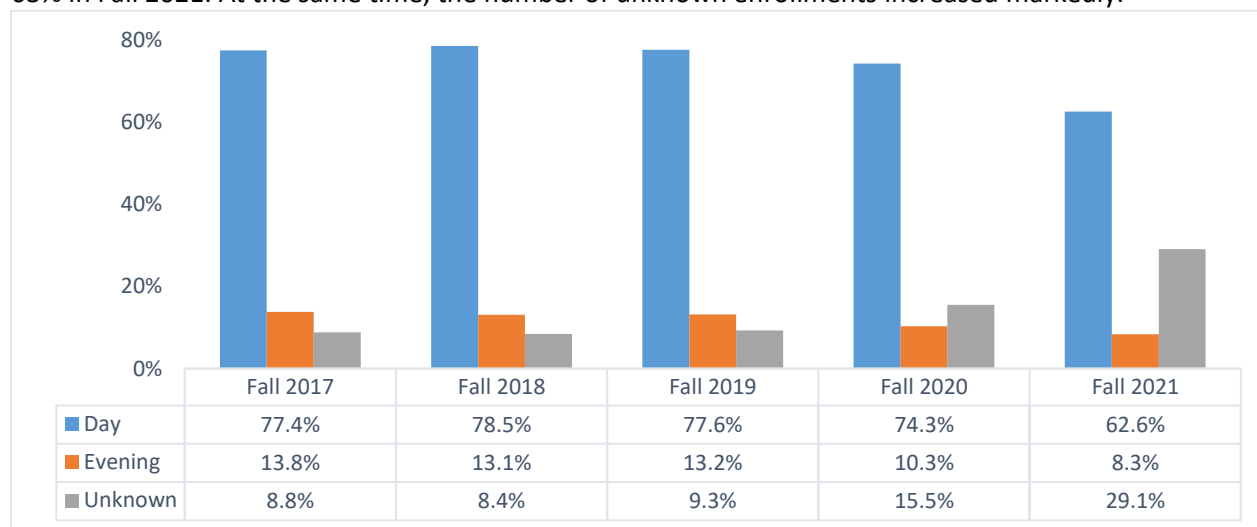
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	77.4%	78.5%	77.6%	74.3%	62.6%
Evening	13.8%	13.1%	13.2%	10.3%	8.3%
Unknown	8.8%	8.4%	9.3%	15.5%	29.1%

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.
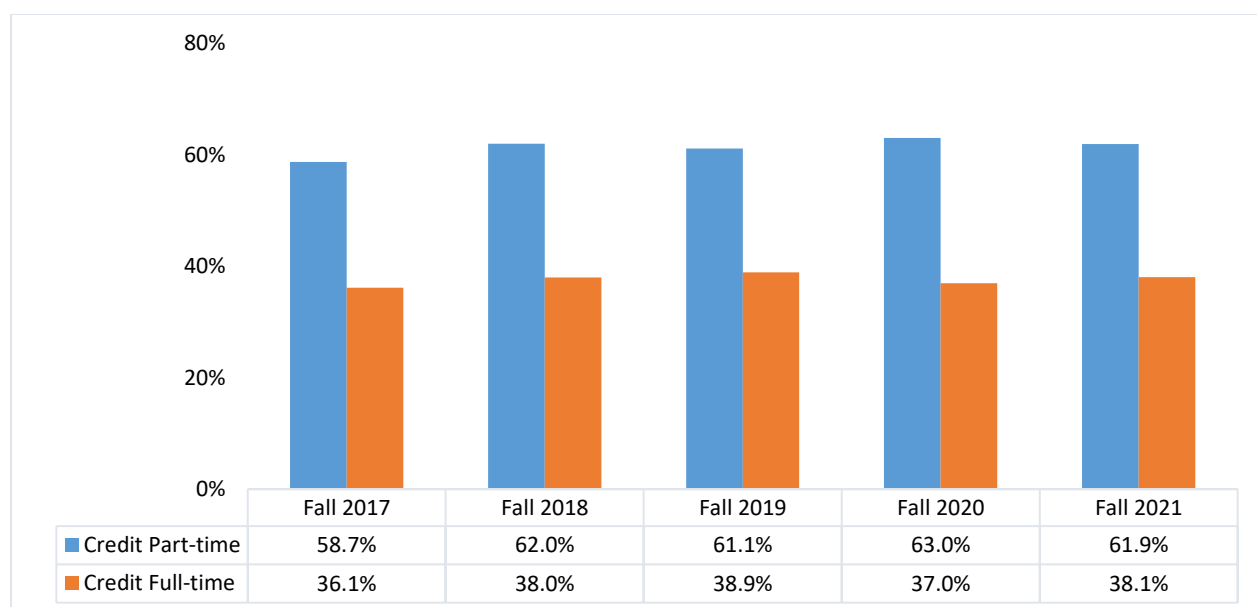
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Credit Part-time	58.7%	62.0%	61.1%	63.0%	61.9%
Credit Full-time	36.1%	38.0%	38.9%	37.0%	38.1%

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 are 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 2021, 96% were enrolled in credit courses and 4% were enrolled in only non-credit courses.
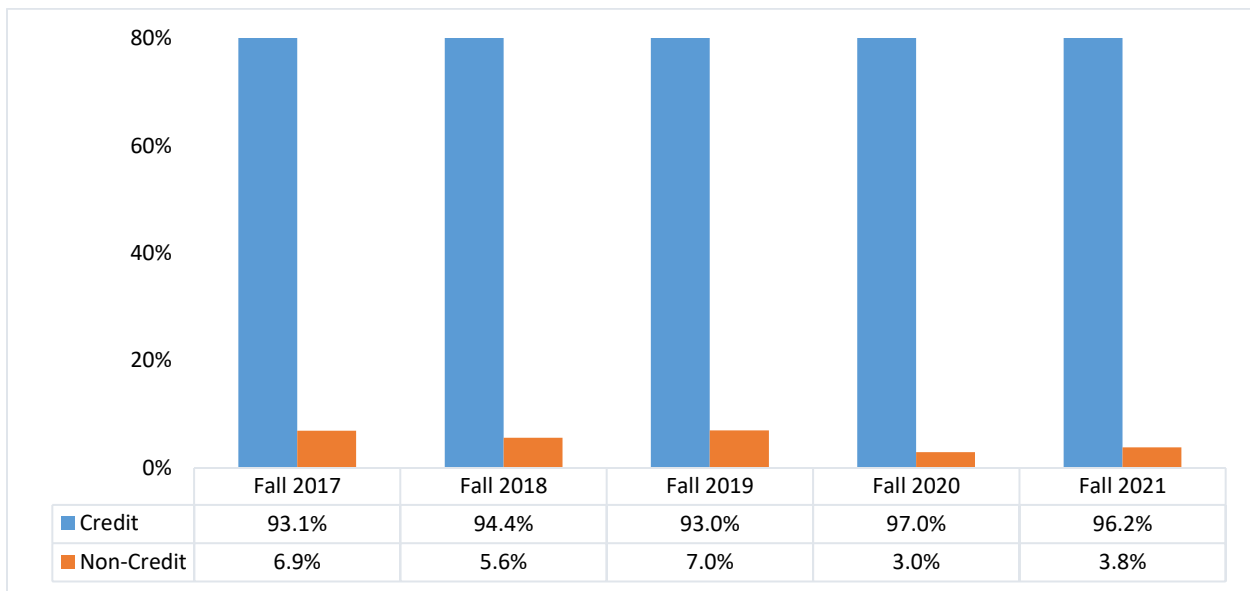
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Credit	93.1%	94.4%	93.0%	97.0%	96.2%
Non-Credit	6.9%	5.6%	7.0%	3.0%	3.8%

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

Student Enrollment by Course Modality* - Credit

Between 2017-18 and 2019-20, more than three-quarters of Southwestern College credit enrollments were in face-to-face courses, with slightly more than one-in-six in online courses and approximately 5% in hybrid courses. Following the onset of the COVID-19 pandemic in Spring 2020, 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%.

By 2021-22, SCCD began a phased re-opening in which more face-to-face courses were offered. Slightly more than one-quarter of enrollments were in those courses. Online enrollments increased to 47%, while remote enrollments decreased to 19%. A new mode, synchronous live, replaced remote courses in Spring 2022 and accounted for 4% of all enrollments. The proportion of correspondence education enrollments remained relatively stable at 1%.
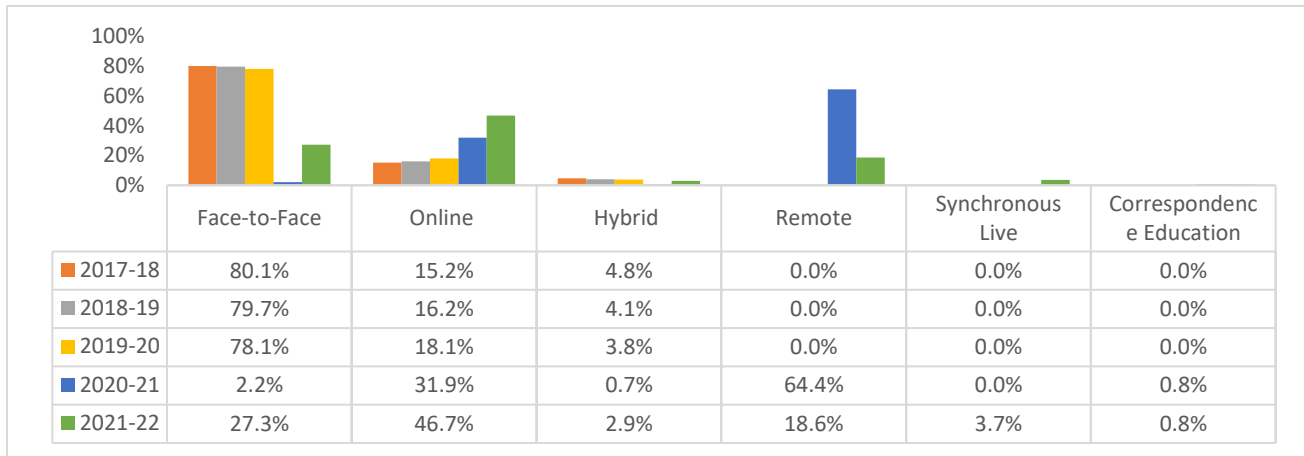
	Face-to-Face	Online	Hybrid	Remote	Synchronous Live	Correspondence Education
2017-18	80.1%	15.2%	4.8%	0.0%	0.0%	0.0%
2018-19	79.7%	16.2%	4.1%	0.0%	0.0%	0.0%
2019-20	78.1%	18.1%	3.8%	0.0%	0.0%	0.0%
2020-21	2.2%	31.9%	0.7%	64.4%	0.0%	0.8%
2021-22	27.3%	46.7%	2.9%	18.6%	3.7%	0.8%

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

Student Enrollment by Course Modality* – Non-Credit

Between 2017-18 and 2019-20, all Southwestern College non-credit enrollments were in face-to-face courses. Following the onset of the COVID-19 pandemic in Spring 2020, SCCD shifted primarily to remote operations in 2020-21. That year, 92% of all non-credit enrollments were in remote courses, while 7% remained face-to-face. By 2021-22, SCCD began a phased re-opening in which more face-to-face courses were offered. Thirty-eight percent of enrollments were in those courses. Half of all non-credit courses remained remote. A new mode, synchronous live, replaced remote courses in Spring 2022 and accounted for the remaining 12% of enrollments.
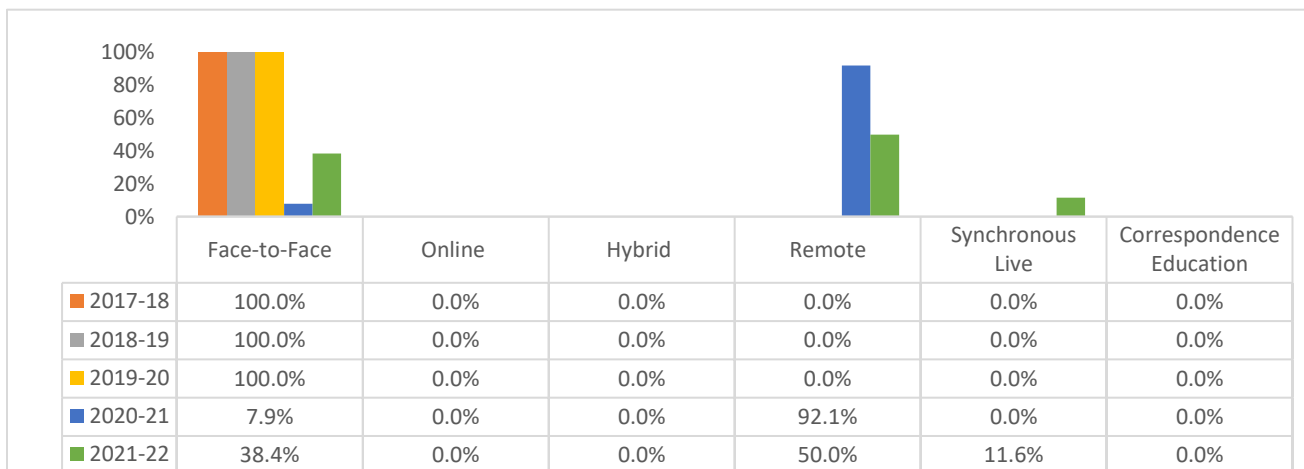
	Face-to-Face	Online	Hybrid	Remote	Synchronous Live	Correspondence Education
2017-18	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019-20	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2020-21	7.9%	0.0%	0.0%	92.1%	0.0%	0.0%
2021-22	38.4%	0.0%	0.0%	50.0%	11.6%	0.0%

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

Most Popular Majors and Program Awards

Southwestern College offers nearly 300 majors and more than 65 different Associate of Arts (AA) degrees, over 75 Associate of Science (AS) degrees, and over 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* 2021-22		
	Rank	Count
Nursing	1	2,497
Business Administration	2	1,928
Psychology	3	1,657
Biology	4	1,171
Liberal Arts	5	931

Source: Southwestern Community College District Data Warehouse
*For purposes of this calculation, majors are grouped by major title and include students pursuing any type of award offered.

Top Five Most Popular Awards 2021-22		
	Rank	Count
California State University General Education - Certificate for Transfer	1	278
Business Administration - Associate Degree for Transfer	2	202
Psychology - Associate Degree for Transfer	3	200
Preparation of Allied Health Programs – Associate Degree	4	157
Administration of Justice - Associate Degree for Transfer	5	140

Source: Southwestern Community College District Data Warehouse

Financial Aid Award Recipients

Over 65% of Southwestern College students receive some type of financial aid. 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 2020-21, more than 13,000 students (60% of 22,971 students) qualified for and received the California College Promise Grant. Additionally, more than 6,600 students received CARES/HEERF federal grants (29%) and more than 6,500 received Pell Grants (28%).
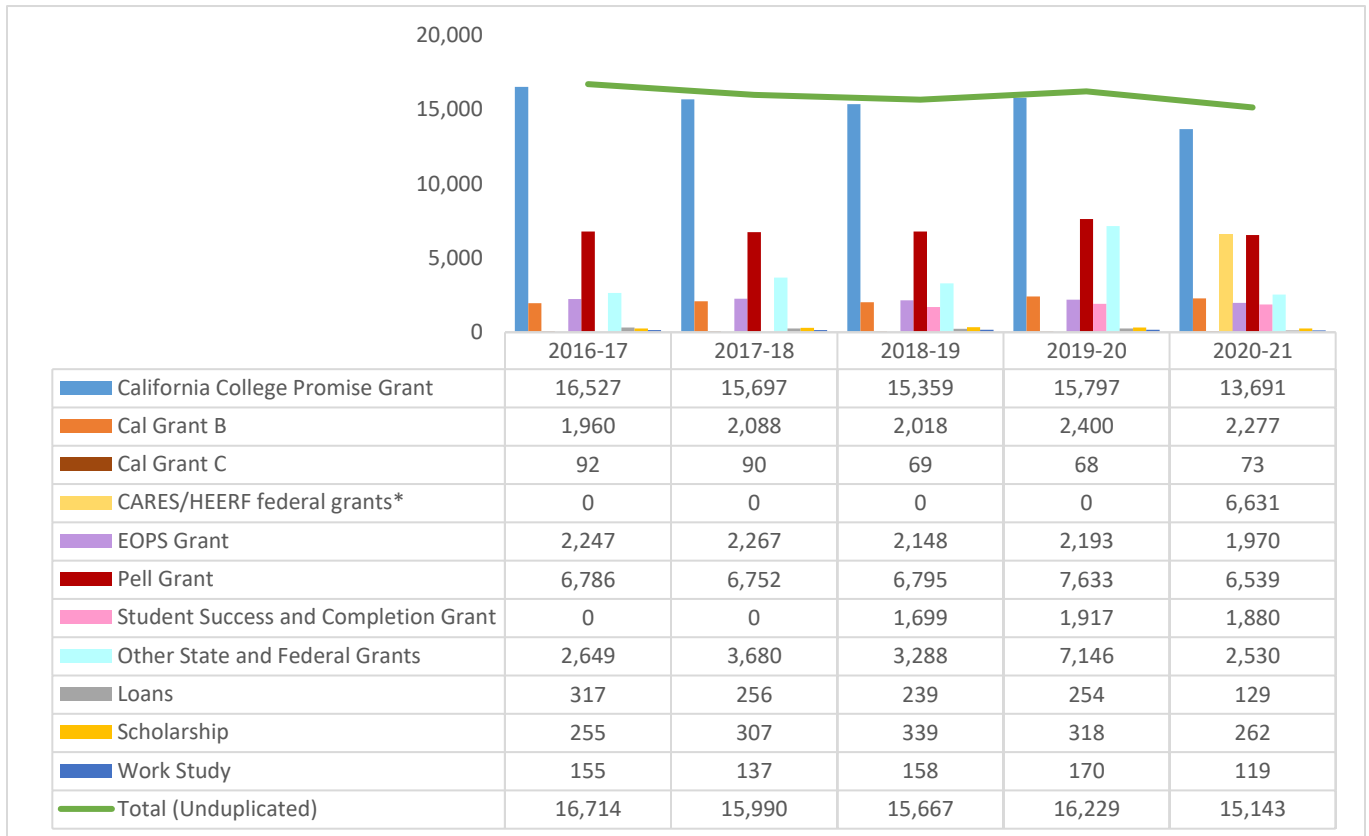
	2016-17	2017-18	2018-19	2019-20	2020-21
California College Promise Grant	16,527	15,697	15,359	15,797	13,691
Cal Grant B	1,960	2,088	2,018	2,400	2,277
Cal Grant C	92	90	69	68	73
CARES/HEERF federal grants*	0	0	0	0	6,631
EOPS Grant	2,247	2,267	2,148	2,193	1,970
Pell Grant	6,786	6,752	6,795	7,633	6,539
Student Success and Completion Grant	0	0	1,699	1,917	1,880
Other State and Federal Grants	2,649	3,680	3,288	7,146	2,530
Loans	317	256	239	254	129
Scholarship	255	307	339	318	262
Work Study	155	137	158	170	119
Total (Unduplicated)	16,714	15,990	15,667	16,229	15,143

* New; Funded by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) (2020)
Source: California Community College Chancellor's Office Management Information Systems Data Mart

Financial Aid Award Disbursements (Dollars)

In 2020-21, Southwestern College students received $56,206,828 in financial aid, which is the largest dollar amount received in the last five years. Pell Grants funded the largest amount at $25,794,734, followed by the California College Promise Grant at $11,311,538, and CARES/HEERF federal grants* at $8,554,407.

	2016-17	2017-18	2018-19	2019-20	2020-21
California College Promise Grant	$12,856,913	$12,679,049	$12,175,142	$12,844,718	$11,311,538
Cal Grant B	$2,712,060	$2,975,008	$2,762,846	$3,846,266	$3,584,612
Cal Grant C	$36,808	$75,355	$57,439	$121,838	$136,501
CARES/HEERF federal grants*	$0	$0	$0	$0	$8,554,407
EOPS Grant	$1,193,367	$860,344	$739,202	$777,617	$910,168
Pell Grant	$24,846,377	$25,988,358	$25,751,216	$29,368,278	$25,794,734
Student Success and Completion Grant	$0	$0	$3,102,474	$3,102,001	$3,304,695
Other State and Federal Grants	$1,329,841	$2,789,527	$777,372	$3,319,388	$1,339,536
Loans	$1,258,838	$1,141,827	$1,047,075	$954,741	$514,649
Scholarship	$244,388	$369,934	$358,789	$449,797	$576,654
Work Study	$393,771	$396,762	$352,461	$502,798	$179,334
Grand Total	$44,872,363	$47,276,164	$47,124,016	$55,287,442	$56,206,828

New; Funded by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) (2020)
Source: California Community College Chancellor's Office Management Information Systems Data Mart

Financial Aid Award Disbursements (Percent)

Pell Grants far outpaced other types of aid in 2020-21, comprising 46% of all dollars awarded. The California College Promise Grant accounted for 20% and 15% came from CARES/HEERF federal grants. Remaining awards each comprised less than 10% of dollars awarded.

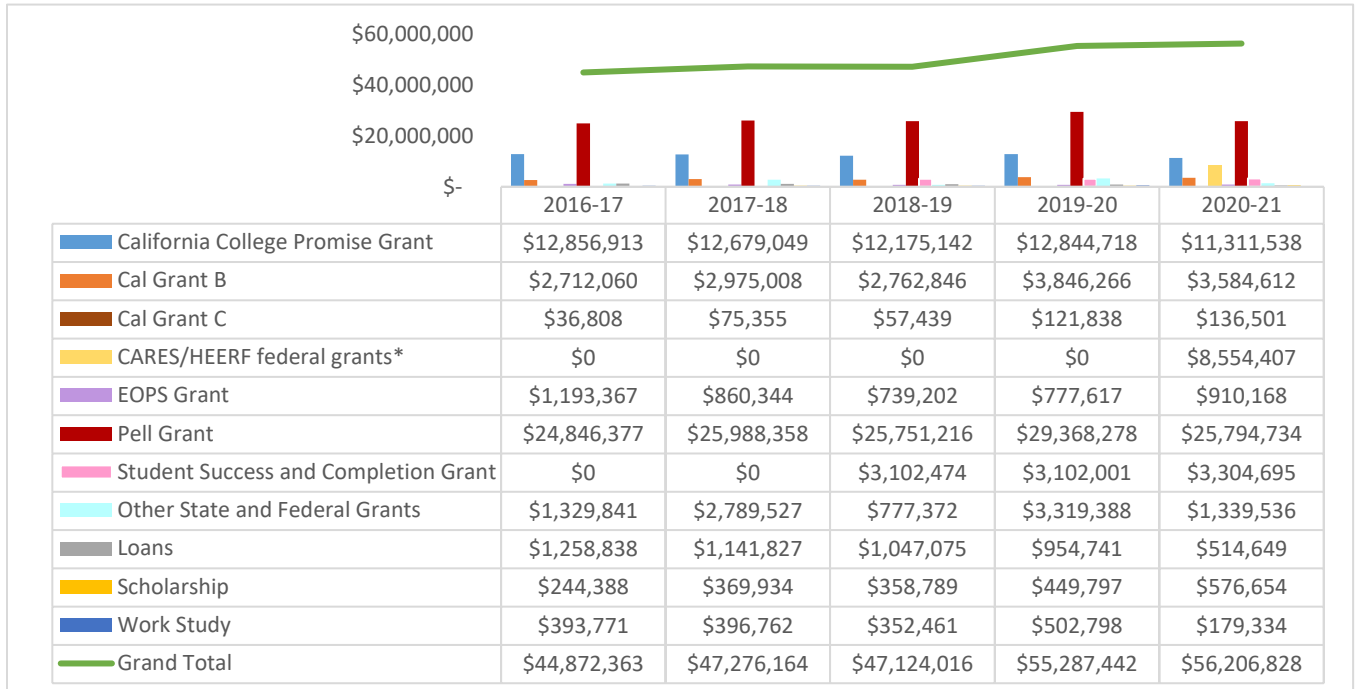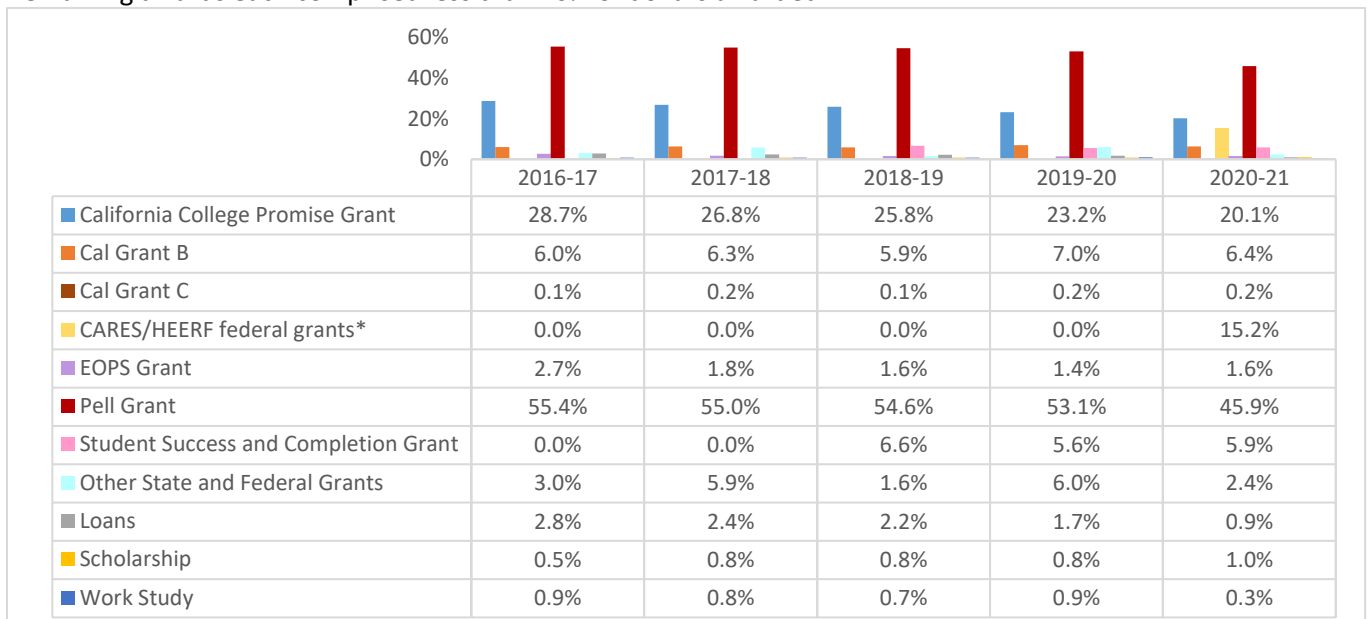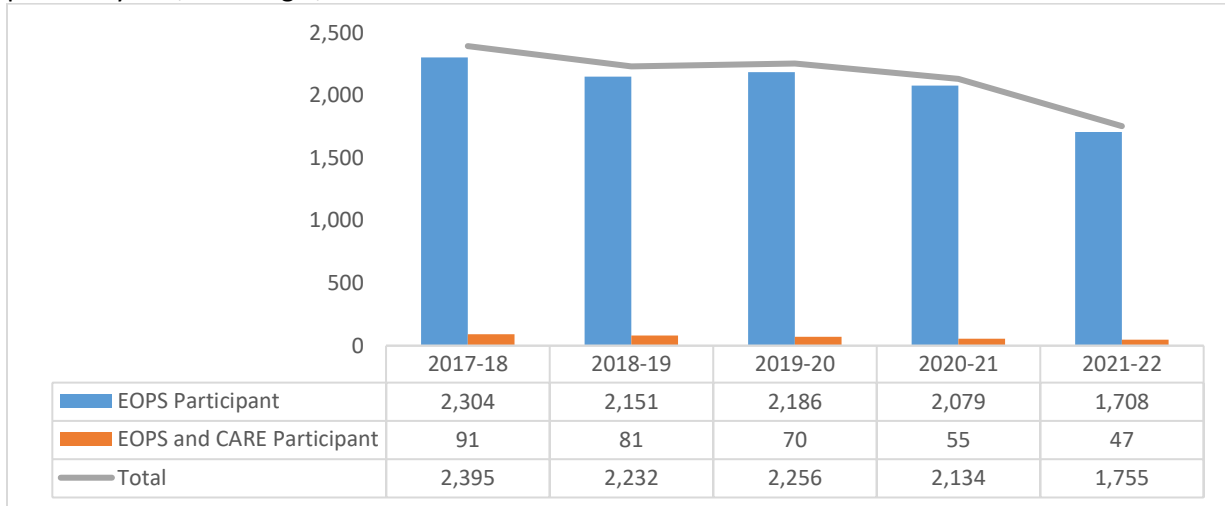|	2016-17	2017-18	2018-19	2019-20	2020-21
California College Promise Grant	28.7%	26.8%	25.8%	23.2%	20.1%
Cal Grant B	6.0%	6.3%	5.9%	7.0%	6.4%
Cal Grant C	0.1%	0.2%	0.1%	0.2%	0.2%
CARES/HEERF federal grants*	0.0%	0.0%	0.0%	0.0%	15.2%
EOPS Grant	2.7%	1.8%	1.6%	1.4%	1.6%
Pell Grant	55.4%	55.0%	54.6%	53.1%	45.9%
Student Success and Completion Grant	0.0%	0.0%	6.6%	5.6%	5.9%
Other State and Federal Grants	3.0%	5.9%	1.6%	6.0%	2.4%
Loans	2.8%	2.4%	2.2%	1.7%	0.9%
Scholarship	0.5%	0.8%	0.8%	0.8%	1.0%
Work Study	0.9%	0.8%	0.7%	0.9%	0.3%

New; Funded by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) (2020)
Source: California Community College Chancellor's Office Management Information Systems Data Mart

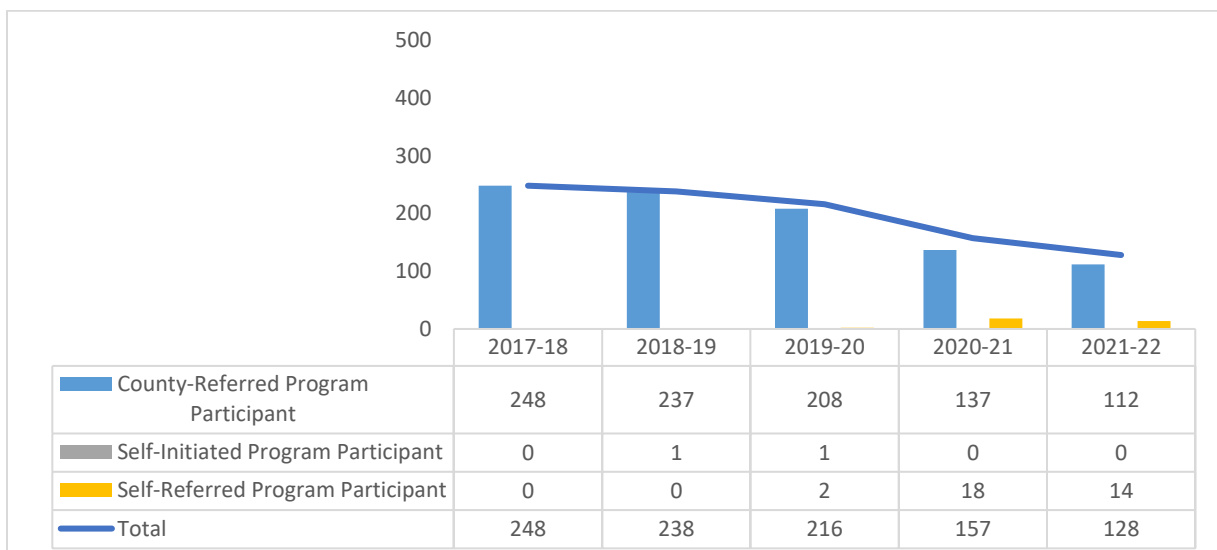# Extended Opportunity Program and Services (EOPS)

Extended Opportunity Program and Services (EOPS) is a state-funded, special assistance program for students who are socially, economically and 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 has been declining over the past five years, reaching 1,755 in 2021-22.

	2017-18	2018-19	2019-20	2020-21	2021-22
EOPS Participant	2,304	2,151	2,186	2,079	1,708
EOPS and CARE Participant	91	81	70	55	47
Total	2,395	2,232	2,256	2,134	1,755

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 has been steadily declining over the past five years, reaching 128 in 2021-22.

	2017-18	2018-19	2019-20	2020-21	2021-22
County-Referred Program Participant	248	237	208	137	112
Self-Initiated Program Participant	0	1	1	0	0
Self-Referred Program Participant	0	0	2	18	14
Total	248	238	216	157	128

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.
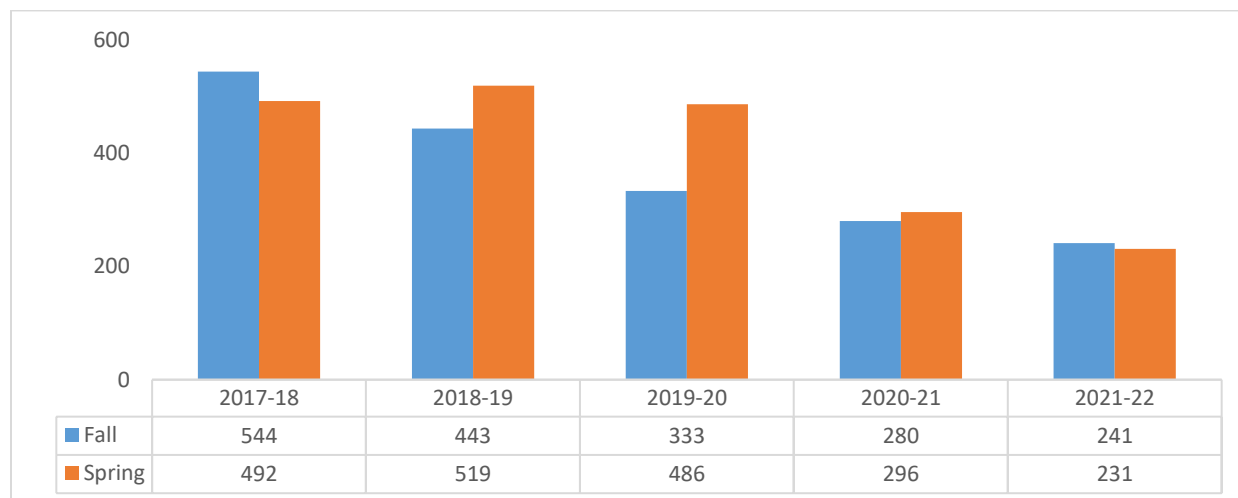
	2017-18	2018-19	2019-20	2020-21	2021-22
Fall	544	443	333	280	241
Spring	492	519	486	296	231

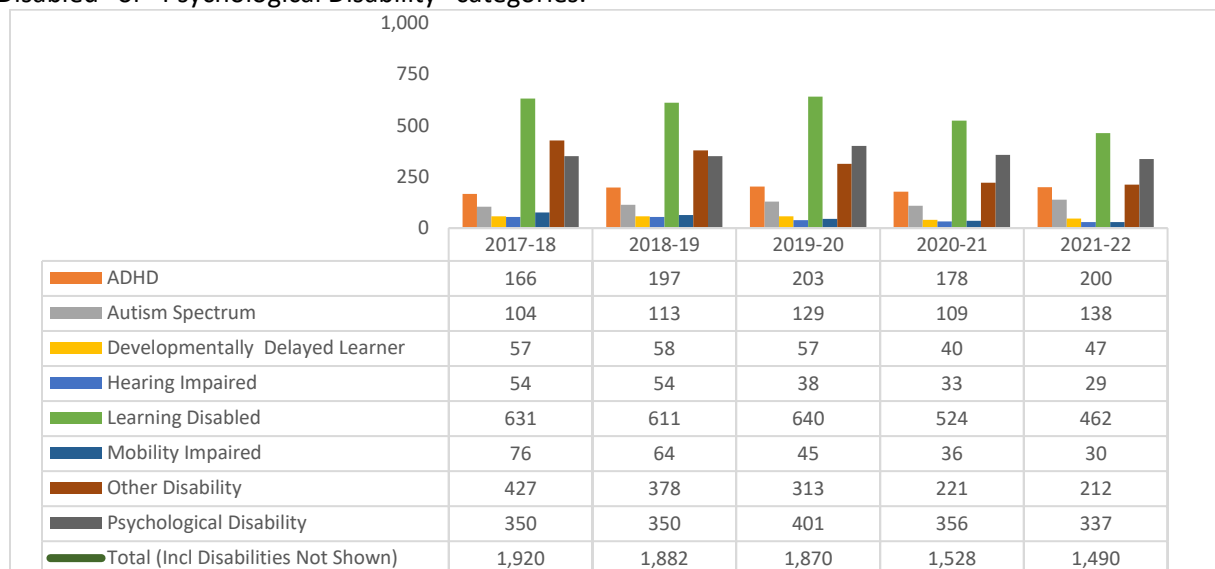*Source: California Community College Chancellor's Office Management Information Systems Data Mart*

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 2016-17 and 2019-20, 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.

	2017-18	2018-19	2019-20	2020-21	2021-22
ADHD	166	197	203	178	200
Autism Spectrum	104	113	129	109	138
Developmentally Delayed Learner	57	58	57	40	47
Hearing Impaired	54	54	38	33	29
Learning Disabled	631	611	640	524	462
Mobility Impaired	76	64	45	36	30
Other Disability	427	378	313	221	212
Psychological Disability	350	350	401	356	337
Total (Incl Disabilities Not Shown)	1,920	1,882	1,870	1,528	1,490

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

Admissions Planning and Student Counseling

Counseling, orientation services, and educational planning for incoming and continuing students ensure that students achieve their educational goals. The purpose of these services is to enhance the likelihood that students will complete college courses and persist into subsequent terms, complete their academic program of choice (a degree or certificate program), and/or transfer to four-year college. Between Fall 2016 and Fall 2019, approximately 17,000 students received services each fall. This has dropped to approximately 12,000 since Fall 2020.
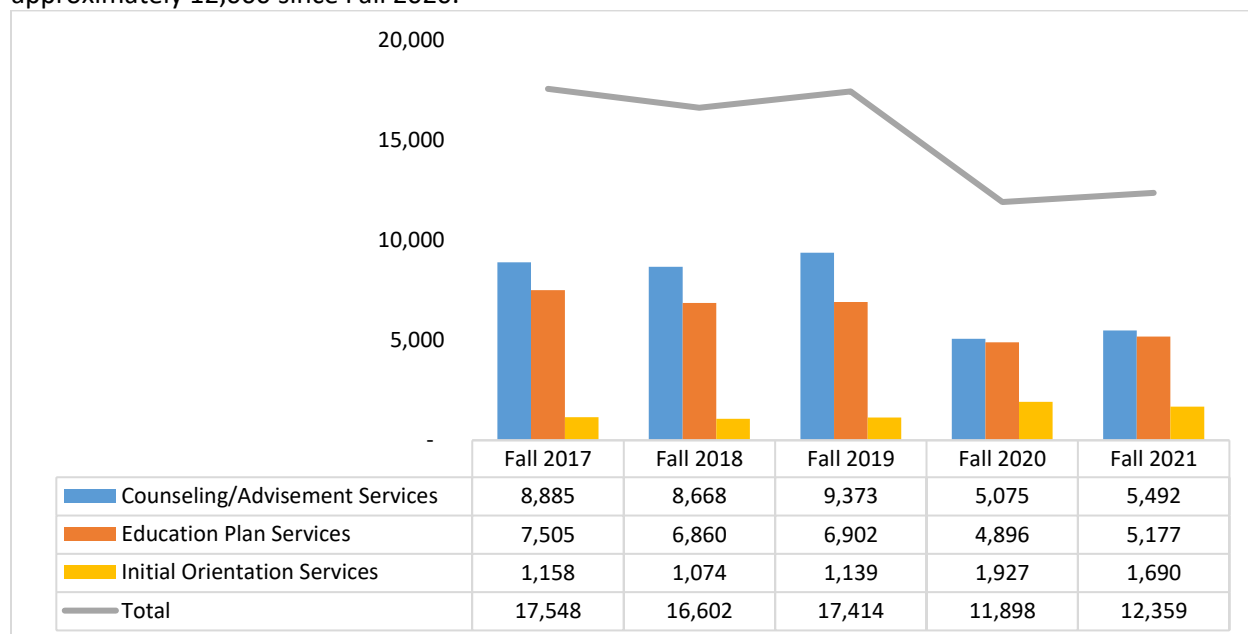
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Counseling/Advisement Services	8,885	8,668	9,373	5,075	5,492
Education Plan Services	7,505	6,860	6,902	4,896	5,177
Initial Orientation Services	1,158	1,074	1,139	1,927	1,690
Total	17,548	16,602	17,414	11,898	12,359

Source: California Community College Chancellor's Office Management Information Systems Data Mart (Fall 2016-2017, 2019-2020l); Southwestern College School of Counseling and Student Support Services (Fall 2018)

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 2020-21 demonstrate that course success rates within PSP are higher for students participating in PSP tutoring sessions compared to those who do not. Further, students participating in PSP tutoring sessions have higher course success rates than students who are not in PSP.

		Fall 2020			Spring 2021		
	# of Tutoring Sessions	Total Count	Success Count	Course Success	Total Count	Success Count	Course Success
PSP	0	2,947	1,632	55.4%	4,927	3,122	63.4%
	1-2	223	150	67.3%	212	151	71.2%
	3-4	80	64	80.0%	121	102	84.3%
	5 or more	108	85	78.7%	162	142	87.7%
	Total	3,358	1,931	57.5%	5,422	3,517	64.9%
Non-PSP	N/A	5,229	3,321	63.5%	4,361	2,862	65.6%

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 2020-21 analysis by term shows 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.
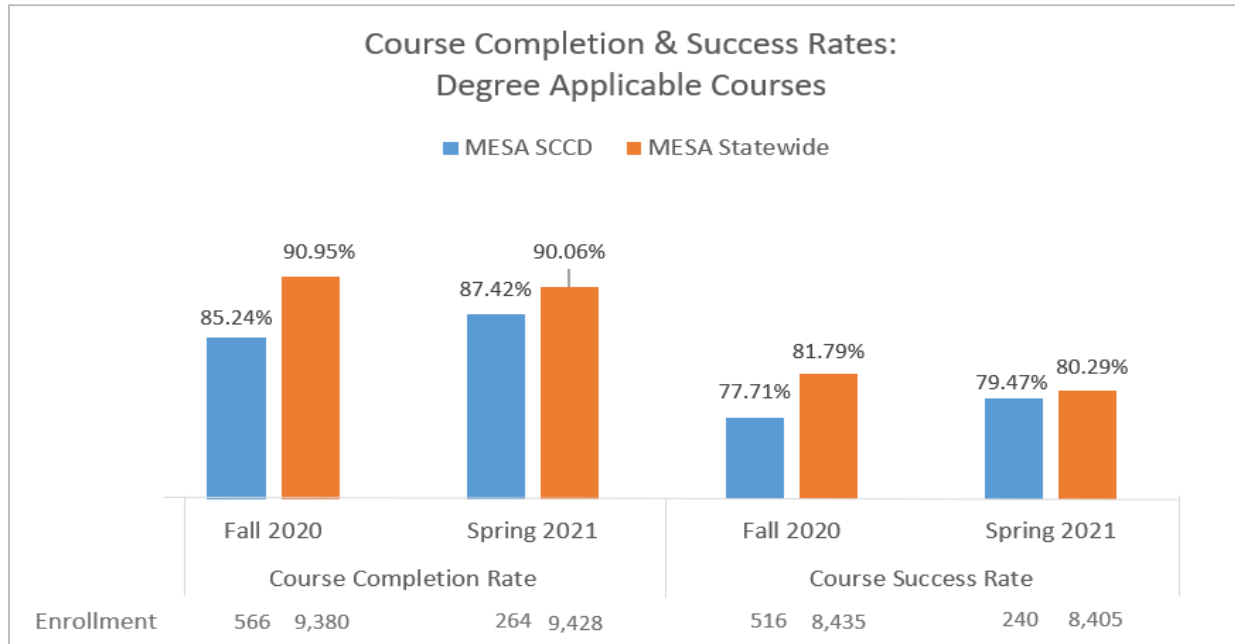
Performance data for students at SCCD that meet the eligibility criteria for MESA, but do not enter the program are not available for comparison.
Source: California Community College Chancellor's Office Management Information Systems Data Mart
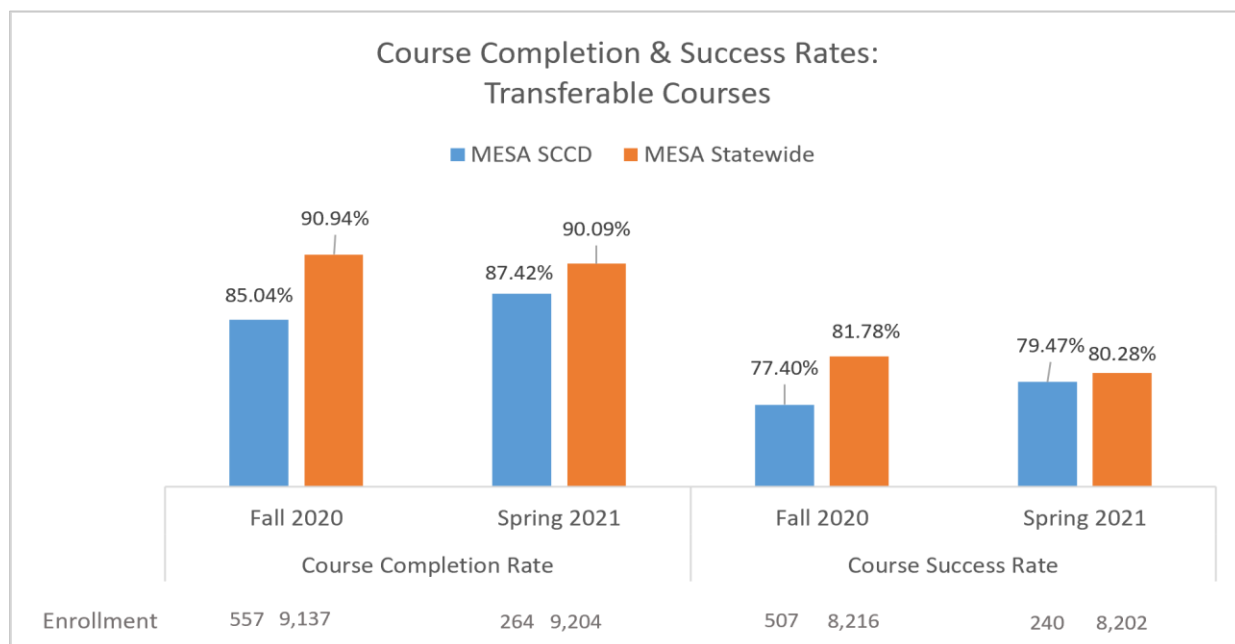
Source: California Community College Chancellor's Office Management Information Systems Data Mart

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 ("transcripted") grade counts, including wit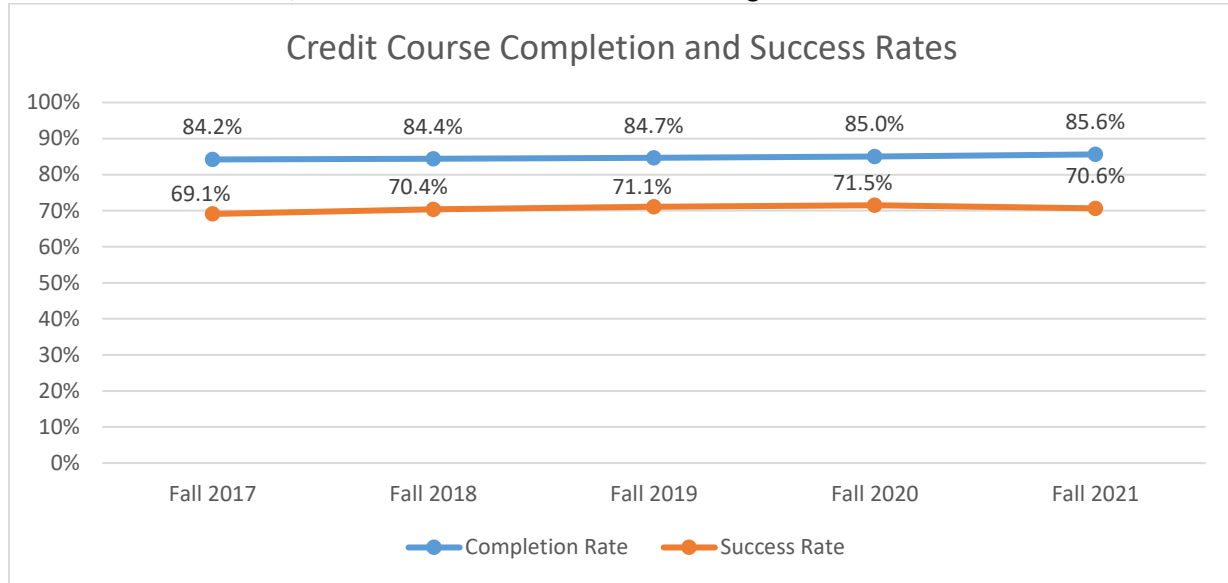hdrawals. This total is then multiplied by 100% to achieve a percentage total. Similarly, the course success rate is calculated as a ratio. However, with this metric, only passing grades (A, B, C, and P) comprise the numerator. The graph below shows the overall course completion and success rates for the last five fall terms. The course completion rate has remained consistently between 84% and 86% over time, while the course success rate has ranged between 69% and 72%.

Credit Course Completion and Success Rates

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Completion Rate	84.2%	84.4%	84.7%	85.0%	85.6%
Success Rate	69.1%	70.4%	71.1%	71.5%	70.6%

In Fall 2021, correspondence education courses garnered the highest completion and success rates followed by face-to-face, remote and online courses, and hybrid courses.

Fall 2021 Credit Course Completion and Success Rates by Mode

	Face-to-Face	Online	Hybrid	Remote	Correspondence Education
Completion Rate	88.4%	84.4%	84.1%	85.2%	92.1%
Success Rate	77.3%	68.2%	70.4%	68.8%	84.5%
Met the Metric (n)	8,918 7,799	16,470 13,298	963 806	12,103 9,769	327 300
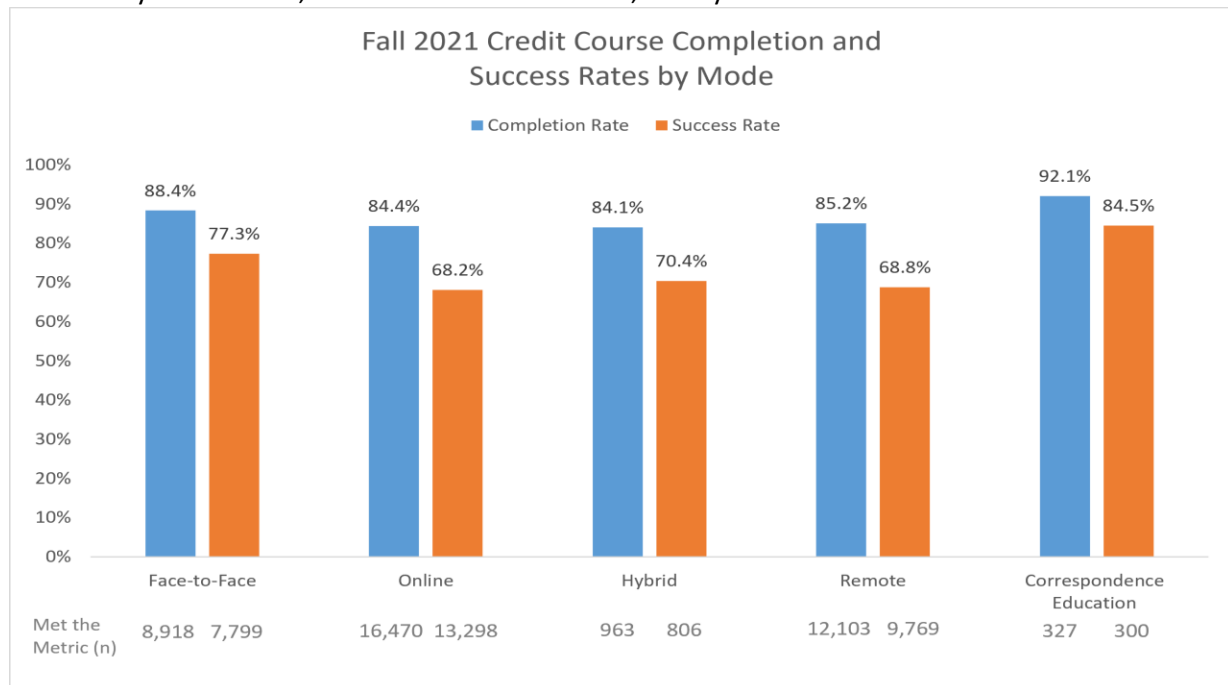
Source: Southwestern Community College District Data Warehouse

Fall to Spring Retention

Fall-to-spring retention rates are an indicator of student progress and track the likelihood of student completion. The higher a given college's retention rate, the more likely that its students will persist in their overall educational objective to obtain a degree or certificate, complete an employment related "skills builder" sequence, or any other academic or career-oriented educational objective. Here, the retention rate measures the proportion of students retained from fall to spring within Southwestern College for the associated year, excluding students who completed an award or transferred to a postsecondary institution. Southwestern College's fall-to-spring retention rate has consistently been close to seventy percent (70%).

	2016-17	2017-18	2018-19	2019-20	2020-21
Fall-to-Spring Retention	69.8%	70.2%	70.7%	70.2%	69.1%

Source: Cal-PASS Plus - Student Success Metrics (Launchboard), https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics
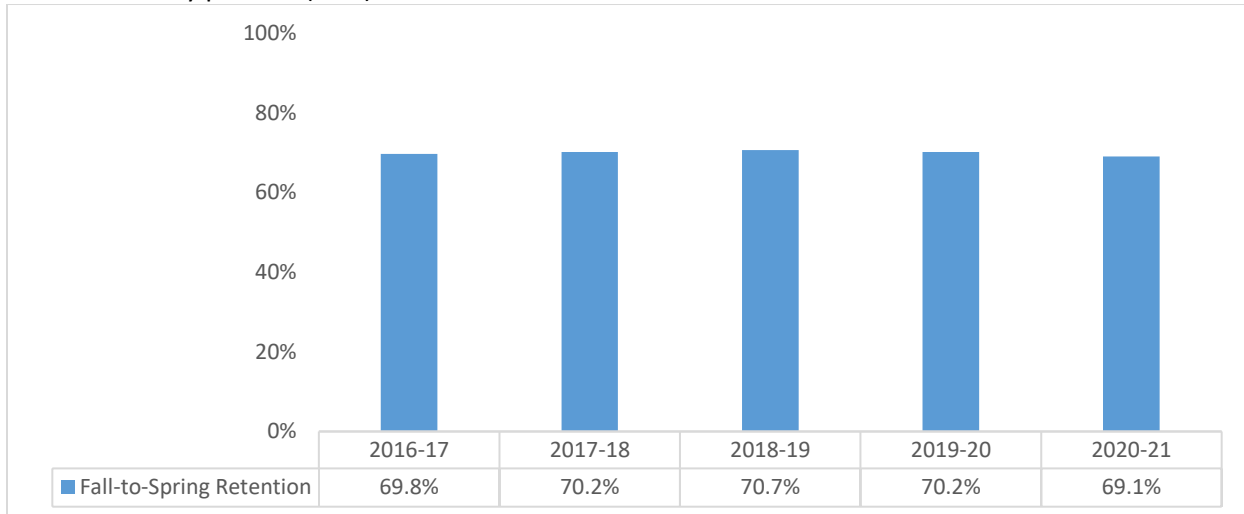
Completion of Transfer-Level Math and English

Assembly Bill (AB) 705 requires that community college districts maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. This effort is measured by the proportion of students who complete transfer-level math and English in their first academic year of credit enrollment within the district.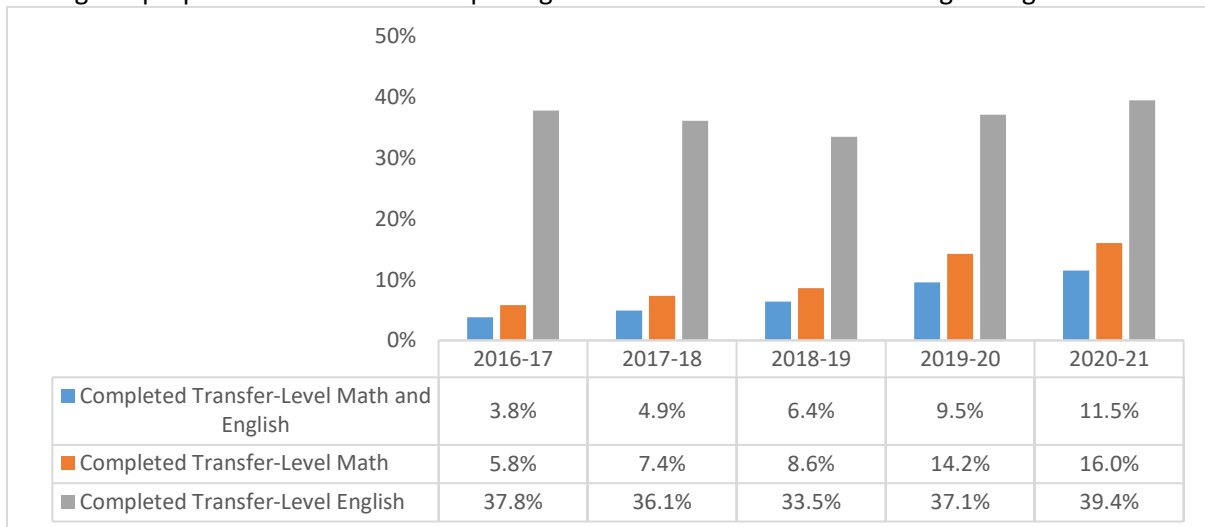 For Southwestern College, the proportion has historically been low, ranging between 2.8% to 9.5% over the past five years. Improvements in the completion rate of transfer-level math in the first academic year are steadily driving the proportion of students completing both transfer-level math and English higher.

	2016-17	2017-18	2018-19	2019-20	2020-21
Completed Transfer-Level Math and English	3.8%	4.9%	6.4%	9.5%	11.5%
Completed Transfer-Level Math	5.8%	7.4%	8.6%	14.2%	16.0%
Completed Transfer-Level English	37.8%	36.1%	33.5%	37.1%	39.4%

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

Degrees and Certificates

Over the past five years, SCCD has awarded over 14,000 associate degrees and certificates. For 2021-22, the college awarded a total of 2,159 associate degrees and 963 certificates. Despite the decline in headcount compared to previous years, the number of awards remained consistent. Of the associate degrees awarded, nearly half (48%) 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.
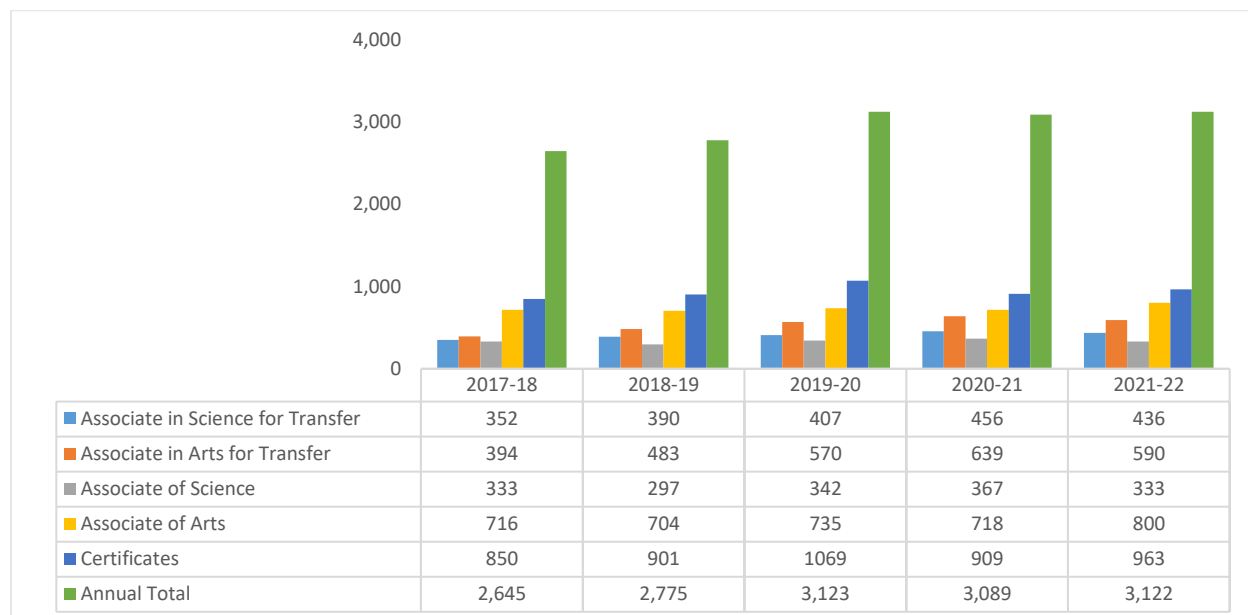
	2017-18	2018-19	2019-20	2020-21	2021-22
Associate in Science for Transfer	352	390	407	456	436
Associate in Arts for Transfer	394	483	570	639	590
Associate of Science	333	297	342	367	333
Associate of Arts	716	704	735	718	800
Certificates	850	901	1069	909	963
Annual Total	2,645	2,775	3,123	3,089	3,122

Source: Southwestern Community College District Data Warehouse

Degrees and Certificates by Ethnicity/Race

For the past five years, the most awards have been granted to Hispanic students. In 2021-22, Hispanic students received nearly 2,300 awards or seventy percent (73%) of the 3,122 total awards granted.
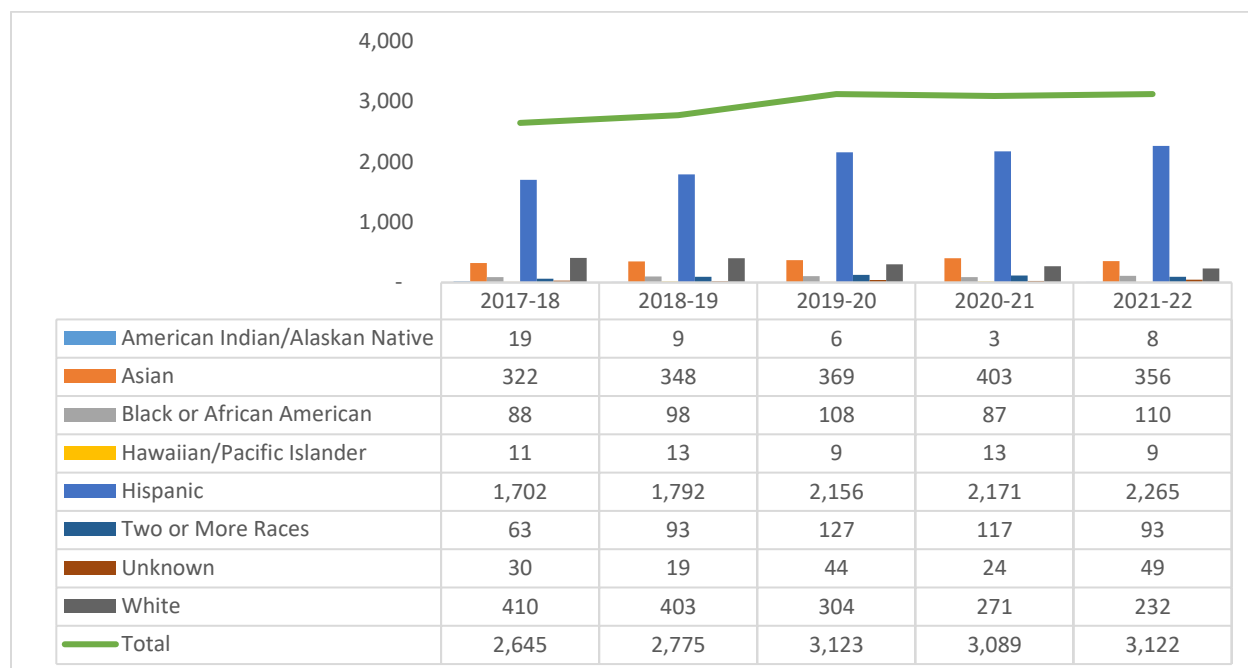
	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian/Alaskan Native	19	9	6	3	8
Asian	322	348	369	403	356
Black or African American	88	98	108	87	110
Hawaiian/Pacific Islander	11	13	9	13	9
Hispanic	1,702	1,792	2,156	2,171	2,265
Two or More Races	63	93	127	117	93
Unknown	30	19	44	24	49
White	410	403	304	271	232
Total	2,645	2,775	3,123	3,089	3,122

Source: Southwestern Community College District Data Warehouse

Degrees and Certificates by Gender

For the past five years, females have consistently received more awards than males. In 2021-22, fifty-eight (56%) of the student population was female and sixty-five (64%) of students who received a degree or certificate were fem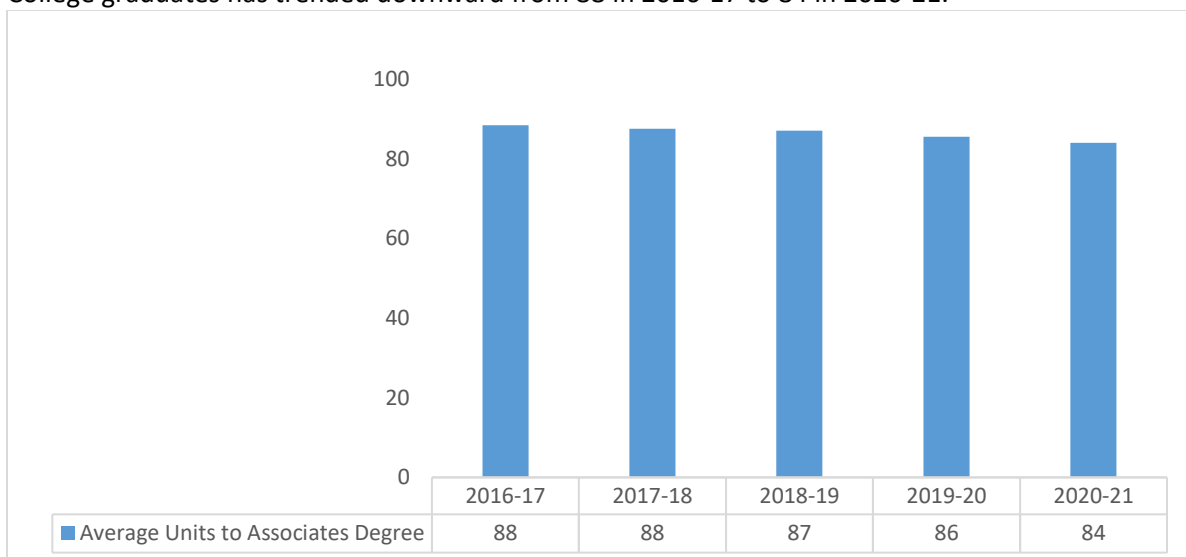ale. Forty-one percent (42%) of the student population was male and thirty-four percent (35%) of students who received a degree or certificate were male.

	2017-18	2018-19	2019-20	2020-21	2021-22
Female	1,561	1,617	1,819	2,014	2,006
Male	1,076	1,128	1,280	1,051	1,086
Non-Binary	-	-	-	-	3
Unknown	8	30	24	24	27
Total	2,645	2,775	3,123	3,089	3,122
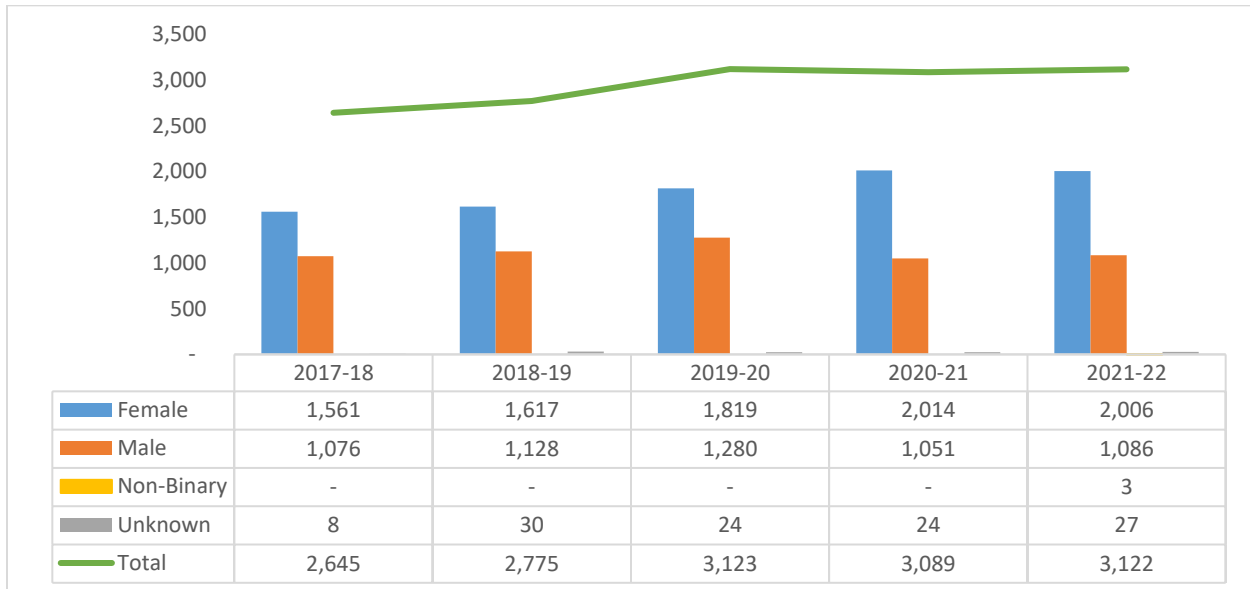
Source: Southwestern Community College District Data Warehouse

Average Units to Associate Degree

The average number of units to complete an associate degree is an indicator of how long, how efficient, and how costly it is for students to reach their educational goals. In most cases, an associate degree requires 60 units to complete, although many students may graduate with a higher number of units if they change majors or explore courses of interest outside their degree program. Here, average units to an associate degree includes only Southwestern College graduates and it is defined as the average number of units earned in the California community college system among students who had completed at least 60 units at any community college. The average units to an associate degree for Southwestern College graduates has trended downward from 88 in 2016-17 to 84 in 2020-21.

	2016-17	2017-18	2018-19	2019-20	2020-21
Average Units to Associates Degree	88	88	87	86	84

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

Transfers

Transfer to four-year colleges and universities constitute one of the most important goals for students entering Southwestern College. Community college transfers represent a significant population for the California State University (CSU) and University of California (UC) systems in terms of undergraduate enrollments. Southwestern College is also an important transfer pathway for students-seeking admission to in-state private and out-of-state (both private and public) four-year colleges.

Over the past five years, Southwestern College has assisted over 6,000 students transfer to a four-year college/university, including CSU, UC, in-state private and out-of-state institutions.

California State University (CSU) and University of California (UC) Transfers						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Total
CSU	633	639	860	856	772	3,760
UC	86	132	164	137	129	648
Total	**719**	**771**	**1,024**	**993**	**901**	**4,408**

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

In-State Private University and Out-of-State University Transfers						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Total
In-State-Private University	166	141	142	136	104	689
Out-of-State University	211	187	194	192	193	977
Total	**377**	**328**	**336**	**328**	**297**	**1,666**

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

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

Regional State University Transfers						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Total
SDSU	488	436	671	661	515	2,771
CSU San Marcos	28	68	27	48	66	237
UCSD	38	72	98	84	73	365
Total	**554**	**576**	**796**	**793**	**654**	**3,373**

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

For 2021-22, Hispanic students accounted for 72% and 75%, respectively, of all transfers to CSU and UC system campuses.
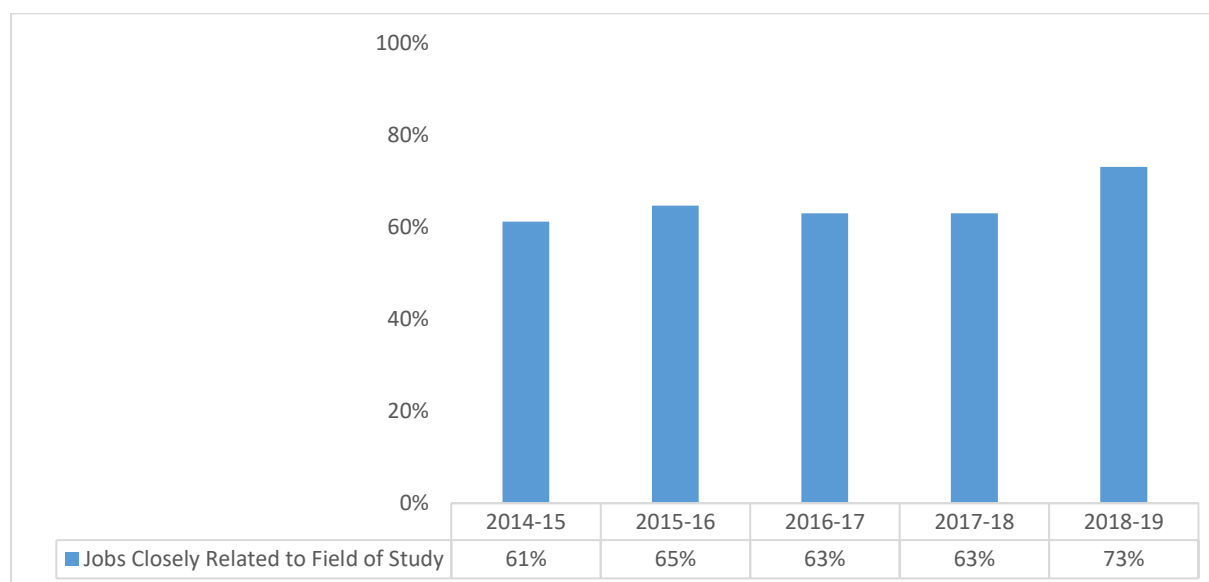
CSU & UC Transfers by Ethnicity/Race 2021-22				
	CSU		UC	
Ethnicity/Race	Total	Percent	Total	Percent
African American	29	3.8%	5	3.9%
Alaskan Native/Native American	0	0.0%	-	--
Asian	100	13.0%	17	13.2%
Hispanic	556	72.0%	97	75.2%
Non-Resident Alien/International	9	1.2%	0	0.0%
Pacific Islander	3	0.4%	-	--
Two or More Races	23	3.0%	-	--
Unknown	13	1.7%	0	0.0%
White, Non-Hispanic	39	5.1%	10	7.8%
Total	772	100.0%	129	100.0%

Alaskan Native/Native American, Pacific Islander and Two or More races not provided by UC.
Sources: California State University Institutional Research and Analyses; University of California Information Center

Jobs Closely Related to Field of Study

Jobs closely related to field of study is defined as exiting the percentage of 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. Seventy-three 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, which is a large increase relative to previous years.

	2014-15	2015-16	2016-17	2017-18	2018-19
Jobs Closely Related to Field of Study	61%	65%	63%	63%	73%

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

Finance

Southwestern College is committed to a transparent and effective resource allocation process that is integrated with institutional planning, relies on its mission, strategic planning priorities, program review, and a realistic assessment of financial assets and needs.

Combined funds include restricted and unrestricted funds.

Restricted funds are designated for a particular purpose or project. For example, Extended Opportunity Program and Services (EOPS) and Disabled Student Programs and Services (DSPS) are restricted funds.

Unrestricted funds are available for the college to use for any purpose. Unrestricted funds usually go toward the operating expenses of the institution.

General Funds - Combined				
	Fiscal Year 2019-20 Audited Actuals	Fiscal Year 2020-21 Unaudited Actuals	Fiscal Year 2021-22 Adopted Budget	Fiscal Year 2021-22 Adopted Budget Revised*
Beginning Balance	$20,914,024	$17,671,981	$18,190,913	$23,560,953
Revenues	$139,288,177	$152,640,171	$189,062,998	$190,287,958
Expenses	$142,530,220	$152,121,239	$184,067,527	$186,825,246
Ending Balance	**$17,671,981**	**$18,190,913**	**$23,186,384**	**$27,023,665**

* Based on Revised Unrestricted General Fund Budget, May 2022

Fiscal Year 2021-22 Adopted Budget – Combined Revenue		
Federal	$35,830,941	19.0%
State	$102,553,506	54.2%
Local	$50,678,551	26.8%
Total	**$189,062,998**	**100.0%**

Fiscal Year 2021-22 Adopted Budget – Combined Expenses		
Personnel	$118,417,864	64.3%
Supplies, Contracts, and Utilities	$55,065,142	29.9%
Capital Purchases and Other Outgo	$10,584,521	5.8%
Total	**$184,067,527**	**100.0%**

Fiscal Year 2021-22 Adopted Budget – Combined Employee Costs		
Academic Salaries	$51,550,469	43.5%
Non-Academic Salaries	$34,889,803	29.5%
Benefits	$34,192,131	28.9%
Vacant Positions - Savings	$(3,714,079)	-3.1%
SERP Premiums	$1,499,540	1.3%
Hazard pay	--	0.0%
Total	**$118,417,864**	**100.0%**

Source for all finance tables: Southwestern College Business and Financial Affairs Office,
https://www.swccd.edu/administration/business-and-financial-affairs/_files/swcfy202122adoptedbudgetbookfinal.pdf ;
https://www.swccd.edu/administration/business-and-financial-affairs/_files/unrestricted_adopted_budget_revision_may_2022.pdf

Human Resources

In the calendar year 2021, the large majority (68%) of employees were faculty. Within faculty, 74% are part-time faculty. Across all job categories, female employees comprise the majority (55%) of academic and nonacademic staff. In terms of race/ethnicity, White, non-Hispanic employees form the largest (43%) single category. Hispanic employees represent the second largest category at approximately thirty-six percent (36%).

2021 Employee Profiles

Employee Classification	Number of Employees	Percent
Administrators	74	5.3%
Full-time Faculty	250	18.0%
Part-time Faculty	697	50.2%
Classified Employees (Full- & Part-time)	368	26.5%
Total	**1,389**	**100.0%**

Race/Ethnicity*	Number of Employees	Percent
African-American	88	6.3%
American Indian/Alaskan Native	6	0.4%
Asian/Pacific Islander	134	9.6%
Hispanic	494	35.6%
Two or More Races	24	1.7%
White, Non-Hispanic	592	42.6%
Undisclosed	51	3.7%
Total	**1,389**	**100.0%**

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

Gender	Male	Female	Total
Academic Employees	476	545	1021
	46.6%	53.4%	100.0%
Classified Employees	153	215	368
	41.6%	58.4%	100.0%
Total	**629**	**760**	**1389**
	45.3%	**54.7%**	**100.0%**

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

Organizational Leadership

Southwestern College Organizational Chart
College Management Team
September 2022

Governing Board

Superintendent/President
Mark Sanchez, Ed. D.

Academic Senate

Shared Consultation Council (SCC)

Acting Assistant Superintendent/ Vice President, Human Resources
Angela Riggs

- Employee Relations & Title IX Director (VACANT)
- Human Resources, Benefits and Workforce Planning Acting Director Efren Barrera
- Human Resources, Recruitment and Talent Management Director (VACANT)

Special Assistant to the Superintendent/President
Zaneta Encarnacioin

- Public Information Officer/ Director, Government Relations Lillian Leopold

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Institutional Research & Planning Dean
Guillermo Abasolo

- Office of Institutional Effectiveness Dean (VACANT)
- Foundation Executive Director Sofia Robitaille

Office of Equity and Engagement Executive Officer
Janelle Williams

Assistant Superintendent/ Vice President, Academic Affairs
Isabelle Saber

- School of Arts, Communication & Social Sciences Dean Dr. Cynthia McGregor
- School of Wellness, Exercise Science & Athletics Interim Dean Jennifer Harper
- School of Language, Literature & Humanities Dean Dr. Joel Levine
- Instructional Support Services Dean Mia McClellan
- Continuing Ed. & Workforce Development Dean Jennifer Lewis

- School of Mathematics, Science & Engineering Dean Silvia Nadalet
- School of Business & Technology Dean Dr. Mink Stavenga
- Higher Education Center (Otay Mesa & San Ysidro) Dean Silvia Cornejo
- Higher Education Center (National City & Crown Cove Aquatic Center) Dean Christine Perri

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Institutional Technology Chief Information Systems Officer
(VACANT)

- Institutional Technology Director Michael Davis
- Institutional Technology Operations Manager Nickolas Comer

Acting Assistant Superintendent/ Vice President, Student Affairs
Rachel Fischer

- Counseling & Student Support Programs Dean Estifanos Baissa
- Student Services Dean Rachel Fischer
- Financial Aid, Evaluations & Veterans Services Director Suzanne Woods
- Student Equity Programs and Services Director Dr. Guadalupe Corona
- Grant Program Director (VACANT)

Assistant Superintendent/ Vice President, Business and Financial Affairs
Kelly Hall, Ph. D.

- College Police Chief Safety Officer Marco Bareno
- Enterprise Services Director Marquise Jackson
- Facilities, Operations & Planning Director Aurora Ayala

- Finance Director Rizza Dela Cuadra
- Payroll Services Director Kim Frost
- Procurement, Central Services & Risk Management Director Linda Hernandez

- Internal Auditor (VACANT)

Appendix

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

Course Modality Definitions	
Face-to-face	In-person instruction.
Online	Courses in which the instructor and students are separated by distance and interact online within the college's course management system (CMS).
Hybrid	Combines both face-to-face and online modes and varies in terms of hours dedicated to online delivery.
Remote	Introduced in Spring 2020 during the COVID-19 pandemic and refers to courses that would normally be conducted face-to-face but were offered entirely or partially online (typically with synchronous meeting times).
Synchronous Live	Introduced in Spring 2022, replacing remote instruction, and refers to courses that were offered entirely or partially online with synchronous meeting times.
Correspondence Education	Courses within SCCD's Restorative Justice program that are offered at Richard J. Donovan Correctional Facility.

The tables below are a continuation of the Course Completion and Success section on page 19.

Course Completion and Success Rates

Course Completion and Success Rates by Course Category						
Course Category	**Course Outcome**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Basic Skills	Completion Rate	81.7%	79.4%	81.2%	79.6%	79.0%
	Success Rate	59.5%	58.8%	64.8%	60.6%	55.0%
Degree Applicable	Completion Rate	84.1%	85.3%	84.8%	84.7%	85.6%
	Success Rate	69.6%	71.4%	71.2%	70.6%	70.4%
Transferable	Completion Rate	84.3%	85.5%	85.0%	84.9%	85.7%
	Success Rate	70.3%	72.1%	71.5%	70.8%	70.4%
Vocational	Completion Rate	88.5%	89.1%	89.0%	87.6%	88.8%
	Success Rate	76.0%	77.2%	77.2%	75.0%	76.1%
Credit	Completion Rate	83.9%	85.1%	84.6%	84.6%	85.4%
	Success Rate	68.9%	70.9%	70.8%	70.3%	69.9%

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

Course Completion and Success Rates by Ethnicity/Race

Course Completion and Success Rates by Category & Ethnicity/Race Fall 2021									
Course Category	**Course Outcome**	**African-American**	**American Indian/ Alaskan Native**	**Asian**	**Hispanic**	**Multi-Ethnicity**	**Pacific Islander**	**Unknown**	**White**
Basic Skills	Completion Rate	76.2%	0.0%	79.1%	78.6%	83.8%	0.0%	80.0%	86.6%
	Success Rate	40.5%	0.0%	47.8%	55.7%	67.6%	0.0%	40.0%	58.2%
Degree Applicable	Completion Rate	85.0%	88.7%	87.1%	85.0%	87.3%	81.6%	89.8%	87.5%
	Success Rate	65.7%	72.6%	76.8%	68.7%	73.8%	65.0%	74.7%	77.0%
Transferable	Completion Rate	85.2%	87.9%	87.1%	85.1%	87.4%	80.6%	89.6%	87.4%
	Success Rate	66.0%	70.7%	76.5%	68.8%	73.7%	63.9%	74.0%	76.5%
Vocational	Completion Rate	86.9%	95.0%	91.4%	88.0%	89.8%	87.2%	94.8%	90.6%
	Success Rate	66.3%	90.0%	85.1%	74.0%	79.6%	68.1%	85.7%	81.7%
Credit	Completion Rate	84.8%	87.3%	87.0%	84.8%	87.1%	81.8%	89.5%	87.5%
	Success Rate	65.1%	71.4%	76.4%	68.2%	73.5%	64.2%	73.7%	76.6%

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

Course Completion and Success Rates by Mode & Ethnicity/Race (Credit) Fall 2021									
Course Category	**Course Outcome**	**African-American**	**American Indian/ Alaskan Native**	**Asian**	**Hispanic**	**Multi-Ethnicity**	**Pacific Islander**	**Unknown**	**White**
Face to Face	Completion Rate	87.9%	78.6%	88.7%	87.5%	88.8%	79.5%	87.8%	91.3%
	Success Rate	76.7%	57.1%	81.9%	74.7%	80.8%	64.1%	76.7%	86.3%
Online	Completion Rate	82.5%	89.5%	89.9%	83.9%	87.3%	86.0%	91.5%	84.9%
	Success Rate	60.9%	73.7%	80.5%	67.2%	72.8%	68.6%	75.4%	70.4%
Hybrid	Completion Rate	79.1%	*	80.0%	85.1%	87.3%	*	66.7%	83.7%
	Success Rate	51.2%	*	60.0%	72.4%	61.8%	*	66.7%	69.8%
Remote	Completion Rate	86.8%	84.6%	81.9%	84.6%	85.5%	78.8%	89.7%	87.1%
	Success Rate	66.3%	61.5%	73.3%	66.9%	71.4%	54.5%	69.9%	75.8%
Correspondence Education	Completion Rate	88.1%	92.9%	*	96.9%	*	*	92.0%	90.4%
	Success Rate	82.2%	85.7%	*	89.1%	*	*	84.0%	82.2%

*Cells with <10 students are suppressed
Source: Southwestern Community College District Data Warehouse

Acknowledgments

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