SOUTHWESTERN COLLEGE

Vision for Success Local Goals and Student Equity Plan 2019-2022

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 & *Administrative Procedure No. 1200*

SWC Vision for Success Local Goals and Student Equity Plan 2019-2022 Overview

This document presents an overview of the Southwestern Community College District's (Southwestern College or SWC) Vision for Success Local Goals and Student Equity Plan.

Contents

1. Background

In July 2017, the California Community Colleges Chancellor's Office (CCCCO) released the *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs.* This Vision for Success (VFS) established the following ambitious goals for the California Community College (CCC) system to meet by 2021-22:

- **VFS Goal 1: Completion**
  Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

- **VFS Goal 2: Transfer**
  Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU.

- **VFS Goal 3: Unit Accumulation**
  Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units, a decrease of 9%.

- **VFS Goal 4: Workforce**
  Increase the percent of existing students who report being employed in their field of study, from the most recent statement average of 69% to 76%, a 7% increase.

- **VFS Goal 5: Equity**
  Reduce equity gaps across all the above measures through faster improvement among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing the achievement gaps for good within 10 years.

Recently enacted state law (AB 1809) requires all California community colleges to adopt local goals aligned with the Vision for Success. In November 2018, the CCCCO released requirements and a template for developing aligned local goals.[1]

The requirements provided that VFS Local Goals be adopted by May 31, 2019.

Ed Code Section 78222 requires as a condition for receipt of Student Equity and Achievement Program funding, that colleges maintain a Student Equity Plan (SEP) to ensure equal educational opportunities and promote student success for all students regardless of race, gender, age, disability, or economic circumstances. In January 2019, the CCCCO released requirements and a template for developing institutional SEPs with the following goals:[2]

- **SEP Goal 1: Access-Successful Enrollment**
  Increase the percentage of applicants who enroll in Southwestern College.

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[1] California Community Colleges Local Goal-Setting Guidance, November 5, 2018

[2] California Community Colleges Student Equity Plan Instructions, January 11, 2019

- **SEP Goal 2: Retention**
  Increase percentage of students retained from fall to spring.

- **SEP Goal 3: Course Completion-Transfer-Level Math and English**
  Increase percentage of students who complete transfer-level math and English in their first academic year.

- **SEP Goal 4: Completion**
  Increase the number of students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.[3]

- **SEP Goal 5: Transfer**
  Increase the number of students annually who transfer to a four-year institution.

- **SEP Goal 6: Equity**
  Eliminate equity gaps across all the above measures.

The requirements provided that Student Equity Plans for 2019-22 be adopted by June 30, 2019.

To meet these requirements and establish specific goal targets, the district intentionally aligned planning efforts to develop both VFS Local Goals and a Student Equity Plan simultaneously.[4]

In addition, the district committed to identifying one set of strategies to achieve both sets of goals given their similarity in desired outcomes and timelines. The selected goal targets and strategies were the result of a semester-long planning effort inclusive of faculty, administrators, classified professionals, community partners and students.

SWC's VFS Local Goals and Student Equity Plan were adopted by the Governing Board on May 28, 2019.

The document sets forth the district's:

- Summary of VFS & SEP Goals for 2021-22
- Strategies to Achieve the Goals
- Process for Selecting Goals and Strategies
- Data Review and Selection of Goals
- Detailed Vision for Success Local Goals
- Detailed Student Equity Plan Goals
- Strategy Implementation and Goal Tracking

Included as Appendices are:

- Reading the Detailed Goal Tables

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[3] This definition parallels the completion goal set forth in the Vision for Success.
[4] See Section 3. Process for Selecting Goals and Strategies.

2. Summary of Southwestern College VFS & SEP Goals for 2021-22

Vision for Success

COMPLETION

- **Increase by 20% the number of students annually who acquire an Associate Degree or Chancellor's Office Approved Credit Certificate**

  Increase number of students to 1,961; up 20% and 327 students from the 2016-17 baseline of 1,634.[5]

  Equity Gaps: African American, Pacific Islander

TRANSFER

- **Increase by 35% the number of students annually who acquire an Associate Degree for Transfer**

  Increase number of students to 838; up 35% and 217 students from the 2016-17 baseline of 621.

  Equity Gaps: Am Indian/AI Native, African American, White

UNITS TO DEGREE

- **Decrease the average number of units accumulated by students earning an Associate Degree to 85 total units**

  Decrease of 7 units from the 2016-17 baseline of 92.

FIELD OF STUDY

- **Increase percent of exiting CTE students who report being employed in their field of study to 76%**

  Increase of 17.7 percentage points and 27 students from the 2016-17 baseline of 58.3%.

  Equity Gaps: Male, Veteran

EQUITY GAPS

- **Reduce all equity gaps by 40% under Vision for Success goals[6]**

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[5] Increase in number of students is based on baseline year populations. Actual increases required to achieve goals may differ if population sizes are larger or smaller in 2021-22.

[6] See Section 5 -7 for details on goal selection and reduction of equity gaps.

Student Equity Plan

ACCESS • **Increase percentage of applicants who enroll at SWC to 51.8%**

Increase of 3.1 percentage points and 1500 students from 2017-18 baseline of 48.7%.[7]

Equity Gaps for Males: Am Indian/AI Native, Asian, African American, Pacific Islander, White, Foster Youth, LGBT, Veteran

Equity Gaps for Females: Am Indian/AI Native, Asian, African American, Filipino, Pacific Islander, White, Foster Youth, LGBT, Veteran

RETENTION • **Increase percentage of students retained from fall to spring to 71.6%**

Increase of 3.1 percentage points and 600 students from 2017-18 baseline of 68.5%.

Equity Gaps for Males: African American, Asian
Equity Gaps for Females: African American, White

TRANSFER-LEVEL • **Increase percentage of students who complete transfer-level math and English in first academic year to 25%**

Increase of 19 percentage points and 794 students from the 2017-18 baseline of 6.0%.

Equity Gaps for Males: Disabled, Foster Youth, LGBT, Veteran
Equity Gaps for Females: Disabled, African American, Hispanic, Foster Youth, LGBT

COMPLETION • **Increase by 24% the overall number of students annually who acquire an Associate Degree or Chancellor's Office Approved Credit Certificate[8]**

Increase number of students to 1,961, up 24% and 377 students from the 2017-18 baseline of 1,584.

Equity Gaps for Males: African American, Foster Youth, LGBT
Equity Gaps for Females: Asian, African American, More than One Race, Foster Youth, LGBT

TRANSFER • **Increase by 3% the number of students annually who transfer to a four-year institution**

Increase number of students to 1,473, up 3% and 43 students from the 2017-18 baseline of 1,430.

Equity Gaps for Males: Disabled, Am Indian/AI Native, Hispanic, LGBT
Equity Gaps for Females: Pacific Islander, Foster Youth

EQUITY GAPS • **Reduce all equity gaps by 100% under Student Equity Plan goals[9]**

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[7] Increase in number of students is based on baseline year populations. Actual increases required to achieve goals may differ if population sizes are larger or smaller in 2021-22.

[8] The completion goal under Vision for Success and the Student Equity Plan both target an increase to 1,961 students by 2021-22.

[9] See Section 5-7 for details on goal selection and reduction of equity gaps.

3. Strategies to Achieve the Goals

SWC's local goals for the Vision for Success and the Student Equity Plan are based on implementing the following scalable, research based, high impact strategies aligned with the district's strategic plan and Jaguar Pathways reforms:

1. Strengthen Partnerships with Feeder School Districts

Strengthen partnerships with feeder school districts focused in the following areas:

- Promise program (Free College Tuition/First Year/Financial Aid Awareness)
- Student College Placement (AB 705)
- Faculty to Faculty engagement on curriculum alignment
- Strengthening of dual enrollment programs (college bound, CCAP)

2. Provide Focused Professional Development

Design professional development opportunities tailored to faculty, classified staff, and administrators focused on the following areas as appropriate:

- Classroom retention
- Full implementation of AB 705
- Designing culturally relevant curriculum & teaching interventions
- Jaguar Pathways implementation (program mapping/fields of study)
- Student engagement in the classroom regarding University Transfer Options
- Professional development for classified professionals to further VFS goals

3. Enhance Supporting Technology for Interventions

Enhance supporting technology focused on the following areas as appropriate:

- Maximize functionality/process mapping of Degree audit software.
- Maximize CCC Apply functionality - Fields of Study
- Maximize user interface with district Website
- Enhance/develop differentiated online student orientations
- Explore options for an early alert system
- Maximize functionality of online student education planning tools/progress tracker
- Implement enrollment management/scheduling tools to support student needs (scheduling for degree completion)
- Automate student placement (AB 705) through Student Portal.

4. Support the Implementation of AB 705

Provide institutional support for the successful implementation of AB 705 through student support inside/outside the classroom, professional development, and user-friendly technology.

5. Provide Focused Counseling Support

Provide targeted counseling support to specific student communities (to include differentiated orientations) for:

- Culturally based Learning Communities (Bayan, Puente, Umoja)

- Restorative Justice
- Foster Youth
- Veterans
- LGBT
- Dreamers
- Developmental Education (Math/English courses with co-requisite model, ESL Advocate Support)

6. Scale First Year Experience Program to an Extended Year Experience Program

Increase the number of students currently participating in the First Year Experience Program, and create a pathway through an Extended Year Experience program.

7. Provide Intentional Support for Specifically Impacted Student Communities

Provide intentional support for student communities, including:

- Culturally-based Learning Communities (Bayan, Puente, Umoja)
- Students with economic insecurities (restorative justice, foster youth, Veterans, LGBT, Dreamers)

8. Support Faculty in the Full Implementation of Program Mapping

Provide support for the full implementation of program mapping by faculty.

9. Provide Focused Embedded Tutoring (Supporting AB 705)

Provide targeted Embedded Tutoring to support the successful implementation of AB 705, with a particular focus in math.

10. Create Student Success Teams by Fields of Study

Create cross-functional student success teams (similar to the Bakersfield College model) designed to support students along the educational pathway.

11. Enhance Student University Transfer Support

- Reinforce/expand partnerships with transfer universities to strengthen the pipeline for transfer students (e.g., transfer agreements, ADTs).
- Increase transfer partnerships on site through a University Center Model
- Integrate a university transfer focus into an Extended Year Experience Program, yet to be designed, with specialized outreach to disproportionately impacted students

12. Implement Work Based Learning Opportunities in Career Education

Implement Work Based Learning Opportunities (e.g., internships, service learning opportunities, job shadowing) in Career Education programs through partnership with college career and student employment center, community advisory boards, and business/industry.

4. Process for Selecting Goals and Strategies

This chart lists the super-set of seven institutional goals across both the Vision for Success and Student Equity Plan requirements. It identifies the source of each goal, whether the goal involved closing equity gaps, and whether it influences the CCC funding formula.

ALIGNMENT AND INTEGRATION

Goal (Metric)		VFS Local Goals	Student Equity Plan	Equity Gap Sub-Goals	Funding Formula
1. Access	(Application to Enrollment)		X	X	X
2. Retention	(Fall to Spring)		X	X	X
3. Course Completion	(Transfer-level math & English)		X	X	X
4. Unit Accumulation	(Average Units to Degree)	X		X	
5. Completion	(Degree & Certificates)	X	X	X	X
6. Transfer	(ADT or 4-Year)	X	X	X	X
7. Workforce Preparation	(Working in Field of Study)	X		X	

Overall improvement while reducing equity gaps is the focus of all initiatives!

While the CCCCO selected the subject matter of each goal (e.g., increase completions) and set state-level goal targets in its Vision for Success (e.g., increase completions state-wide **by 20%**), it did not set state-level goals for Student Equity Plans and did not dictate individual institution's local goal targets. Selecting local goal targets was the responsibility of each institution and was to be based on local priorities and circumstances.

To maximize efficiency, the district aligned planning efforts and developed both its VFS Local Goals and a Student Equity Plan simultaneously. In addition, the district selected one set of strategies to achieve both sets of goals given their similarity in desired outcomes and timelines.

Following the district's engagement and consultation process, two district-wide student success summits were held in spring 2019 which focused on leveraging data to select strategies and goal targets.[10] Input, direction, and the vetting of strategies and goal targets also occurred through the shared governance process which included the district's Academic Senate, Shared Consultation Council, Student Equity Committee, and Student Success Steering Committee.

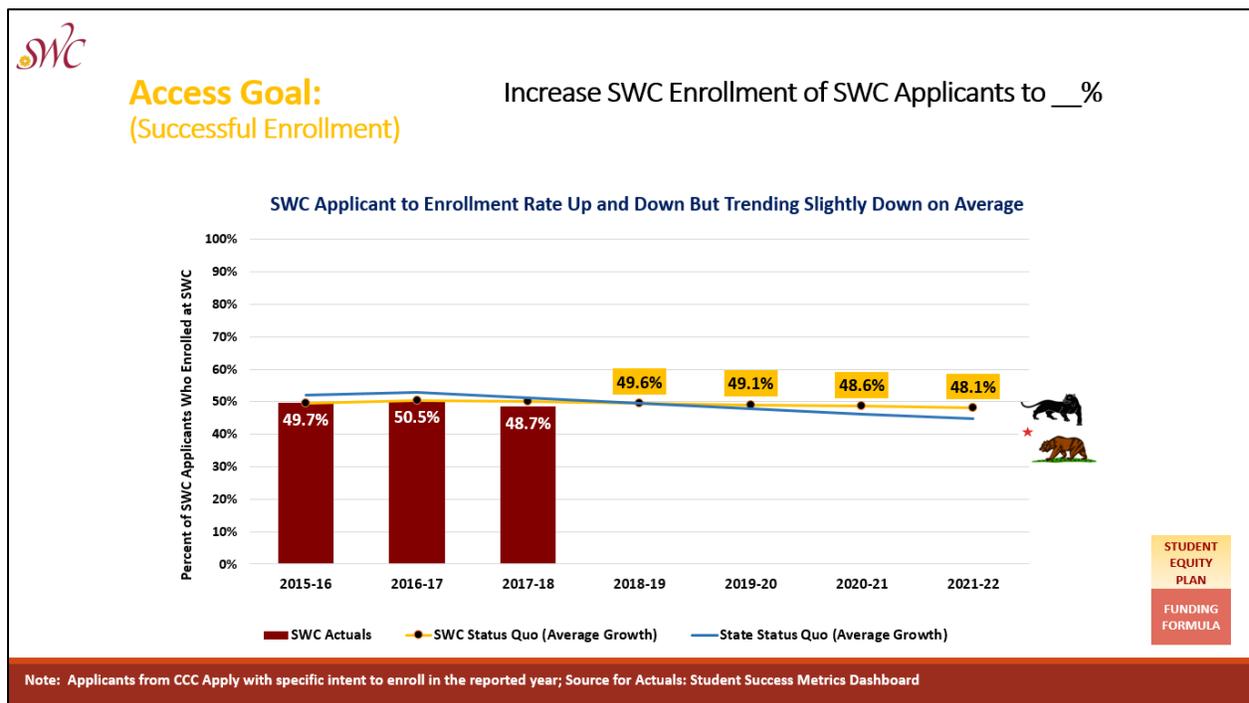[10] See Section 5. Data Review and Selection of Goals.

5. Data Review and Selection of Goals

The seven institutional goals across both the Vision for Success and the Student Equity Plan were set forth by the CCCCO as metrics in the following areas: **Access, Retention, Course Completion, Unit Accumulation, Completion, Transfer, and Workforce Preparation**. Each goal requires overall student improvement and the simultaneous reduction of equity gaps.[11]

The following data was reviewed at two district-wide student success summits and strategies were identified to improve performance in each metric – both overall and for each equity group experiencing disproportionate impact.[12] Based on these strategies, targets were identified for the seven goals (e.g., increase completions **by 20%**) and each equity group experiencing disproportionate impact. The strategies and targets were then reviewed and approved by the appropriate committees required under the district's shared governance process.

Goal: Access

The Access goal (also referred to as the Access - Successful Enrollment goal) is specific to the Student Equity Plan and requires improvement in the conversion of applicants to enrollees. Over the past three years, the number of applications received by SWC has remained consistent and SWC's applicant to enrollment rate has hovered around 50%.[13] The application to enrollment rate presents a pattern similar to the pattern state-wide. Without changes, this is likely to continue and perhaps trend down slightly.

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[11] Equity gap reduction under all goals is discussed at the end of this section, and not under each goal.

[12] Disproportionate impact analysis is discussed at the end of this section under equity gap reduction.

[13] Source: CCCCO Student Success Metrics.

SWC set its goal to increase the enrollment rate of applicants to 51.8% by 2021-22, an increase of 3.1 percentage points from the 2017-18 baseline of 48.7% and an overall increase of 6.5% and 1500 students.[14]

SEP Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance (Student Increase)
Goal: Access-Successful Enrollment	Increase percentage of applicants who enroll at SWC to 51.8%	**48.7%** (2017-18)	**51.8%** (+3.1%)	**+6.5%** **(+1,500)**

Anticipating continued consistency in the number of applications received, an improvement in the applicant to enrollment rate is expected to increase SWC's overall enrollment and base allocation under the CCC Student Centered Funding Formula (SCFF). SWC's supplemental allocation may also increase.[15]

Goal: Retention

The Retention goal is specific to the Student Equity Plan and requires improvement in the rate of students retained from fall to spring in a given year. Over the past three years this retention rate has hovered around 68.5%, similar to the pattern state-wide.[16] Without changes, this is likely to continue and perhaps trend down slightly.

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[14] The CCCCO mandated a baseline year of 2017-18 for the Student Equity Plan and 2016-17 for VFS Local Goals.

[15] Increases in enrollment may also increase supplement allocation under SCFF which provides additional funding for AB 540 students, and students receiving a Pell grant and/or College Promise Grant.

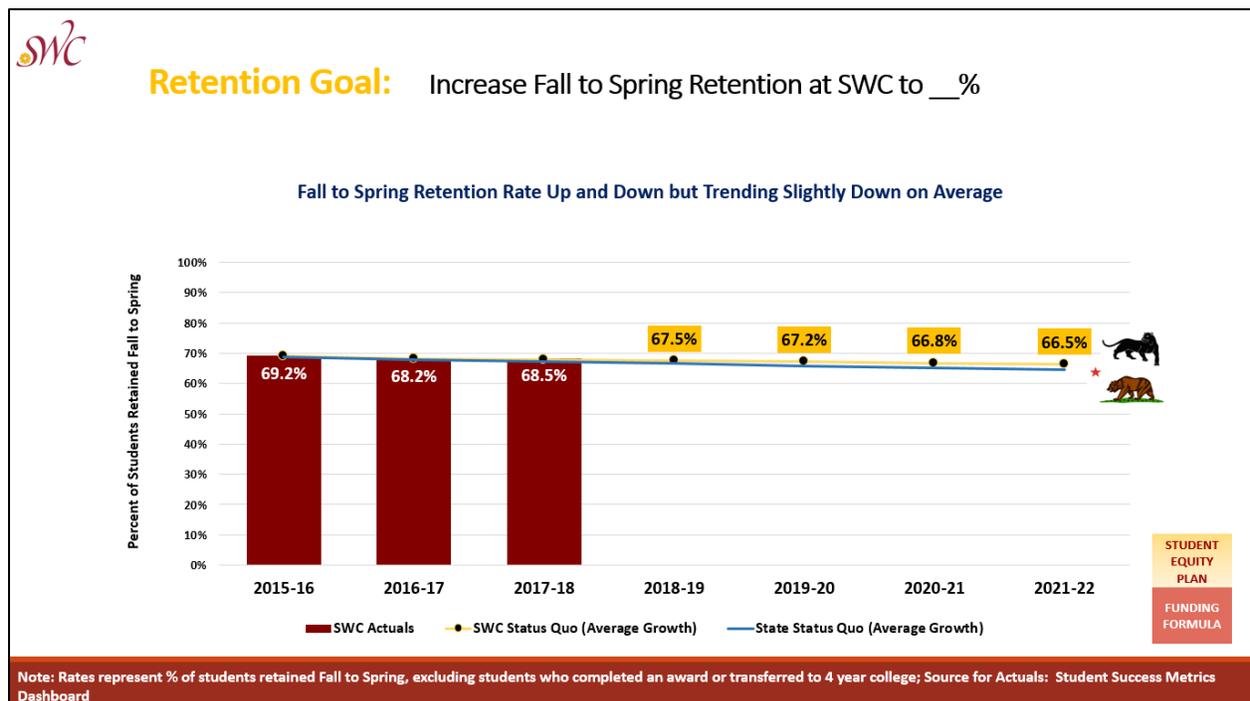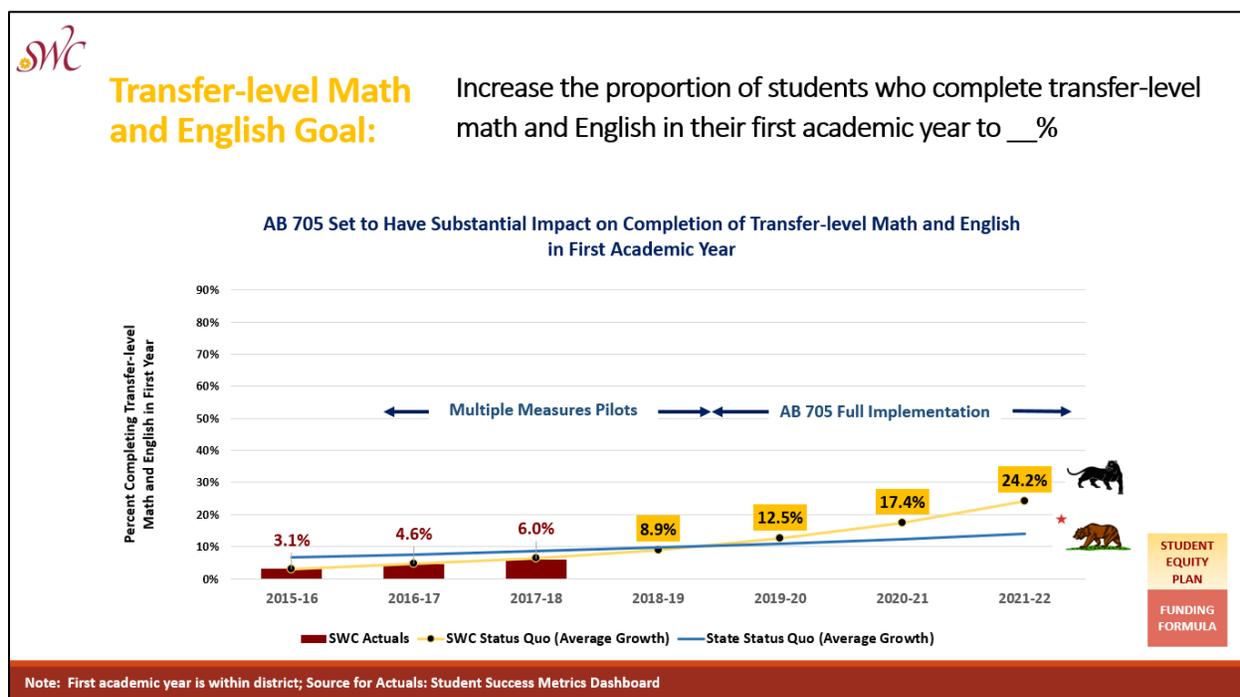[16] Source: CCCCO Student Success Metrics.

SWC set its goal to increase the fall-to-spring retention rate to 71.6% by 2021-22, an increase of 3.1 percentage points from the 2017-18 baseline of 68.5% and an overall increase of 4.6% and 600 students.

SEP Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance (Student Increase)
Goal: Retention	Increase percentage of students retained from fall to spring to 71.6%	**68.5%** (2017-18)	**71.6%** (+3.1%)	**+4.6%** **(+600)**

An improvement in this rate is expected to increase overall enrollment and in turn SWC's base allocation under the SCFF. SWC's supplemental allocation may also increase.

Goal: Course Completion

The Course Completion goal (also referred to as the Transfer-level math and English goal) is specific to the Student Equity Plan and requires improvement in the rate of students completing both a transfer-level math and a transfer-level English course in their first academic year within a district. Over the past three years, this rate has been extremely low (at or under 6%).[17] However, the rate has substantially increased the past two years (by 50% and 33%, respectively) which coincides with the district's implementation of math and English placement pilots using multiple measures. With full implementation of AB 705 math and English placement requirements by fall 2019, this rate is anticipated to increase quickly over the next few years.

Transfer-level Math and English Goal: Increase the proportion of students who complete transfer-level math and English in their first academic year to __%

AB 705 Set to Have Substantial Impact on Completion of Transfer-level Math and English in First Academic Year

Note: First academic year is within district; Source for Actuals: Student Success Metrics Dashboard

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[17] Source: CCCCO Student Success Metrics.

SWC set its goal to increase the rate of students completing both a transfer-level math and a transfer-level English course in their first academic year to 25% by 2021-22, an increase of 19 percentage points from the 2017-18 baseline of 6.0% and an overall increase of 317.6% and 794 students.

SEP Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance (Student Increase)
Goal: Transfer-Level Math and English	Increase percentage of students who complete Transfer-Level math and English in first academic year to 25%	6.0% (2017-18)	25% (+19%)	+317.6% (+794)

An improvement in this rate is expected to increase overall enrollment and in turn SWC's base allocation under the SCFF. SWC's supplemental allocation may also increase.

Goal: Unit Accumulation

The Unit Accumulation goal (also referred to as the Average Units to Degree goal) is specific to the Vision for Success and requires a reduction in the average number of units accumulated by students to obtain an associate degree. In the Vision for Success, the CCCCO set a system-wide goal to reduce the average number of units from 87 units to 79.

Over the past three years, the average number of units to obtain an associate degree at SWC has consistently been 92 each year.[18] Without changes, this is likely to continue.

Unit Accumulation Goal: Decrease the average number of units earned in the CCC system by those earning an associate degree from 92 to ___

Average Units to Associate Degree at SWC Has Been Flat

Note: Only includes students who completed at least 60 units at any community college; students only counted once toward college average even if they earned more than one degree.
Source for Actuals: Student Success Metrics Dashboard

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[18] Source: CCCCO Student Success Metrics.

SWC set its goal to decrease the average number of units to obtain an associate degree to 85 by 2021-22, a decrease in the average of 7 units and an overall decrease of 7.6% from the 2016-17 baseline of 92 units.[19] This goal to reduce the average number of units by 7 is comparable to the CCCCO's system-wide goal to reduce the average number of units by 8.
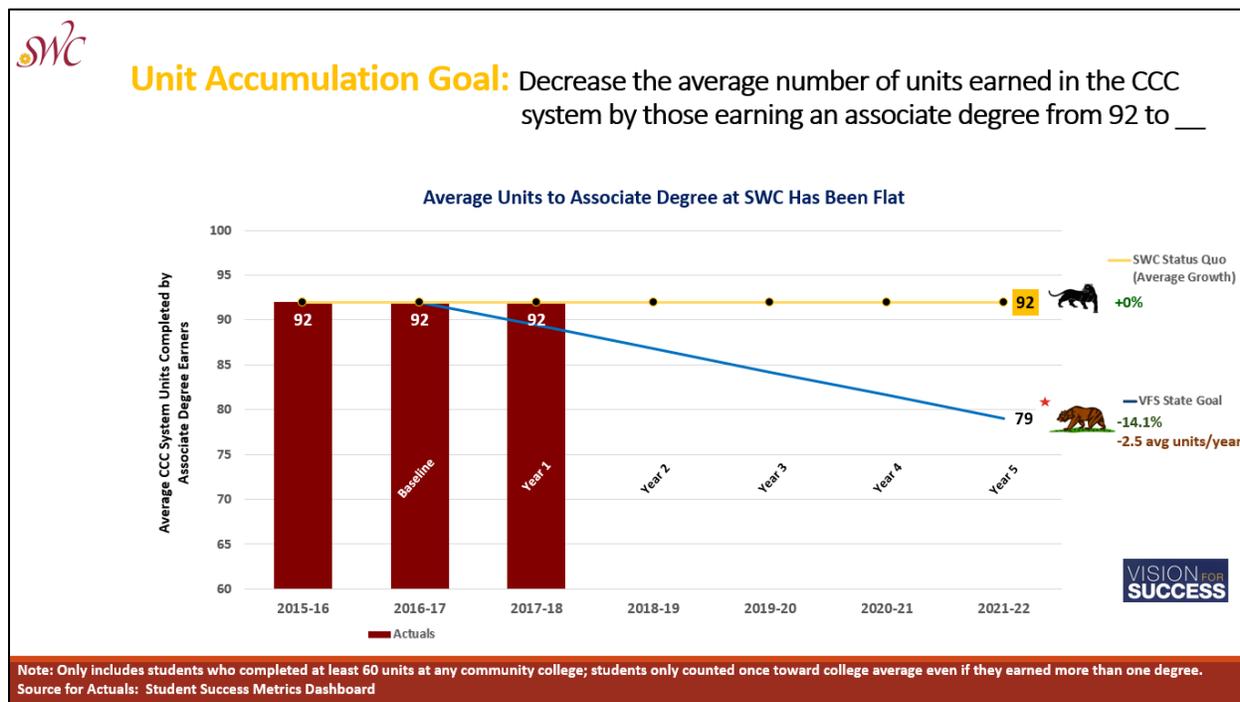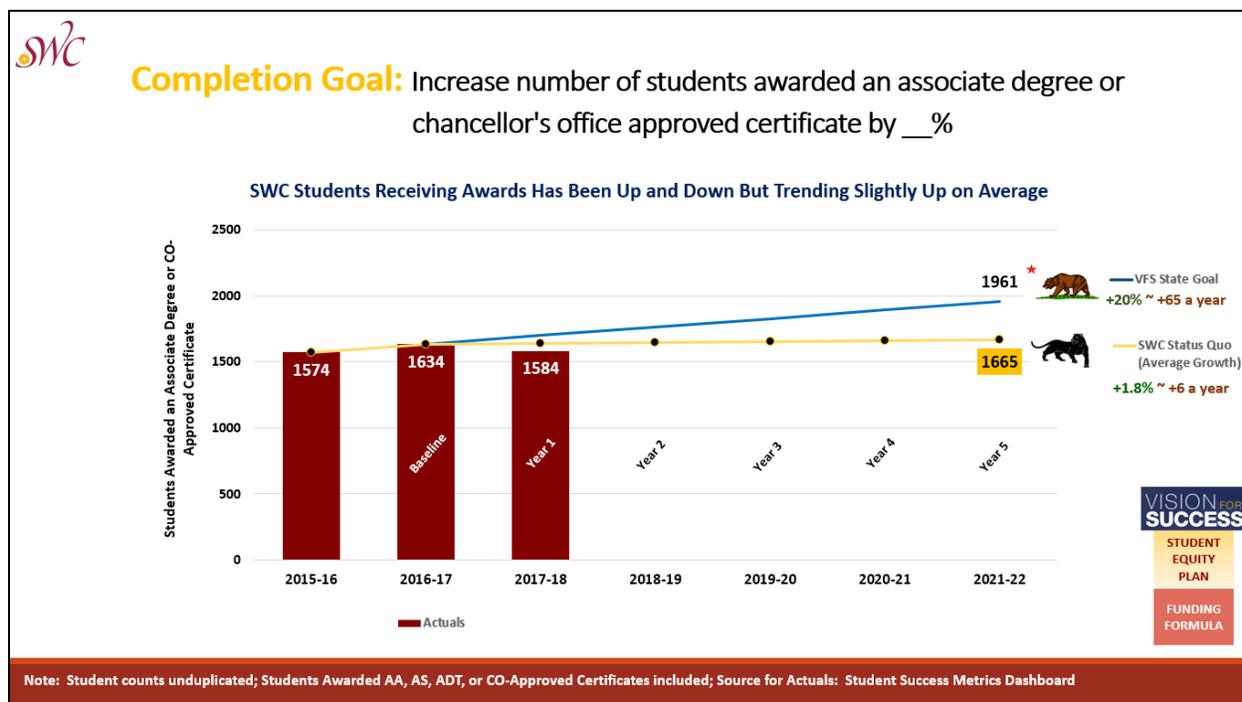
Vision Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	State Vision Goal for 2021-2022
Goal: Unit Accumulation	Decrease the average number of units accumulated by students earning an Associate Degree from 92 total units to 85 total units	**92** (2016-17)	**85** (-7)	**-7.6%**	**79**

Goal: Completion

The Completion goal is included in both the Vision for Success and the Student Equity Plan. This goal requires improvement in the number of students awarded an associate degree or CCCCO-approved certificate. In the Vision for Success, the CCCCO set a system-wide goal to increase these completions by 20% over the 2016-17 baseline.

Over the past three years, the number of students awarded an associate degree or CCCCO-approved certificate by SWC has hovered around 1600.[20] Without changes this is likely to continue or perhaps slightly increase by about 1.8% or 6 awards per year through 2021-22.

Completion Goal: Increase number of students awarded an associate degree or chancellor's office approved certificate by __%

SWC Students Receiving Awards Has Been Up and Down But Trending Slightly Up on Average

Note: Student counts unduplicated; Students Awarded AA, AS, ADT, or CO-Approved Certificates included; Source for Actuals: Student Success Metrics Dashboard

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[19] The CCCCO mandated a baseline year of 2016-17 for VFS Local Goals.
[20] Source: CCCCO Student Success Metrics.

SWC set its goal to increase the annual number of students awarded an associate degree or CCCCO-approved certificate to 1,961 in 2021-22. SWC elected to set one completion goal target (i.e., 1,961 students) that would meet the requirements of both planning efforts to maximize efficient use of resources and maintain focus on a single result.

Under the Vision for Success, which requires a baseline year of 2016-17, this is an increase of 327 students and an overall increase of 20% from the 2016-17 baseline of 1,634.

Vision Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	State Vision Goal for 2021-2022
Goal: Completion	Increase by 20% the number of students annually who acquire an Associate Degree or Chancellor's Office Approved Credit Certificate	**1,634** (2016-17)	**1,961** (+327)	**+20%**	**+20%**

Under the Student Equity Plan, which requires a baseline year of 2017-18, this is an increase of 377 students and an overall increase of 24% from the 2017-18 baseline of 1,584.

SEP Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance (Student Increase)
Goal: Completion	Increase by 24% the number of students annually who acquire an Associate Degree or Chancellor's Office Approved Credit Certificate	**1,584** (2017-18)	**1,961** (+377)	**+24%**

An increase in the number of students awarded an associate degree or CCCCO-approved certificate will increase SWC's student success allocation under the SCFF.

Goal: Transfer

The Transfer goal is included in both the Vision for Success and the Student Equity Plan. The CCCCO permitted institutions to choose a metric by which to evaluate Transfer goal performance under the Vision for Success and SWC elected to track improvement in the number of Associate Degrees for Transfer (ADT) awarded by the district. In the Vision for Success, the CCCCO set a system-wide goal to increase the award of ADTs by 35% over the 2016-17 baseline.

Under the Student Equity Plan, the CCCCO mandated that institutions evaluate Transfer goal performance by tracking improvement in the number of students who transfer to a four-year institution compared to a 2017-18 baseline.

Over the past three years, the number of students awarded an ADT by SWC has steadily increased by about 50 students per year.[21] Without changes this appears likely to continue and result in an increase over 2016-17 of about 54% or 67 students per year by 2021-22.

VFS Transfer Goal: Increase the number of students who earn an Associate Degree for Transfer by ___%

SWC Students Earning an ADT Has Been Trending Up on Average

Note: Students who have earned multiple Chancellor's Office Approved Certificates or degrees are counted once and de-duplicated.

SWC set its goal to increase the number of students awarded an ADT to 838 in 2021-22. Under the Vision for Success, which requires a baseline year of 2016-17, this is an increase of 217 students and an overall increase of 35% from the 2016-17 baseline of 621.

Vision Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	State Vision Goal for 2021-2022
Goal: Transfer	Increase by 35% the number of students annually who acquire an Associate Degree for Transfer	**621** (2016-17)	**838** (+217)	**+35%**	**+35%**

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[21] Source: CCCCO Student Success Metrics.

Over the past three years, the number of students who transferred to a four-year institution has steadily decreased.[22] Without changes this appears likely to continue and result in a decrease over 2017-18 of about 37% or 132 students per year through 2021-22.
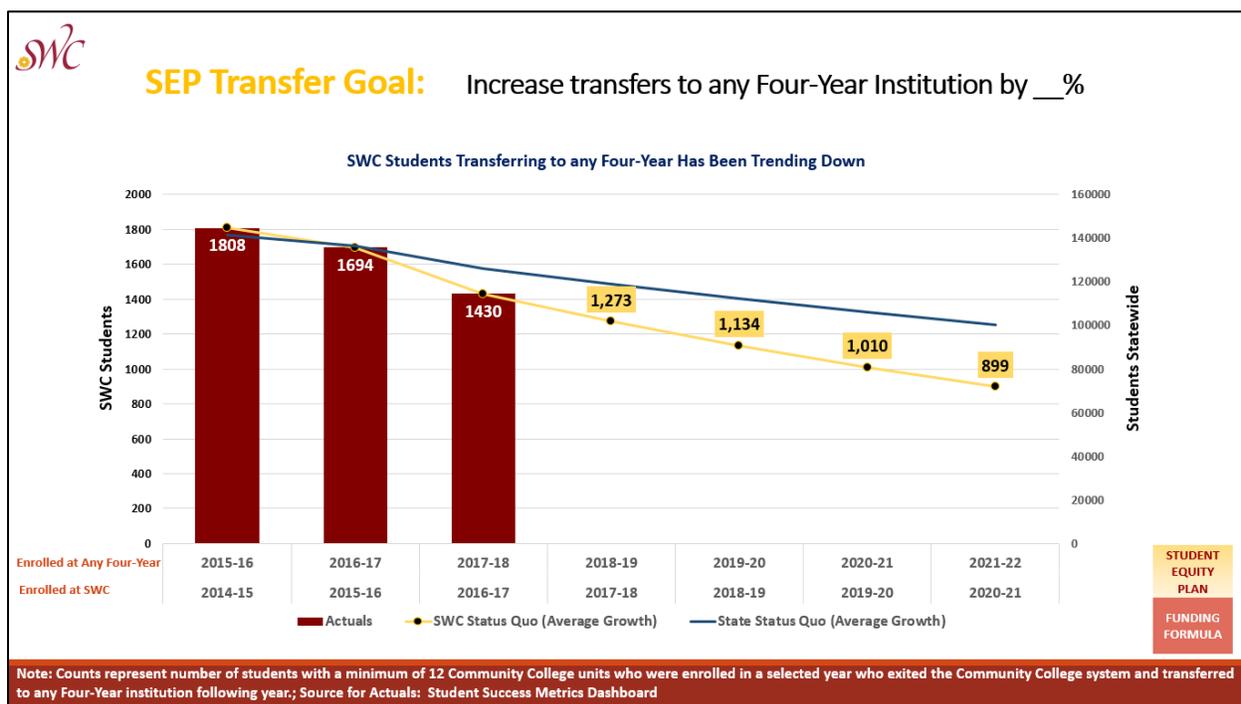

SWC set its goal to increase the number of students who transfer to a four-year institution to 1,473 in 2021-22. Under the Student Equity Plan, requiring a baseline year of 2017-18, this is an increase of 43 students and an overall increase of 3% from the 2017-18 baseline of 1,430.

SEP Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance (Student Increase)
Goal: Transfer	Increase by 3% the number of students annually who transfer to a four-year institution	1,430 (2016-17)	1,473 (+43)	+3%

As the annual number of students who transfer to a four-year institution has been trending down, a goal to increase this number by 3% in three years requires not only an absolute increase in the number of students who transfer but also the reversal of a downward trend. Taken together, this goal may necessitate an effort more akin to a 40% increase in students who transfer (i.e., reversal of about a 37% projected decrease plus an overall increase of 3%).
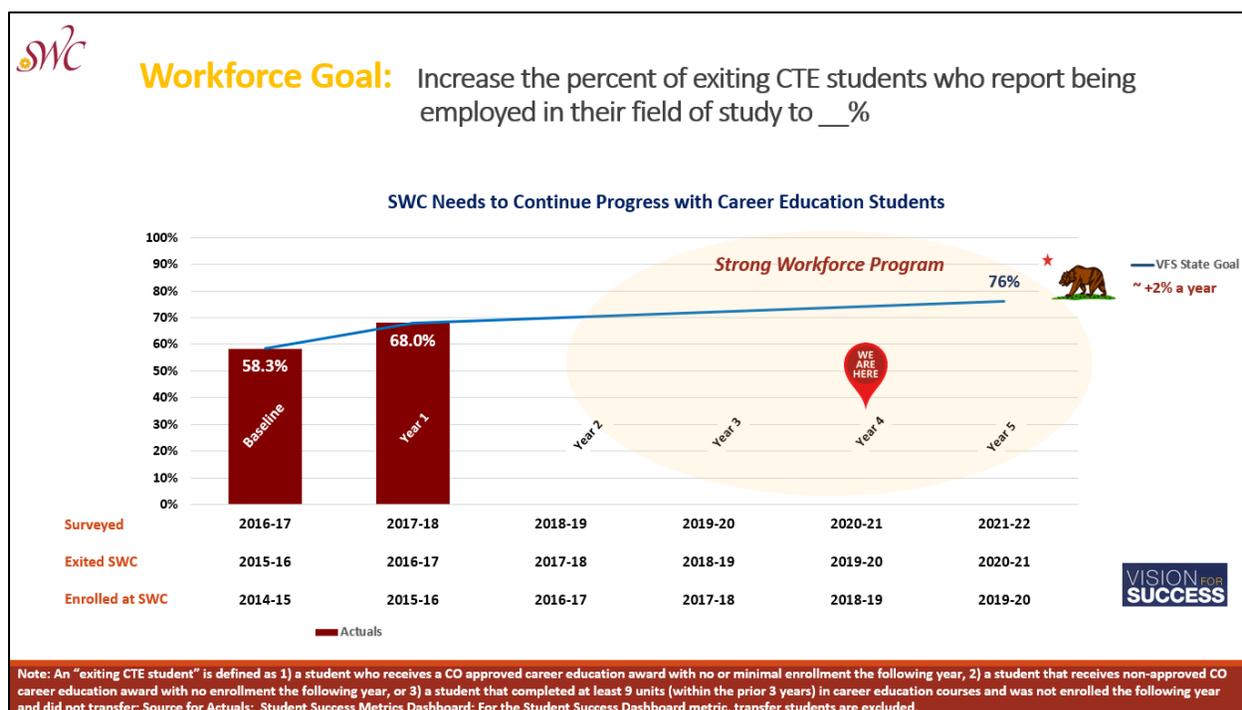
An increase in the number of students awarded an ADT or who transfer to a four-year institution will increase SWC's student success allocation under the SCFF.

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[22] Source: CCCCO Student Success Metrics.

Goal: Workforce Preparation

The Workforce Preparation goal (also referred to as the Working in Field of Study goal) is specific to the Vision for Success and requires improvement in the percent of exiting Career & Technical Education (CTE) students who report being employed in their field of study in the second year after leaving the institution. In the Vision for Success, the CCCCO set a system-wide goal to increase this to 76% in the 2021-22 administration of the CTE Outcomes Survey.

Last year, the percent of CTE students from SWC who report being employed in their field of study increased from 58.3% in the previous year to 68.0%. As the CTE Outcomes Survey continues to be administered in future years, more data will become available upon which to base a projection for the district.

SWC set its goal to increase the percent of exiting CTE students who report being employed in their field of study to 76% in 2021-22. Under the Vision for Success, which requires baseline years of 2016-17 for administration of the survey and 2014-15 for enrollment at SWC, this is an increase of about 27 CTE students and an overall increase of 30% from the baseline.

Vision Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	State Vision Goal for 2021-2022
Goal: Workforce	Increase the percent of exiting CTE students who report being employed in their field of study from 58.3% to 76%	**58.3%** (2014-15)	**76%** (+17.7%)	**+30%** (+27 students)	**76%**

Goal: Equity Gaps

The Equity Gaps goal is included in both the Vision for Success and the Student Equity Plan. The Equity Gaps goal requires reduction or elimination of performance gaps in identified metrics for selected student groups. In the Vision for Success, the CCCCO set a system-wide goal to reduce equity gaps by 40% by 2021-22 and eliminate them entirely by 2026-27, as compared to a 2016-17 baseline.

The CCCCO prescribed the methodology for determining when a student group experienced an equity gap. If the student group experienced Disproportionate Impact (DI) in the baseline year, then an equity gap needing to be addressed was present for that student group.[23]

Per CCCCO requirements, the selected student groups under Vision for Success included: a) female and male students, b) current or former foster youth, c) students with disabilities, d) low-income students, e) veterans, f) American Indian or Alaska Native, g) Asian, h) Black or African American, i) Hispanic or Latino, j) Native Hawaiian or other Pacific Islander, k) White, l) some other race, m) more than one race, n) lesbian, gay, bisexual, or transgender students, and o) homeless students. Students who identified as Filipino were not specified, but were analyzed as a separate group. Homeless students were not analyzed due to a lack of data.

Under Vision for Success, SWC identified seven student groups experiencing an equity gap. For example, the African American student group experienced DI, and therefore an equity gap, in the Completion goal metric. The number of additional African American students that would need to have been awarded an associate degree or CCCCO-approved certificate to reduce this equity gap by 40% in the baseline year was nine (9) out of a total of 2,037 African Americans. Other students groups experiencing DI in the baseline year included Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, White, male, and Veteran.

Equity Groups Experiencing Disproportionate Impact under Vision for Success

Number of Additional Students Needed (n/total) to Close Equity Gap by 40% under VFS in Baseline Year

Goal	Female	Male	Disabled	Econ Dis	Amer Ind/ Alaska Nat	Asian	African American	Filipino	Hispanic	Pacific Islander	White	More than One	Foster Youth	LGBT	Veteran
VFS Completion Goal							9/2037				1/192				
VFS Transfer Goal (ADT)					1/142		6/2037				12/4830				
VFS Job Closely Related to FOS		3/73													3/17

Note: Baseline year for analysis under Vision for Success is 2016-17; Baseline year for analysis under Student Equity Plan is 2017-18. Equity Groups under SEP are defined by Gender crossed with other characteristics. Sources: CCCCO Special Data Runs and Student Success Metric Dashboard.

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[23] The methodology for determining Disproportionate Impact was also prescribed by the CCCCO.

As five of the seven equity gaps (71%) required less than a one percent increase in student success relative to the metric to reduce the equity gap by 40% in the baseline year, SWC set its goal to reduce all seven equity gaps under the Vision for Success by 40% by 2021-22.

For African Americans who experienced DI under the Completion goal, this is an increase of nine (9) students and an overall increase of 14% from the 2016-17 baseline of 63.

For males who experienced DI under the Workforce goal, this is an increase of four (4) percentage points over the 2016-17 baseline of 49% and an overall increase of 8% or three (3) additional students who report being employed in their field of study in the CTE Outcomes Survey.

Equity Metric	Target Groups	Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
Goal: Completion	African American	63 (out of 2037)	72 (+9)	+14%	
	Pacific Islander	6 (out of 192)	7 (+1)	+17%	
Goal: Transfer	American Indian/ Alaskan Native	0 (out of 142)	1 (+1)	---	-40%
	African American	18 (out of 2037)	24 (+6)	+33%	
	White	47 (out of 4830)	59 (+12)	+26%	
Goal: Workforce	Male	49% (out of 73)	53% (+4%)	+8% (+3 students)	
	Veteran	29% (out of 17)	47% (+18%)	+62% (+3 students)	

Selected student groups under the Student Equity Plan were identical to those under Vision for Success. However, gender was treated differently. For the Student Equity Plan, all groups were first disaggregated by gender and then by an additional student group characteristic prior to DI analysis (e.g., male veterans, female veterans, disabled males, disabled females, and so on).

Also, the Student Equity Plan included a different goal for equity gap reduction. Under the Student Equity Plan, the goal was elimination (or reduction by 100%) by 2021-22 as opposed to a reduction by 40% as under the Vision for Success.

SWC identified 43 student groups experiencing an equity gap under the Student Equity Plan metrics. For example, the American Indian/Alaska Native student group experienced DI, and therefore an equity gap, in the Access goal metric. The number of additional American Indian/Alaska Native students that would need to have enrolled in SWC to eliminate this equity gap in the baseline year was 10 out of a total of 98 American Indian/Alaska Native students.

Equity Groups Experiencing Disproportionate Impact under Student Equity Plan

Number of Additional MALE Students Needed (n/total) to Close Equity Gap by 100% under SEP in Baseline Year

Gender	Goal	Disabled	Econ Dis	Amer Ind/ Alaska Nat	Asian	African American	Filipino	Hispanic	Pacific Islander	White	More than One	Foster Youth	LGBT	Veteran
Male	SEP Access Goal			10/98	33/862	70/1669			9/135	36/2593		92/448	22/680	82/1508
	SEP Retention Goal					31/441								
	SEP Trans-Level Math & English	3/92										1/30		3/69
	SEP Completion Goal					8/975						4/215	3/357	
	SEP Transfer Goal	13/798			1/24			7/5813					3/151	

Number of Additional FEMALE Students Needed (n/total) to Close Equity Gap by 100% under SEP in Baseline Year

Gender	Goal	Disabled	Econ Dis	Amer Ind/ Alaska Nat	Asian	African American	Filipino	Hispanic	Pacific Islander	White	More than One	Foster Youth	LGBT	Veteran
Female	SEP Access Goal			19/130	33/953	127/1857	39/2530		10/135	257/2950		20/479	34/993	32/471
	SEP Retention Goal					16/256	26/461			58/1149				
	SEP Trans-Level Math & English	2/111				1/85		6/1601				1/35	2/70	
	SEP Completion Goal				2/703	3/999					4/639	1/336	1/527	
	SEP Transfer Goal								1/48			3/155		

As 37 of the 43 equity gaps (87%) required less than a seven percent increase in student success relative to the metric to eliminate the equity gap in the baseline year, SWC set its goal to eliminate all equity gaps under the Student Equity Plan by 2021-22. For American Indian/Alaskan Native males who experienced DI under the Access goal, this is an increase of 10 students and an overall increase of 27.8% from the 2017-18 baseline of 36.

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
Goal: Access-Successful Enrollment	Male	American Indian/ Alaskan Native	36 (out of 98)	46 (+10)	27.8%	-100%
		Asian	376 (out of 862)	409 (+33)	8.8%	
		African American	723 (out of 1,669)	793 (+70)	9.7%	
		Pacific Islander	55 (out of 135)	64 (+9)	16.4%	
		White	1,195 (out of 2,593)	1,231 (+36)	3.0%	
		Foster Youth	121 (out of 448)	213 (+92)	76.0%	
		LGBT	300 (out of 680)	322 (+22)	7.3%	
		Veteran	635 (out of 1,508)	717 (+82)	13.0%	
	Female	American Indian/ Alaskan Native	43 (out of 130)	62 (+19)	44.2%	
		Asian	419 (out of 953)	452 (+33)	7.9%	
		African American	758 (out of 1,857)	885 (+127)	16.8%	
		Filipino	1,162 (out of 2,530)	1,201 (+39)	3.4%	

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
		Pacific Islander	54 (out of 135)	64 (+10)	18.5%	
		White	1,149 (out of 2,950)	1,416 (+267)	23.2%	
		Foster Youth	207 (out of 479)	227 (+20)	9.67%	
		LGBT	437 (out of 993)	471 (+34)	7.8%	
		Veteran	191 (out of 471)	223 (+32)	16.8%	
Goal: Retention	Male	African American	263 (out of 441)	294 (+31)	11.8%	
	Female	Asian	154 (out of 256)	170 (+16)	10.4%	
		African American	291 (out of 461)	307 (+16)	5.5%	
		White	710 (out of 1,149)	768 (+58)	8.2%	
Goal: Transfer-Level Math & English	Male	Disabled	1 (out of 92)	4 (+3)	300.0%	
		Foster Youth	0 (out of 30)	1 (+1)	-	
		Veteran	0 (out of 69)	3 (+3)	-	
	Female	Disabled	3 (out of 111)	5 (+2)	66.7%	
		African American	2 (out of 85)	3 (+1)	50.0%	
		Hispanic	73 (out of 1,601)	79 (+6)	8.2%	-100%
		Foster Youth	0 (out of 35)	1 (+1)	-	
		LGBT	1 (out of 70)	3 (+2)	200.0%	
Goal: Completion	Male	African American	24 (out of 975)	32 (+8)	33.3%	
		Foster Youth	3 (out of 215)	7 (+4)	133.3%	
		LGBT	9 (out of 357)	12 (+3)	33.3%	
	Female	Asian	21 (out of 703)	23 (+2)	9.5%	
		African American	30 (out of 999)	33 (+3)	10.0%	
		More than one race	17 (out of 639)	21 (+4)	23.5%	
		Foster Youth	10 (out of 336)	11 (+1)	10.0%	
		LGBT	16 (out of 527)	17 (+1)	6.3%	
Goal: Transfer	Male	Disabled	34 (out of 798)	47 (+13)	38.2%	
		American Indian/ Alaskan Native	1 (out of 24)	2 (+1)	100.0%	
		Hispanic	335 (out of 5,813)	342 (+7)	2.1%	
		LGBT	6 (out of 151)	9 (+3)	50.0%	
	Female	Pacific Islander	2 (out of 48)	3 (+1)	50.0%	
		Foster Youth	6 (out of 155)	9 (+3)	50.0%	

6. Detailed Vision for Success Local Goals and Equity Gaps[24]

GOALS TO ACHIEVE BY 2021-2022 - REDUCES EQUITY GAPS BY 40%

Vision Goal	Metric[25]	Baseline Performance (Year)[26]	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	State Vision Goal for 2021-2022
Goal 1: Completion	Increase by 20% the number of students annually who acquire an Associate Degree or Chancellor's Office Approved Credit Certificate	**1,634** (2016-17)	**1,961** (+327)	**+20%**	**+20%**
Goal 2: Transfer	Increase by 35% the number of students annually who acquire an Associate Degree for Transfer	**621** (2016-17)	**838** (+217)	**+35%**	**+35%**
Goal 3: Unit Accumulation	Decrease the average number of units accumulated by students earning an Associate Degree from 92 total units to 85 total units	**92** (2016-17)	**85** (-7)	**-7.6%**	**79**
Goal 4: Workforce	Increase the percent of exiting CTE students who report being employed in their field of study from 58.3% to 76%	**58.3%** (2014-15)	**76%** (+17.7%)	**+30%** (+27 students)	**76%**
Goal 5: Equity Gaps	Reduce equity gaps in above goals by 40%	See Equity Gap Table Below	See Equity Gap Table Below	**-40%**	**-40%**

EQUITY GAPS

Equity Metric	Target Groups	Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
Goal 1: Completion	African American	**63** (out of 2037)	**72** (+9)	**+14%**	
	Pacific Islander	**6** (out of 192)	**7** (+1)	**+17%**	
Goal 2: Transfer	American Indian/ Alaskan Native	**0** (out of 142)	**1** (+1)	---	**-40%**
	African American	**18** (out of 2037)	**24** (+6)	**+33%**	
	White	**47** (out of 4830)	**59** (+12)	**+26%**	
Goal 4: Workforce	Male	**49%** (out of 73)	**53%** (+4%)	**+8%** (+3 students)	
	Veteran	**29%** (out of 17)	**47%** (+18%)	**+62%** (+3 students)	

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[24] See Appendix A: Reading the Detailed Goal and Equity Tables for assistance in interpreting goal tables.

[25] CCC Vision for Success; For Equity Gaps, goal is to reduce 40% in five years and eliminate in 10 years.

[26] Source: Student Success Metrics; Baseline years prescribed by the Chancellor's Office.

7. Detailed Student Equity Plan Goals and Equity Gaps[27]

GOALS TO ACHIEVE BY 2021-2022 – ELIMINATE EQUITY GAPS

SEP Goal	Metric[28]	Baseline Performance (Year)[29]	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance (Student Increase)
Goal 1: Access-Successful Enrollment	Increase percentage of applicants who enroll at SWC to 51.8%	**48.7%** (2017-18)	**51.8%** (+3.1%)	**+6.5%** (+1,500)
Goal 2: Retention	Increase percentage of students retained from fall to spring to 71.6%	**68.5%** (2017-18)	**71.6%** (+3.1%)	**+4.6%** (+600)
Goal 3: Transfer-Level Math and English	Increase percentage of students who complete Transfer-Level Math and English in first academic year to 25%	**6.0%** (2017-18)	**25%** (+19%)	**+317.6%** (+794)
Goal 4: Completion	Increase by 24% the number of students annually who acquire an Associate Degree or Chancellor's Office Approved Credit Certificate	**1,584** (2017-18)	**1,961** (+377)	**+24%**
Goal 5: Transfer	Increase by 3% the number of students annually who transfer to a four-year institution	**1,430** (2016-17)	**1,473** (+43)	**+3%**
Goal 6: Equity Gaps	Eliminate equity gaps in above goals	See Equity Gap Table Below	See Equity Gap Table Below	**-100%**

EQUITY GAPS

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
Goal 1: Access-Successful Enrollment	Male	American Indian/ Alaskan Native	**36** (out of 98)	**46** (+10)	**27.8%**	**-100%**
		Asian	**376** (out of 862)	**409** (+33)	**8.8%**	
		African American	**723** (out of 1,669)	**793** (+70)	**9.7%**	
		Pacific Islander	**55** (out of 135)	**64** (+9)	**16.4%**	
		White	**1,195** (out of 2,593)	**1,231** (+36)	**3.0%**	
		Foster Youth	**121** (out of 448)	**213** (+92)	**76.0%**	
		LGBT	**300** (out of 680)	**322** (+22)	**7.3%**	
		Veteran	**635** (out of 1,508)	**717** (+82)	**13.0%**	
	Female	American Indian/ Alaskan Native	**43** (out of 130)	**62** (+19)	**44.2%**	
		Asian	**419** (out of 953)	**452** (+33)	**7.9%**	
		African American	**758** (out of 1,857)	**885** (+127)	**16.8%**	
		Filipino	**1,162** (out of 2,530)	**1,201** (+39)	**3.4%**	

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[27] See Appendix A: Reading the Detailed Goal and Equity Tables for assistance in interpreting goal tables.
[28] CCC Student Equity Plan Instructions, January 11, 2019
[29] Source: Student Success Metrics; Baseline years prescribed by the Chancellor's Office.

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
		Pacific Islander	54 (out of 135)	64 (+10)	18.5%	
		White	1,149 (out of 2,950)	1,416 (+267)	23.2%	
		Foster Youth	207 (out of 479)	227 (+20)	9.67%	
		LGBT	437 (out of 993)	471 (+34)	7.8%	
		Veteran	191 (out of 471)	223 (+32)	16.8%	
Goal 2: Retention	Male	African American	263 (out of 441)	294 (+31)	11.8%	
		Asian	154 (out of 256)	170 (+16)	10.4%	
	Female	African American	291 (out of 461)	307 (+16)	5.5%	
		White	710 (out of 1,149)	768 (+58)	8.2%	
Goal 3: Transfer-level Math & English	Male	Disabled	1 (out of 92)	4 (+3)	300.0%	
		Foster Youth	0 (out of 30)	1 (+1)	-	
		Veteran	0 (out of 69)	3 (+3)	-	
	Female	Disabled	3 (out of 111)	5 (+2)	66.7%	
		African American	2 (out of 85)	3 (+1)	50.0%	
		Hispanic	73 (out of 1,601)	79 (+6)	8.2%	-100%
		Foster Youth	0 (out of 35)	1 (+1)	-	
		LGBT	1 (out of 70)	3 (+2)	200.0%	
Goal 4: Completion	Male	African American	24 (out of 975)	32 (+8)	33.3%	
		Foster Youth	3 (out of 215)	7 (+4)	133.3%	
		LGBT	9 (out of 357)	12 (+3)	33.3%	
	Female	Asian	21 (out of 703)	23 (+2)	9.5%	
		African American	30 (out of 999)	33 (+3)	10.0%	
		More than one race	17 (out of 639)	21 (+4)	23.5%	
		Foster Youth	10 (out of 336)	11 (+1)	10.0%	
		LGBT	16 (out of 527)	17 (+1)	6.3%	
Goal 5: Transfer	Male	Disabled	34 (out of 798)	47 (+13)	38.2%	
		American Indian/ Alaskan Native	1 (out of 24)	2 (+1)	100.0%	
		Hispanic	335 (out of 5,813)	342 (+7)	2.1%	
		LGBT	6 (out of 151)	9 (+3)	50.0%	
	Female	Pacific Islander	2 (out of 48)	3 (+1)	50.0%	
		Foster Youth	6 (out of 155)	9 (+3)	50.0%	

8. Strategy Implementation and Goal Tracking

Responsibility for implementing each strategy to achieve SWC's VFS Local Goals and Student Equity Plan has been assigned to a knowledgeable team. Resources will be provided to affect change. These strategies were specifically aligned with the district's ongoing Jaguar Pathways reforms and in many cases, Jaguar Pathways utilizes the same strategies and same teams.

Furthermore, SWC is committed to ensuring all future planning is aligned and integrated with these goals and strategies. By May 2020, the district expects to have adopted a new institutional strategic plan and updated its comprehensive plans (e.g., Educational Master Plan) to align with the Vision for Success. The goals and strategies in SWC's VFS Local Goals and Student Equity Plan, as well as those in new and ongoing Jaguar Pathways reforms, will be central to these planning efforts and part of the institution's way of doing business.

To evaluate the effectiveness of these strategies, data tracking performance toward the goals will be reviewed on at least an annual basis. Where appropriate, data by term and specific evaluations of selected strategies or programs will also be produced. Tracking data, whether sourced from the CCCCO or produced internally, will be available publicly on SWC's website.

Appendix A: Reading the Detailed Goal Tables

Each row in the goal table explains the metric, the baseline for comparison, and the desired outcome.

Vision Goal	Metric	Baseline Performance (Year)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	State Vision Goal for 2021-2022
Goal 1: Completion	Increase by 20% the number of students annually who acquire an Associate Degree or Chancellor's Office Approved Credit Certificate	**1,634** (2016-17)	**1,961** (+327)	**+20%**	**+20%**
Goal Short Name	**Goal Metric Tracks Number of Students**	**Number Who Achieved the Goal Metric in Baseline Year**	**Number Needed to Achieve Metric in Goal Year**	**Percent Increase Over Baseline**	**Percent Increase for CCC system in Vision for Success**

Section 5. Data for Selecting Goal Targets and Strategies provides a detailed explanation of each goal. For the Completion goal, it states:

"SWC set its goal to increase the annual number of students awarded an associate degree or CCCCO-approved certificate to 1,961 in 2021-22… Under the Vision for Success, which requires a baseline year of 2016-17, this is an increase of 327 students and an overall increase of 20% from the 2016-17 baseline of 1,634."

_____

Each row in the equity goal table identifies the group experiencing disproportionate impact under each goal and the number of students needing to achieve the goal in the baseline year to close the gap.

Equity Metric	Target Groups	Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
Goal 1: Completion	African American	**63** (out of 2037)	**72** (+9)	**+14%**	**-40%**
Goal Short Name	**Group Experiencing Disproportionate Impact Under Goal Metric**	**Number Who Achieved the Goal Metric in Baseline Year**	**Number Needed to Achieve Metric in Goal Year if Population Size Remains Constant**	**Percent Increase Over Baseline**	**Percent Reduction in Equity Gap**

Section 5. Data Review and Selection of Goal and Strategies provides a detailed explanation of each equity gap. For the African American equity gap under the Completion goal, it states:

"The number of additional African American students that would need to have been awarded an associate degree or CCCCO-approved certificate to reduce this equity gap by 40% in the baseline year was nine (9) out of a total of 2,037 African Americans."

SOUTHWESTERN COLLEGE

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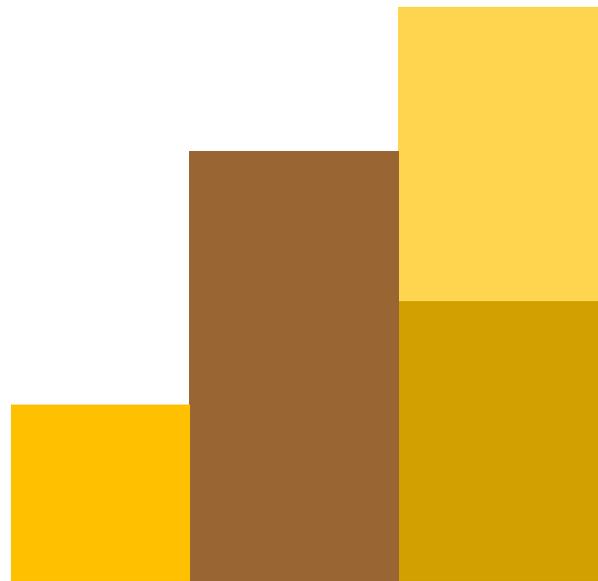ylynch@swccd.edu | 619.421.6700 Ext. 5616 | Room 103-A

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Vision for Success Local Goals and
Student Equity Plan 2019-2022