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SOUTHWESTERN

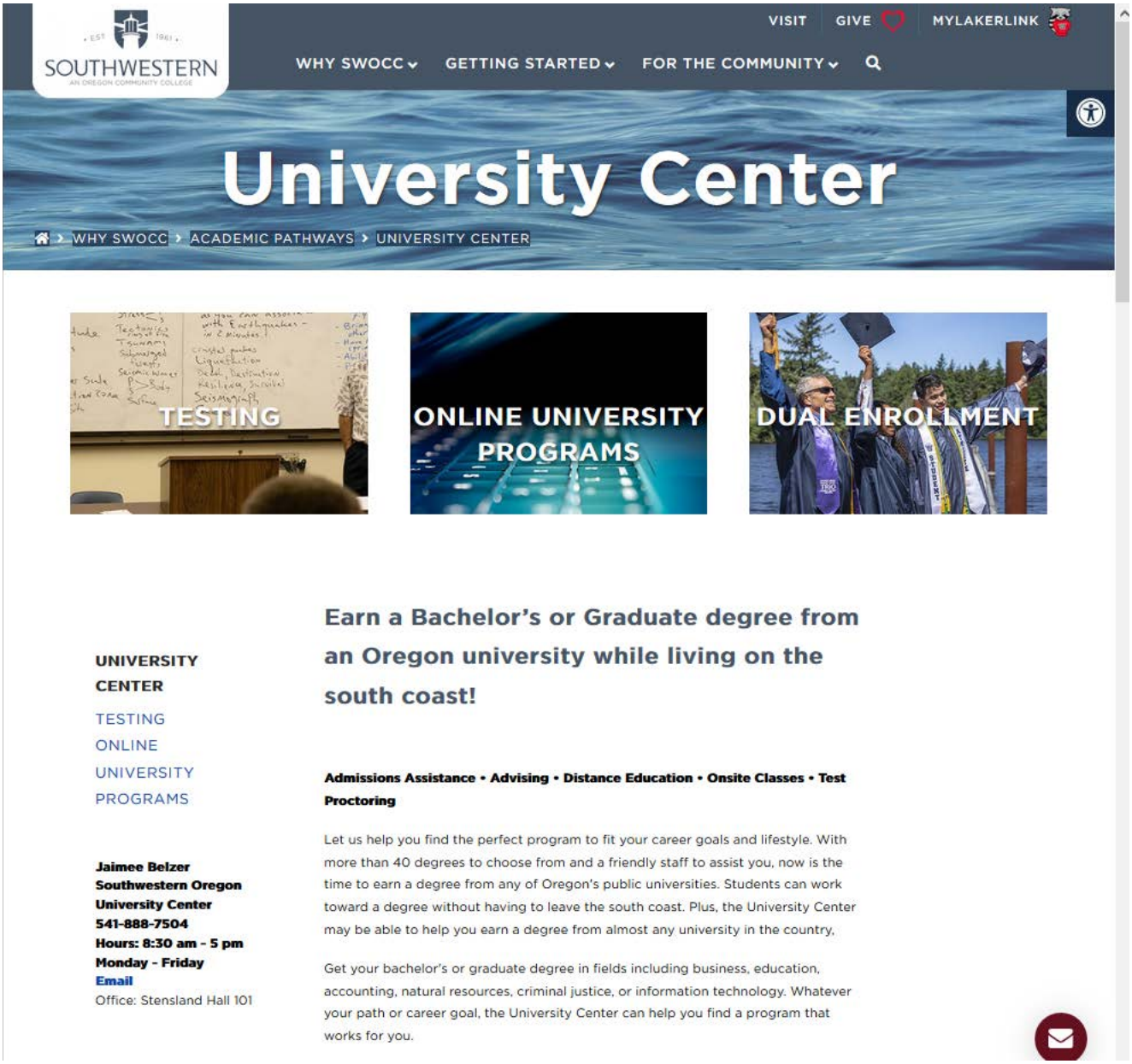
AN OREGON COMMUNITY COLLEGE

NWCCU 2020 Comprehensive Report

1D Exhibits

Southwestern University Center

https://www.socc.edu/why-swocc/pathways/university-center/



You can even improve your skills by choosing a professional certificate from more than 25 different fields.

The best part is, you can often complete your degree or certificate without disrupting your work schedule. Come see us in the Southwestern Oregon University Center. We can help you achieve lifelong goals and gain the university education you have always wanted.

Colleges and Programs

The University Center provides advising for programs at all of Oregon's state universities and hosts on-site representatives from Eastern Oregon University, Southern Oregon University and Portland State University. The University Center can also help connect with you with online and distance education programs at universities across the country.

Check out the online university programs to see all participating universities. Also check out details on the programs and degrees offered at a distance.

Representatives from Oregon's universities will come to you at our Coos and Curry campuses. This includes Oregon State and Southern Oregon University. Eastern Oregon University even offers monthly onsite advising for all your distance education needs.

Amy Smith – University Center Student

"The SWOCC University Center provided me with a roadmap not only to assist with my educational needs, but provided the resources to connect with various opportunities such as scholarships and career opportunities. The University Center opened my eyes to the numerous possibilities that I can do with my degree. Jaimee is very helpful and knowledgeable. Now, I'm on track to graduate with my MBA in Business Administration. What is next for me is doctoral school, where I want to obtain a DBA in Business Marketing."

SOUTHWESTERN
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Educational Development Plan

NAME:			STUDENT ID#:		DEGREE/MAJOR:		
First Year Summer	Credits	First Year Fall	Credits	First Year Winter	Credits	First Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	
Second Year Summer	Credits	Second Year Fall	Credits	Second Year Winter	Credits	Second Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	
Third Year Summer	Credits	Third Year Fall	Credits	Third Year Winter	Credits	Third Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	

Previously earned credits:

Total Credits:

Course	Credits
Total	

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Educational Development Plan

NAME:			STUDENT ID#:		DEGREE/MAJOR:		
First Year Summer	Credits	First Year Fall	Credits	First Year Winter	Credits	First Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	
Second Year Summer	Credits	Second Year Fall	Credits	Second Year Winter	Credits	Second Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	
Third Year Summer	Credits	Third Year Fall	Credits	Third Year Winter	Credits	Third Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	
Fourth Year Summer	Credits	Fourth Year Fall	Credits	Fourth Year Winter	Credits	Fourth Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	
Fifth Year Summer	Credits	Fifth Year Fall	Credits	Fifth Year Winter	Credits	Fifth Year Spring	Credits
Term Total		Term Total		Term Total		Term Total	

Previously earned credits:

Total Credits:

Course	Credits
Total	

Voluntary Framework of Accountability

Early Momentum Key Performance Indicators (KPIs): New Metrics for the Voluntary Framework of Accountability

Southwestern Oregon Community College

The Voluntary Framework of Accountability (VFA) is building on the work of the American Association of Community Colleges Pathways Project (AACC Pathways) reform work to improve the value of the VFA to participating colleges. College-wide reforms, like AACC Pathways, are complex endeavors that take many years to implement fully. That means that colleges will not see expected improvements in student completion rates for several years after the implementation of such reforms. Colleges need indicators in the near-term that they can examine to see if their reform efforts are having a positive effect and are likely to improve student success over a longer term. The AACC Pathways KPIs can fulfill this need.

The calculation of the KPIs is included in the process of calculating metrics for data submitted through the VFA data system. These metrics were chosen for community colleges because they can be measured over a single year and yet research suggests that they are the leading indications of increased student completion over a longer term*. In addition to the value of these one-year measures as early indicators of progress toward longer term student success goals, tracking year-over-year change in these KPIs can motivate colleges to implement practices that can effectively create the initial conditions required for subsequent success.

*For a review, see Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf

Colleges will not see major improvements in student completion rates until several years after the implementation of reforms. Therefore, colleges can use KPIs in the short-term so they are able to examine if their reform efforts are having a positive effect and are likely to improve student success over a longer term.

The AACC Pathways KPIs (listed below) are presented in the subsequent tables. Trend data are presented for the main cohort in the fall of each given year, followed by disaggregated data for the most recent year reported.

1) Credit momentum KPIs:
   a) Earned 6+ college credits in 1st term
   b) Earned 12+ college credits in 1st term
   c) Earned 15+ college credits in year 1
   d) Earned 24+ college credits in year 1
   e) Earned 30+ college credits in year 1

2) Gateway math and English completion KPIs:
   a) Completed college math in year 1
   b) Completed college English in year 1
   c) Completed both college math and English in year 1

3) Persistence KPIs:
   a) Fall to next term retention

4) College course completion KPI:
   a) College-level course success rate in students' first academic year

The cohorts tracked here include both full-time and part-time students but exclude students who are current high school dual enrollment students. The VFA has disaggregated these KPIs by race/ethnicity, age and other factors, which will enable colleges to see if there are gaps in progression among different student groups.

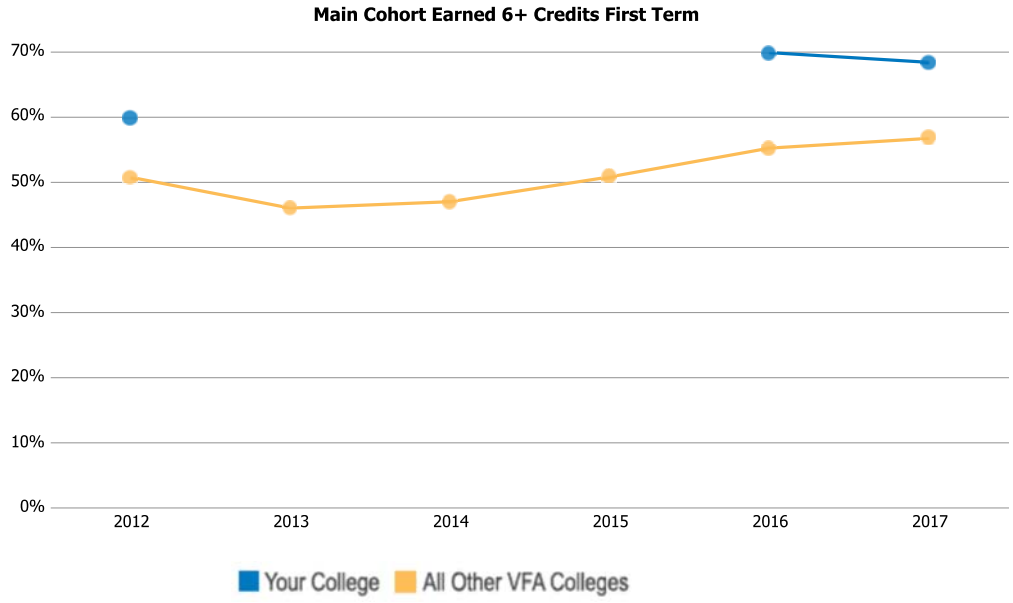
KPI Baseline Report for Southwestern Oregon Community College

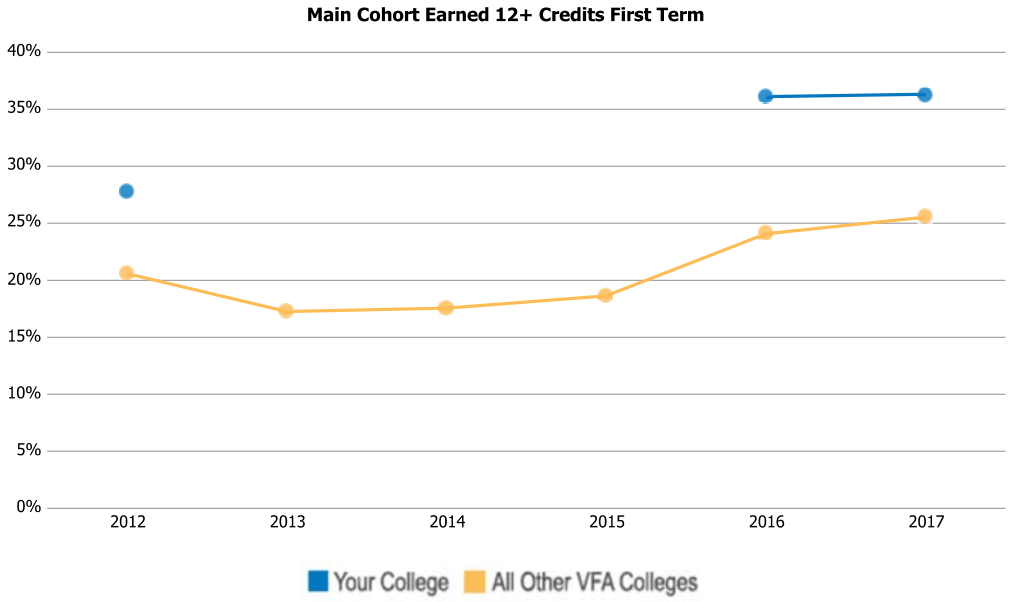
Demographics for Main Cohort in College Students

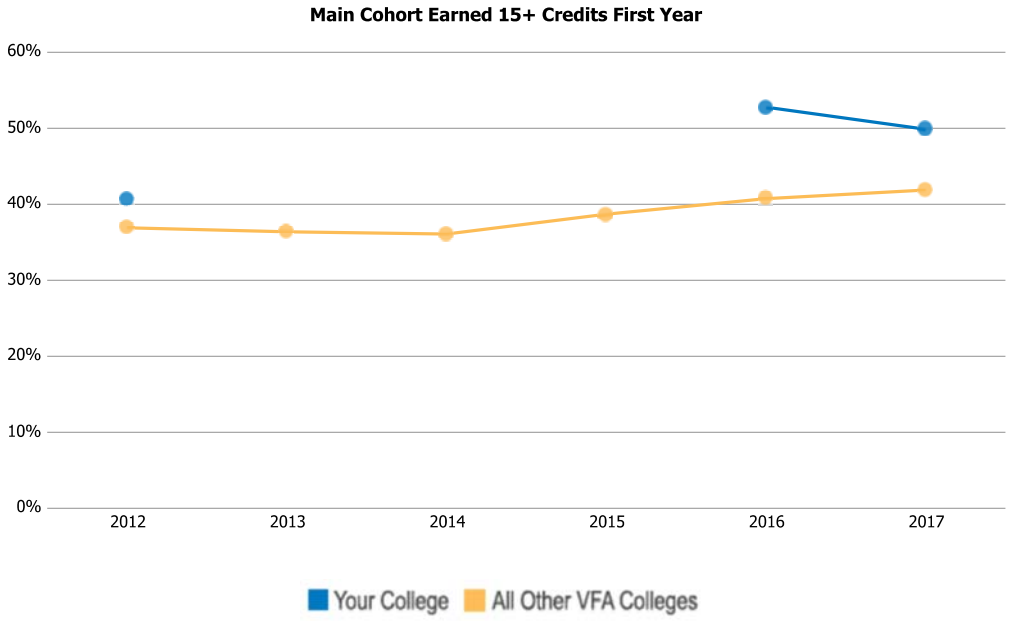
	Fall 2012		Fall 2016		Fall 2017	
All Students	**100.0%**	**902**	**100.0%**	**648**	**100.0%**	**782**
NR Alien	0.6%	5	0.9%	6	1.7%	13
Black	1.6%	14	1.4%	9	1.2%	9
Am. Indian / Alaskan	3.0%	27	2.0%	13	2.6%	20
Asian	1.1%	10	1.9%	12	1.2%	9
Hispanic	6.0%	54	11.9%	77	15.1%	118
White	57.0%	514	71.3%	462	65.1%	509
Unknown	26.4%	238	3.1%	20	4.7%	37
HI / Pac. Isl.	0.6%	5	0.8%	5	1.7%	13
2+ Races	3.9%	35	6.8%	44	6.9%	54
< 20 Yrs.	55.3%	499	67.4%	437	75.3%	589
20-24 Yrs.	14.3%	129	11.0%	71	9.7%	76
25-29 Yrs.	6.7%	60	5.7%	37	5.0%	39
30-39 Yrs.	9.9%	89	8.0%	52	5.6%	44
40-49 Yrs.	6.8%	61	3.5%	23	3.3%	26
50 or Older	6.4%	58	4.2%	27	1.0%	8
Age Unknown	0.7%	6	0.2%	1	N/A	N/A
Full-time	69.1%	623	76.7%	497	74.7%	584
Part-time	30.9%	279	23.3%	151	25.3%	198
College-ready	49.9%	450	54.5%	353	63.0%	493
Developmental need in 1	32.5%	293	34.0%	220	30.7%	240
Developmental need in 2	17.5%	158	6.8%	44	6.3%	49
Developmental need in 3	0.1%	1	4.8%	31	N/A	N/A
Male	45.7%	412	45.1%	292	44.8%	350
Female	47.5%	428	54.8%	355	55.2%	432
Unknown / Other	6.9%	62	0.2%	1	N/A	N/A
Awarded Pell	36.7%	331	45.4%	294	44.6%	349
Not Awarded Pell	63.3%	571	54.6%	354	55.4%	433

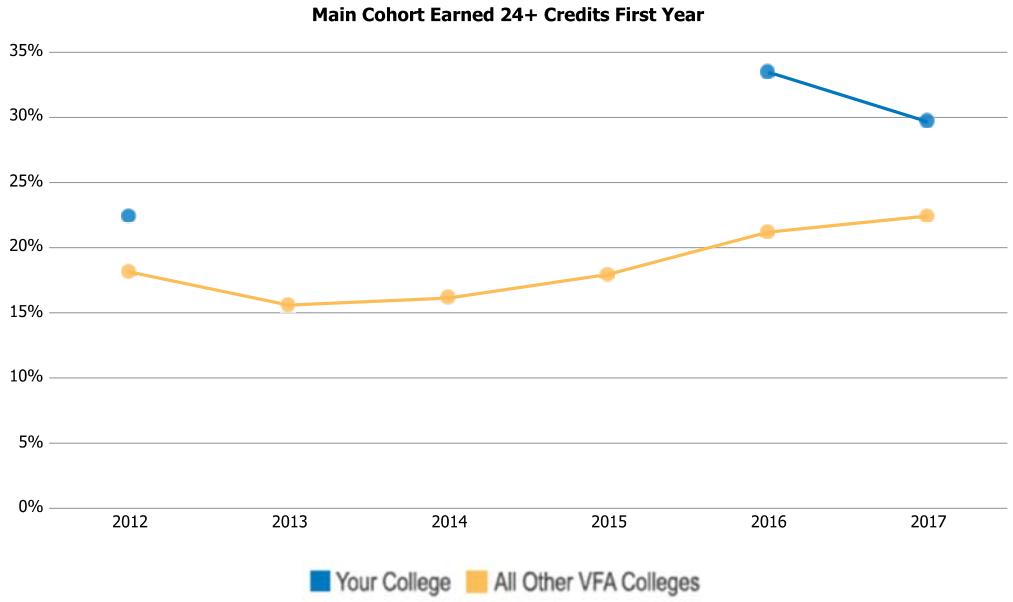
KPI Baseline Report for Southwestern Oregon Community College

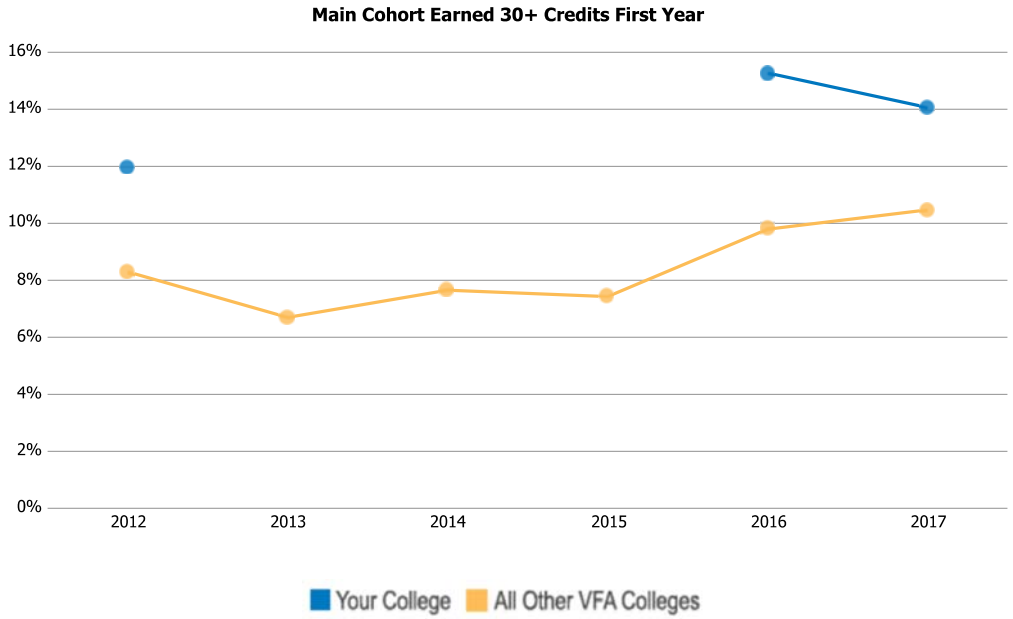
Credit Momentum KPIs for Southwestern Oregon Community College											
Cohort Year	Earned 6+ credits first term		Earned 12+ credits first term		Earned 15+ credits first year		Earned 24+ credits first year		Earned 30+ credits first year		Total main cohort students
2012	59.9%	540	27.7%	250	40.7%	367	22.4%	202	12.0%	108	902
2016	69.9%	453	36.1%	234	52.8%	342	33.5%	217	15.3%	99	648
2017	68.4%	535	36.3%	284	49.9%	390	29.7%	232	14.1%	110	782




Main Cohort Earned 12+ Credits First Term
40%
35%
30%
25%
20%
15%
10%
5%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges

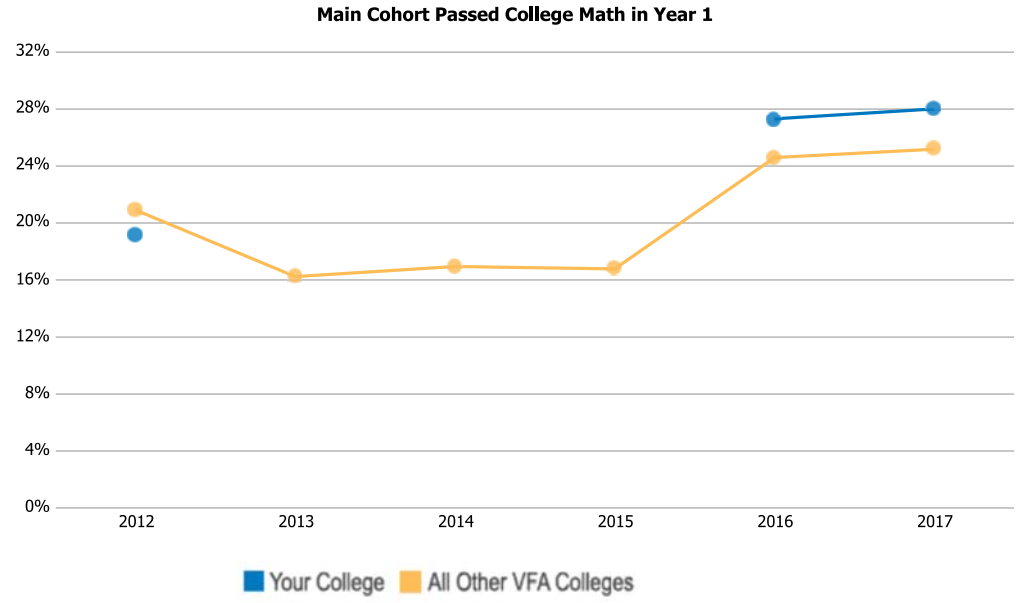

Main Cohort Earned 15+ Credits First Year
60%
50%
40%
30%
20%
10%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges

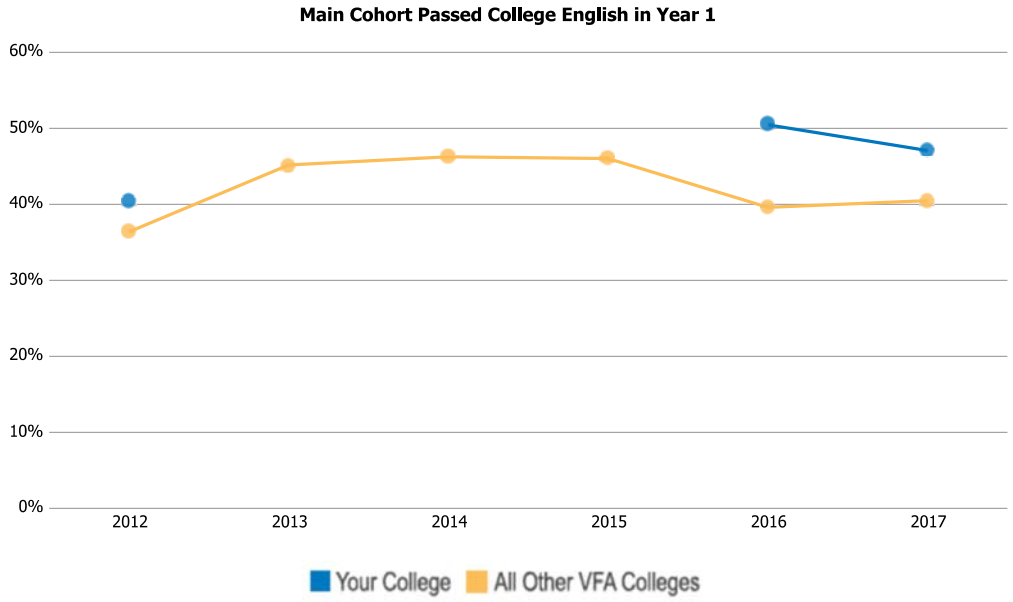

Main Cohort Earned 24+ Credits First Year
35%
30%
25%
20%
15%
10%
5%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges

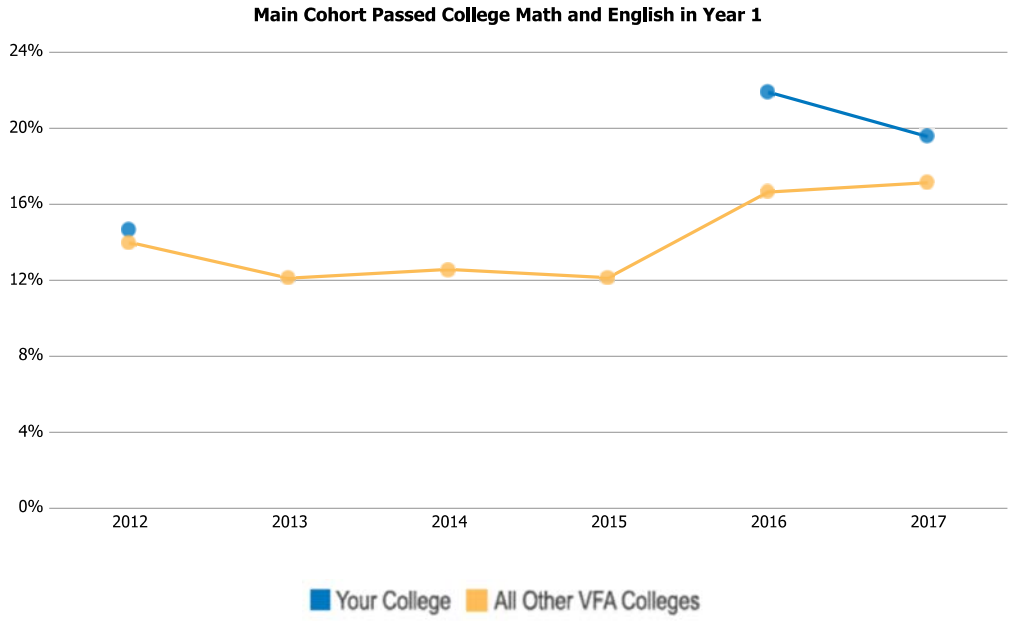

Main Cohort Earned 30+ Credits First Year
16%
14%
12%
10%
8%
6%
4%
2%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges

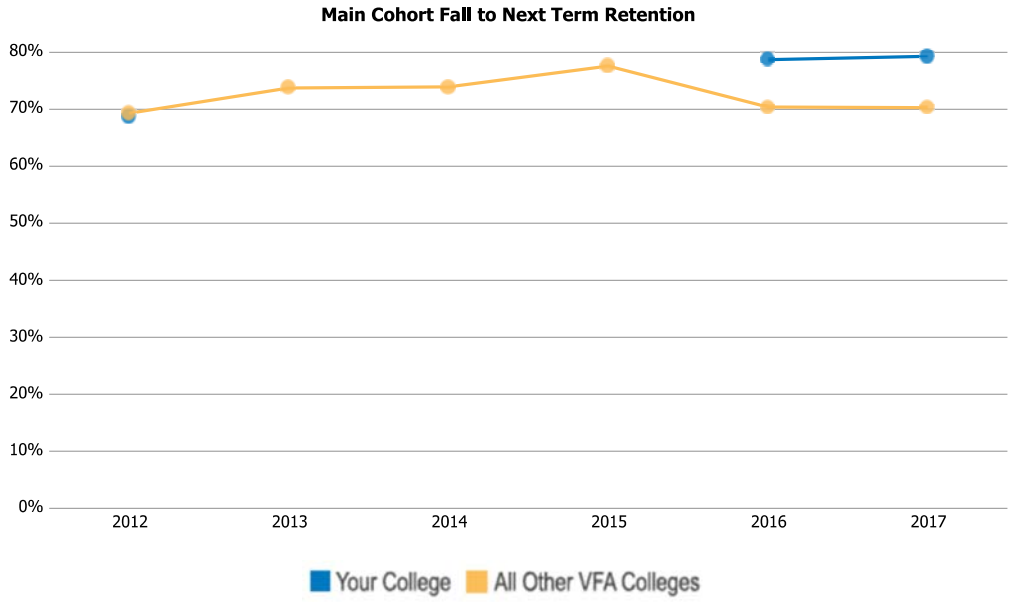
KPI Baseline Report for Southwestern Oregon Community College

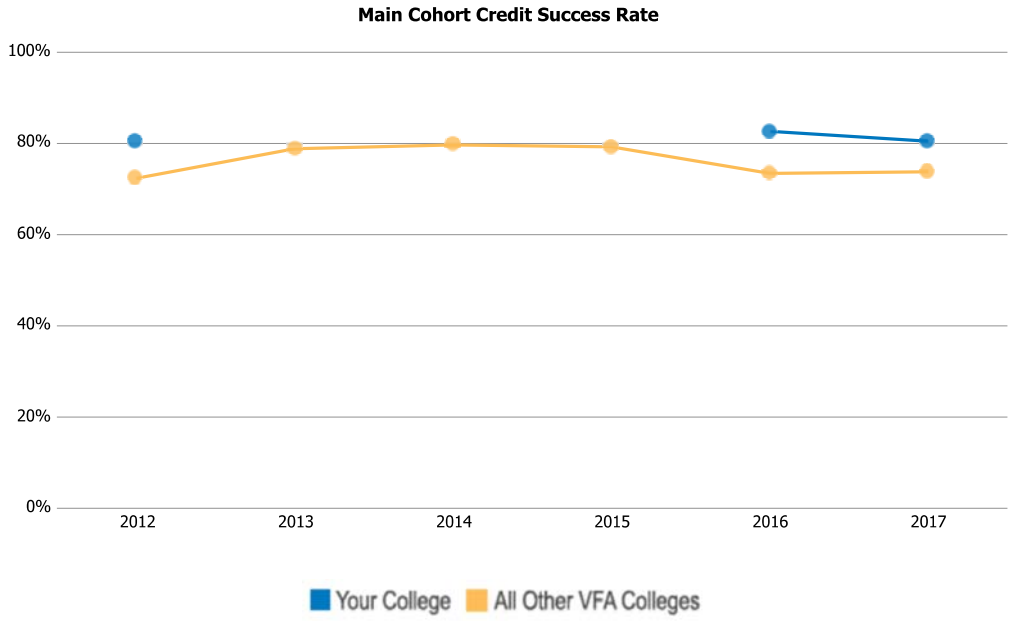
Gateway Completion, Persistence, and College Course Completion KPIs											
Cohort Year	Passed college math in year 1		Passed college English in year 1		Passed college English & math in year 1		Fall to next term retention		Total college credits attempted	Total college credits successfully completed	Credit success rate
2012	19.2%	173	40.5%	365	14.6%	132	68.7%	620	16,198	13,063	80.6%
2016	27.3%	177	50.5%	327	21.9%	142	78.7%	510	13,322	11,012	82.7%
2017	28.0%	219	47.1%	368	19.6%	153	79.3%	620	15,621	12,575	80.5%




Main Cohort Passed College English in Year 1
60%
50%
40%
30%
20%
10%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges


Main Cohort Passed College Math and English in Year 1
24%
20%
16%
12%
8%
4%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges

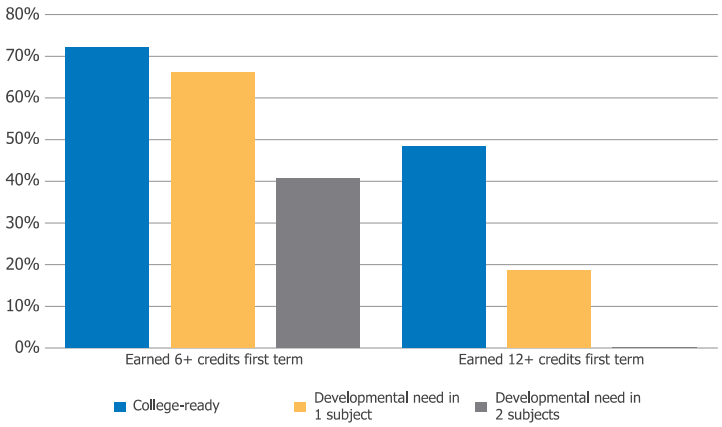

Main Cohort Fall to Next Term Retention
80%
70%
60%
50%
40%
30%
20%
10%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges


Main Cohort Credit Success Rate
100%
80%
60%
40%
20%
0%
2012
2013
2014
2015
2016
2017
Your College
All Other VFA Colleges

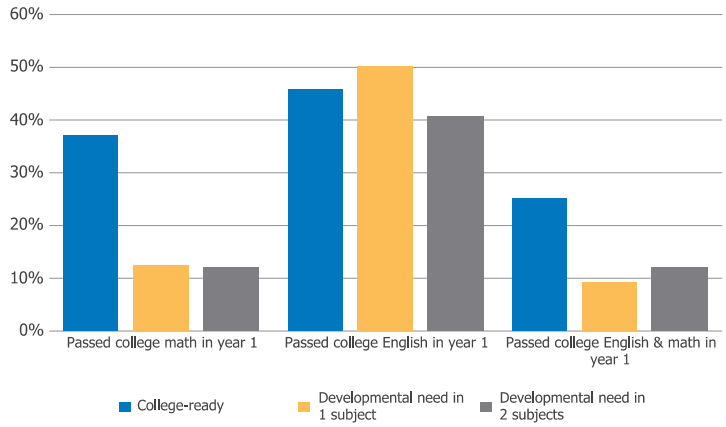
KPI Baseline Report for Southwestern Oregon Community College

College Readiness Status Disaggregation - Fall 2017 Main Cohort

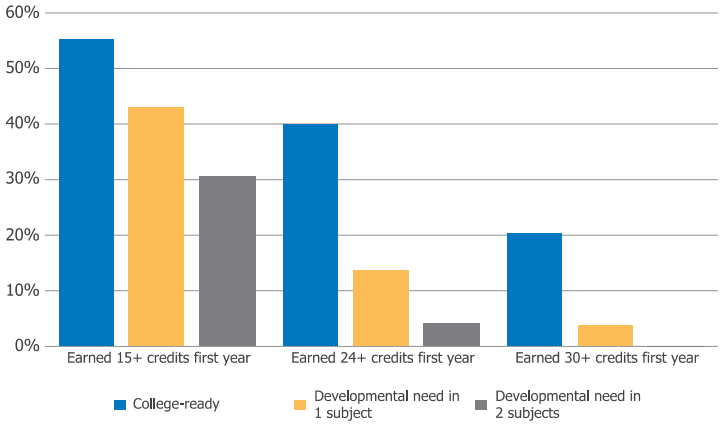
First Term Credit Success Rate by College Readiness



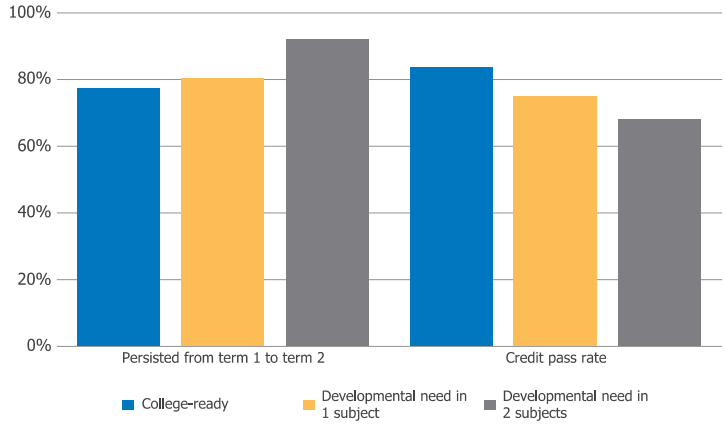
College Course Success Rate by College Readiness Status



Year 1 Credit Success Rate by College Readiness Status

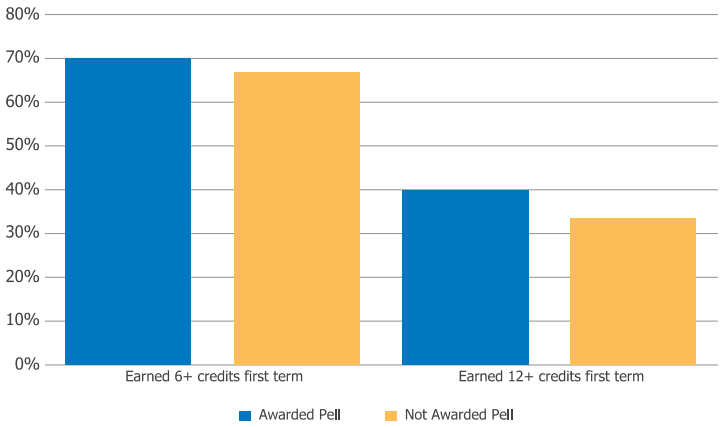


Retention and Credit Success Rate by College Readiness Status

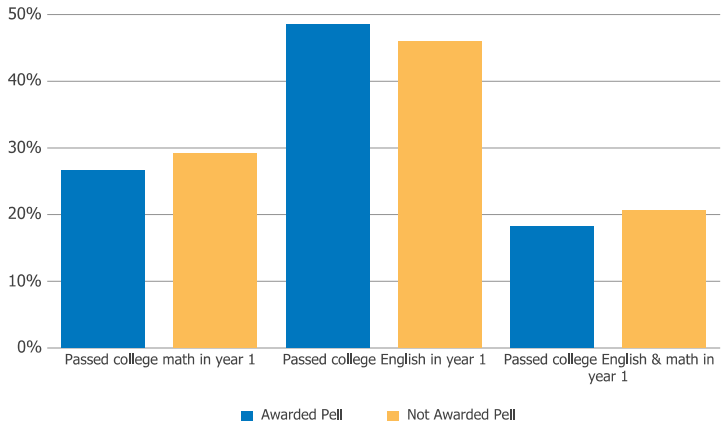


Pell Status Disaggregation - Fall 2017 Main Cohort

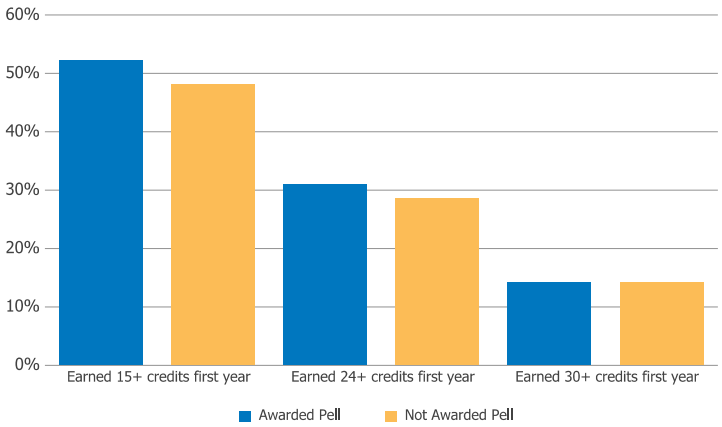
First Term Credit Success Rate by Pell Status



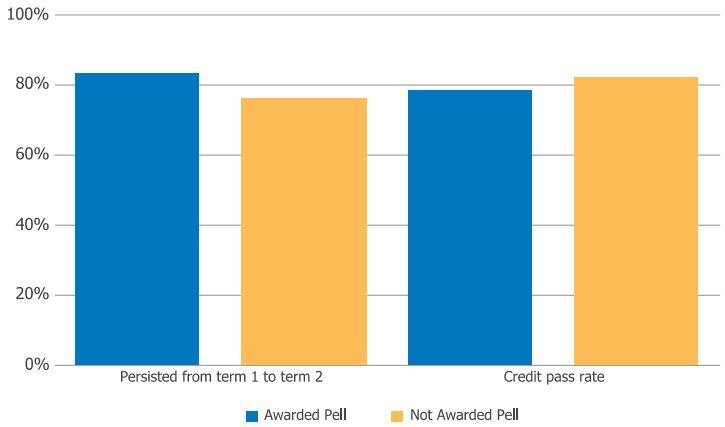
College Course Success Rate by Pell Status



Year 1 Credit Success Rate by Pell Status

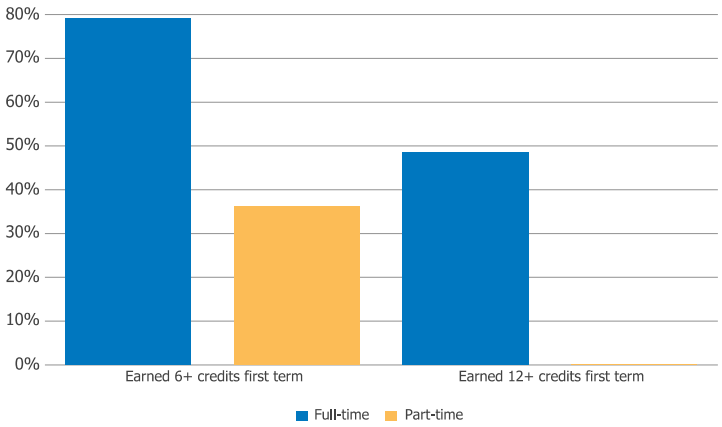


Retention and Credit Success Rate by Pell Status

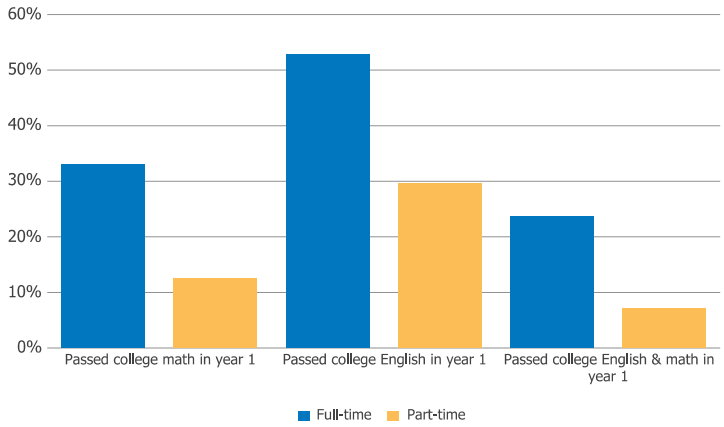


First-term Attendance Status Disaggregation - Fall 2017 Main Cohort

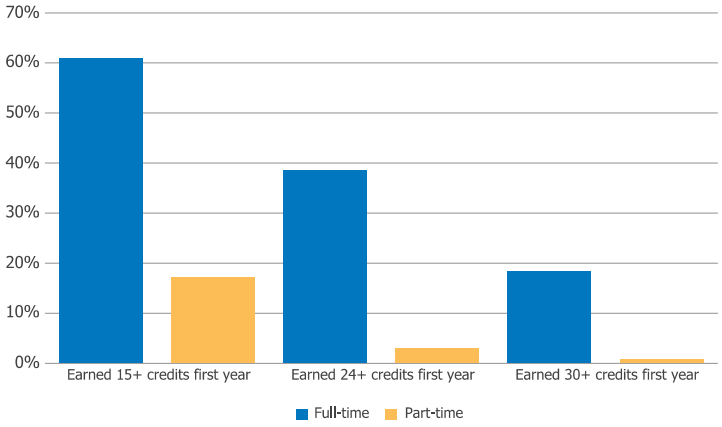
First Term Credit Success Rate by First-term Attendance Status



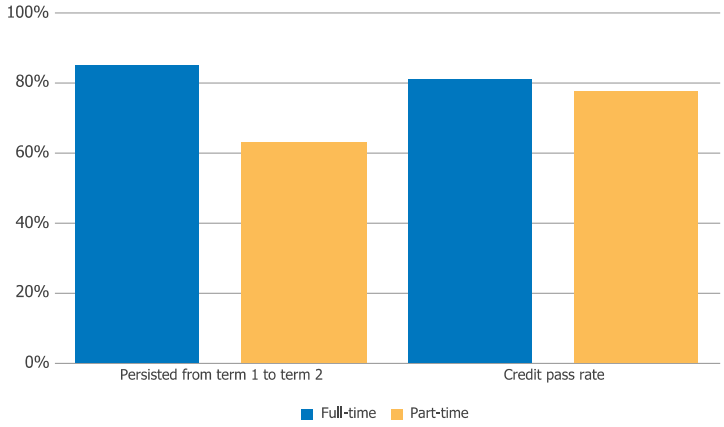
College Course Success Rate by First-term Attendance Status



Year 1 Credit Success Rate by First-term Attendance Status

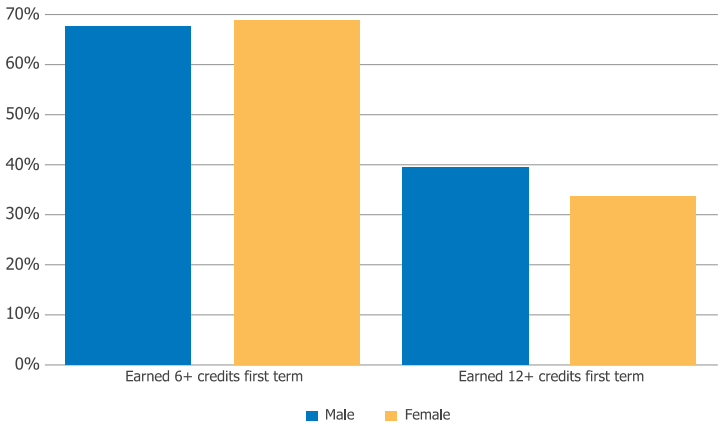


Retention and Credit Success Rate by First-term Attendance Status

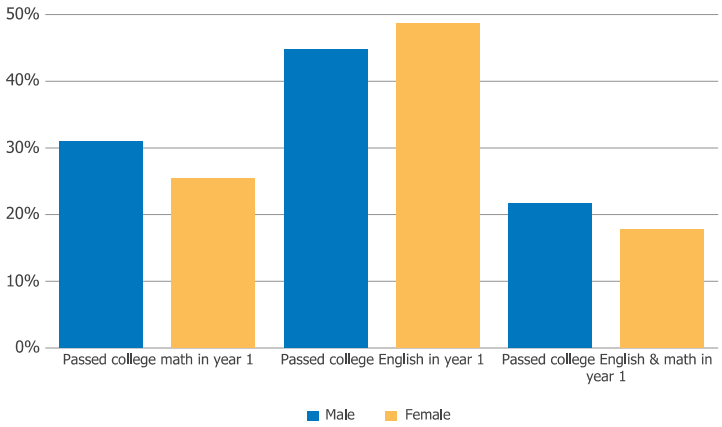


Gender Disaggregation - Fall 2017 Main Cohort

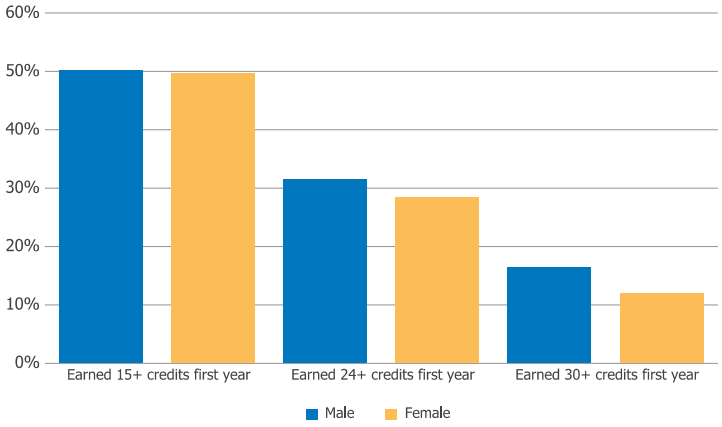
First Term Credit Success Rate by Gender



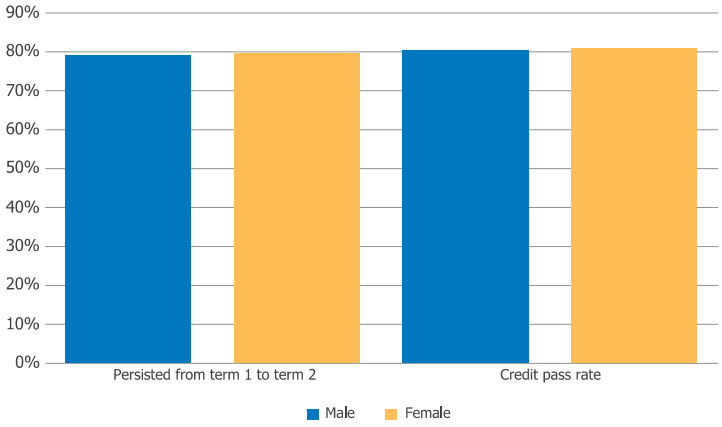
College Course Success Rate by Gender



Year 1 Credit Success Rate by Gender

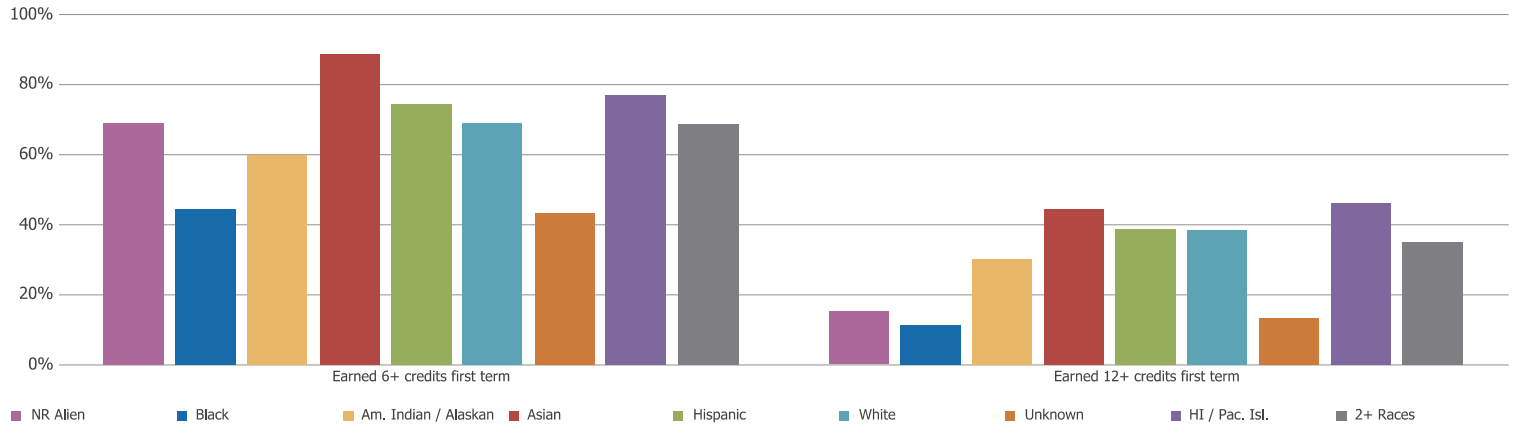


Retention and Credit Success Rate by Gender

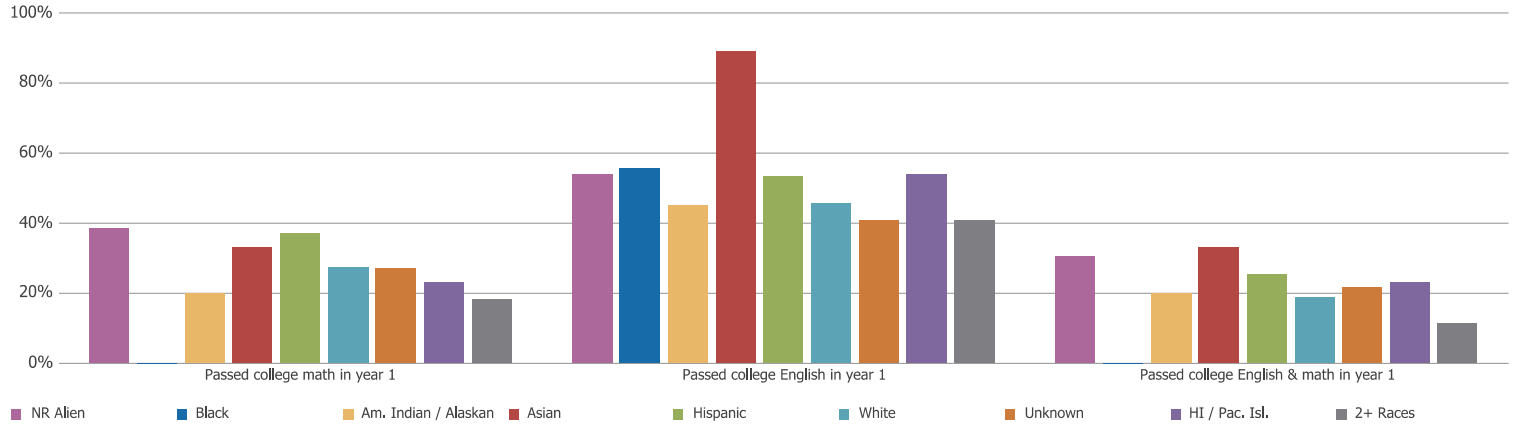


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

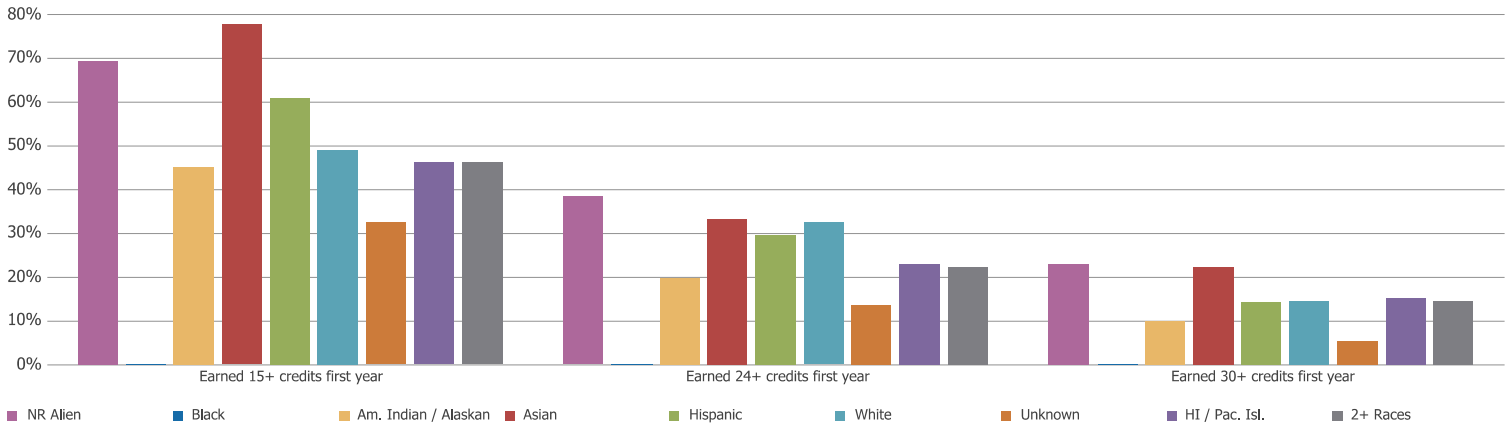


College Course Success Rate by Race/Ethnicity

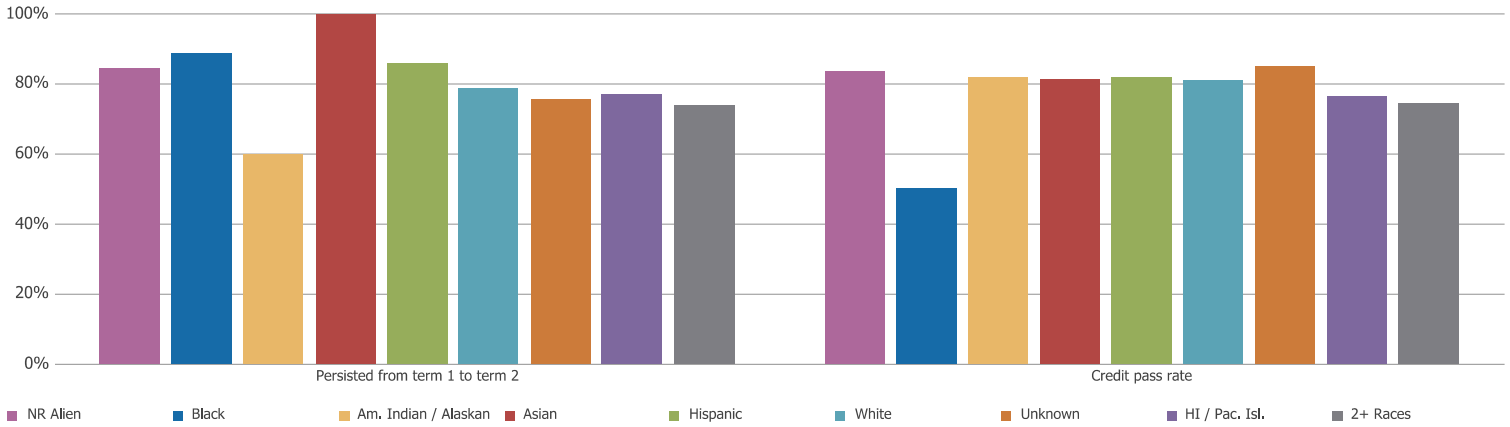


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity



Retention and Credit Success Rate by Race/Ethnicity



Definitions

Cohort	Definition
Main Cohort students	All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes the following: Full-time and part-time enrollment, degree and non-degree seeking students, and transfer-in, and first-time in college students.

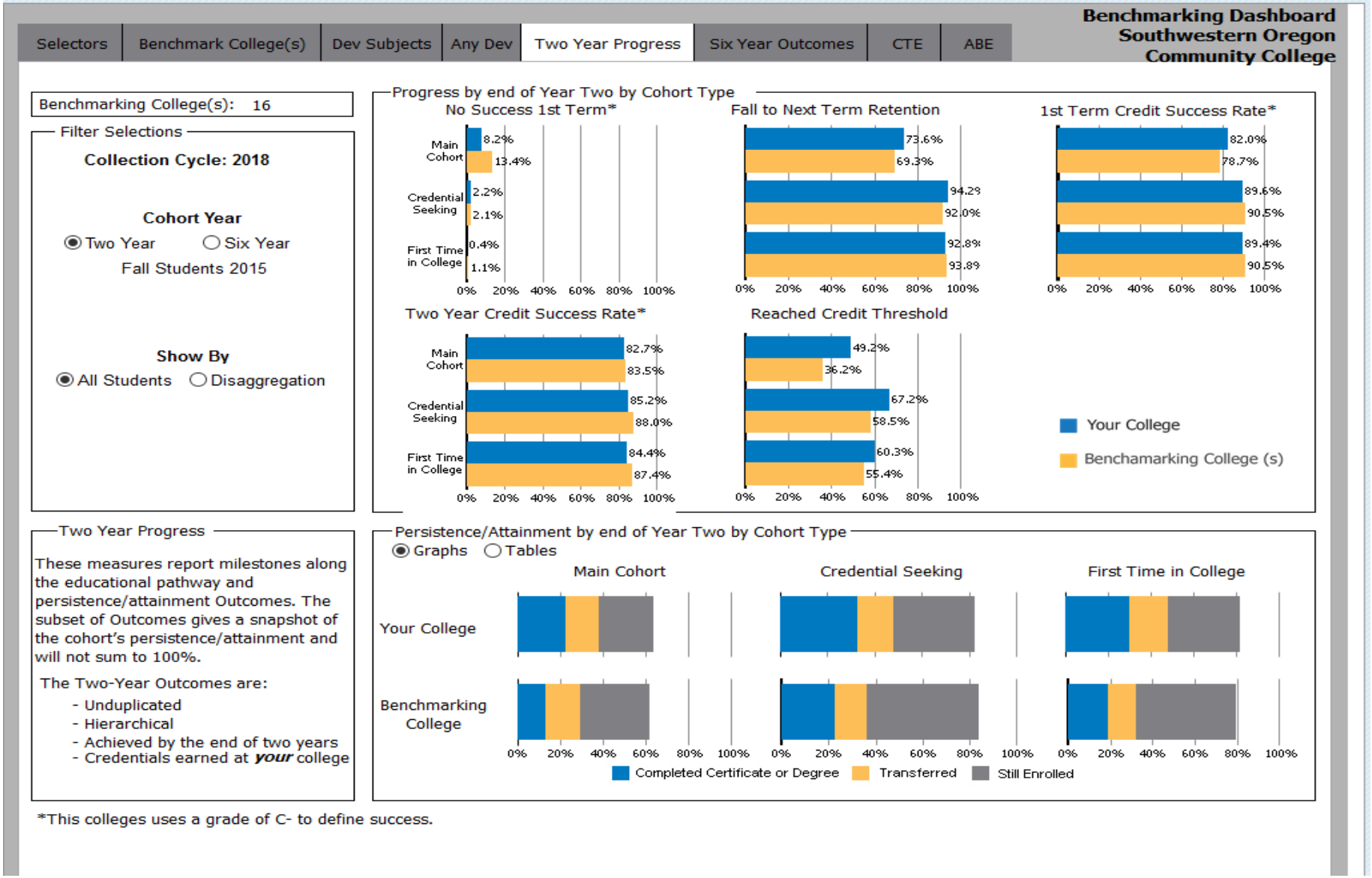
KPI	Definition
Earned 6+ college credits in 1st term	Number and % of fall cohort students who successfully completed 6 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 12+ college credits in 1st term	Number and % of fall cohort students who successfully completed 12 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 15+ college credits in year 1	Number and % of fall cohort students who successfully completed 15 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 24+ college credits in year 1	Number and % of fall cohort students who successfully completed 24 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 30+ college credits in year 1	Number and % of fall cohort students who successfully completed 30 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Completed college Math in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college math and English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) course (with grade A-C- or P) in both Math and English in the first academic year. Withdrawals are counted as attempting but not passing the course.
Fall to next term retention	Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term) or earned a formal award in the fall term.
Credit success rate	Number of college-level (i.e., non-remedial) credits successfully completed (with grade A-C- or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.

SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

VFA: Fall Students 2015 Two-Year Progress

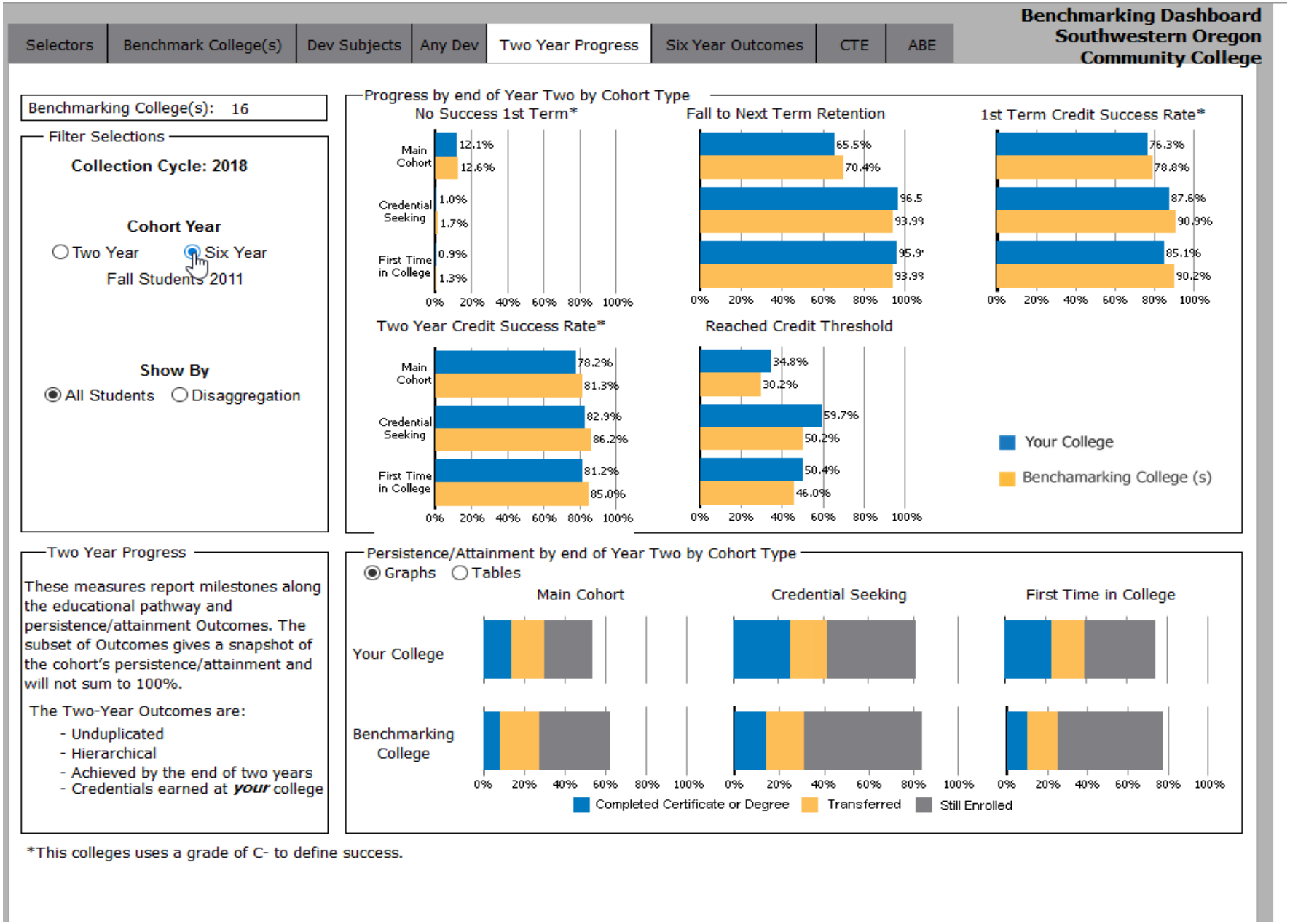
Comparison of Southwestern to all Oregon Community Colleges

Two Year Progress Fall 2015 Students – Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)



*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2011 Students to Compare with Fall 2015 Students – Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)



Two Year Progress Fall 2015 Students for First Time in College by Race Ethnicity– Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | **Two Year Progress** | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s):

Filter Selections

Collection Cycle: 2018

Cohort Year

(●) Two Year ( ) Six Year

Fall Students 2015

Cohort Type

First Time in College

Show By

( ) All Students (●) Disaggregation

Progress by end of Year Two: First Time in

Race / Ethnicity | Gender | Pell Status | Age | College Ready | Full Time / Part Time

Race / Ethnicity		No Success 1st Term*			Fall to Next Term Retention			1st Term Credit Success Rate*			Two Year Credit Success Rate*			Reached Credit Threshold	
Am. Indian / Alaskan	▼	0.0%	2.5%	▲	100.0%	92.9%	▲	91.6%	86.6%	▲	86.9%	75.7%	▲	71.4%	48.2%
Asian	▼	0.0%	0.8%	▲	100.0%	98.3%	▲	97.1%	89.2%	▼	88.5%	89.1%	▼	55.6%	64.6%
Black	▼	0.0%	1.4%	▲	100.0%	91.3%	▼	85.7%	86.1%	▼	67.8%	79.3%	▲	58.3%	47.0%
HI / Pac. Isl.	◆	0.0%	0.0%	▼	87.5%	97.9%	▲	88.1%	83.7%	▼	78.8%	82.8%	▼	50.0%	74.1%
Hispanic	▼	0.0%	0.7%	▼	86.0%	92.8%	▼	81.6%	89.3%	▼	79.9%	85.5%	▼	45.6%	56.2%
White	▼	0.6%	1.2%	▼	93.7%	94.4%	▼	90.6%	91.0%	▼	86.3%	88.0%	▲	64.4%	56.5%
2+ Races	▼	0.0%	1.4%	▼	96.8%	96.9%	▼	83.7%	89.8%	▼	73.4%	86.8%	▼	38.7%	58.7%
Unknown	▼	0.0%	1.3%	▼	83.3%	90.9%	▲	98.2%	90.9%	▲	95.9%	88.1%	▲	66.7%	48.7%
NR Alien	▼	0.0%	1.7%	▼	80.0%	89.2%	▲	95.7%	94.6%	▼	77.6%	89.7%	▲	70.0%	55.8%

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

***Select a group from table to show in graphs below.**

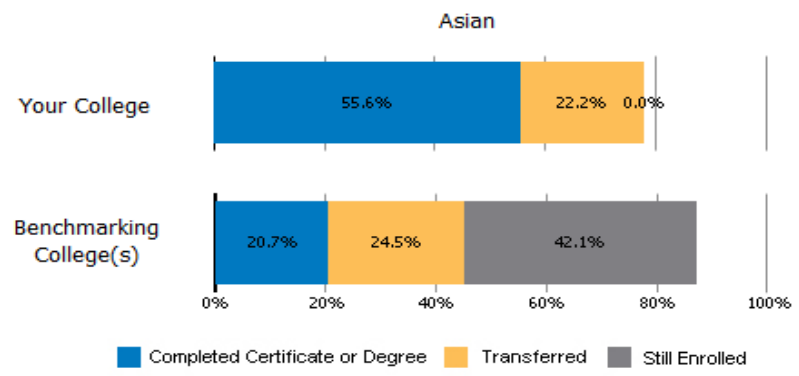
Persistence /Attainment by end of Year Two: First Time in

Measure: Completed

Race / Ethnicity :		Completed	
Am. Indian / Alaskan	▲	35.7%	13.2%
Asian	▲	55.6%	20.7%
Black	▼	8.3%	9.1%
HI / Pac. Isl.	▼	0.0%	8.2%
Hispanic	▲	28.1%	17.5%
White	▲	31.7%	20.6%
2+ Races	▼	19.4%	25.4%
Unknown	▲	58.3%	15.9%
NR Alien	▲	10.0%	8.3%

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

Persistence/Attainment by end of Year Two: First Time in College



*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2015 Students for First Time in College by Gender– Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s):

Filter Selections

Collection Cycle: 2018

Cohort Year

(●) Two Year ( ) Six Year

Fall Students 2015

Cohort Type

First Time in College

Show By

( ) All Students (●) Disaggregation

Progress by end of Year Two: First Time in

Race / Ethnicity | **Gender** | Pell Status | Age | College Ready | Full Time / Part Time

Gender		No Success 1st Term*			Fall to Next Term Retention			1st Term Credit Success Rate*			Two Year Credit Success Rate*			Reached Credit Threshold	
Male	▼	0.9%	0.9%	▲	93.7%	93.3%	▼	86.4%	89.7%	▼	81.0%	86.7%	▲	55.4%	53.3%
Female	▼	0.0%	1.2%	▼	92.0%	94.2%	▲	91.9%	91.1%	▼	87.2%	87.9%	▲	64.5%	57.9%
Unknown / Other	▼	N/A	2.1%	▼	N/A	99.2%	▼	N/A	89.5%	▼	N/A	85.2%	▼	N/A	49.4%

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

***Select a group from table to show in graphs below.**

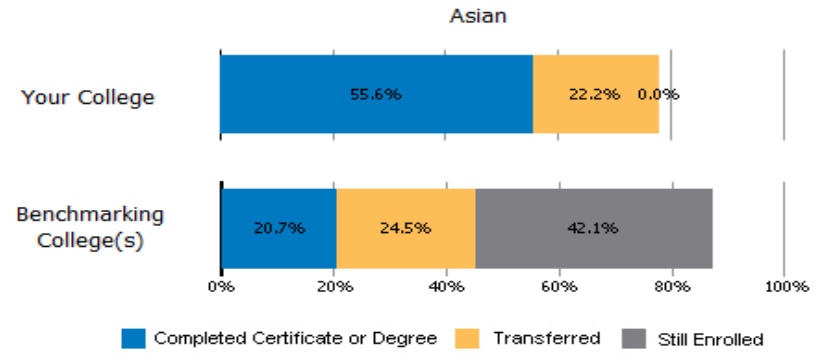
Persistence /Attainment by end of Year Two: First Time in

Measure: Completed

Gender:		Completed	
Male	▲	26.1%	19.7%
Female	▲	33.6%	19.2%
Unknown / Other	▼	N/A	8.1%

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

Persistence/Attainment by end of Year Two: First Time in College



*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2015 Students for First Time in College by Pell Award– Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s):

Filter Selections

Collection Cycle: 2018

Cohort Year

(●) Two Year ( ) Six Year

Fall Students 2015

Cohort Type

First Time in College

Show By

( ) All Students (●) Disaggregation

Progress by end of Year Two: First Time in

Race / Ethnicity | Gender | **Pell Status** | Age | College Ready | Full Time / Part Time

Pell Status		No Success 1st Term*			Fall to Next Term Retention			1st Term Credit Success Rate*			Two Year Credit Success Rate*			Reached Credit Threshold	
Awarded Pell	▼	0.0%	1.5%	▼	94.0%	95.4%	▼	87.4%	89.1%	▼	82.6%	85.8%	▲	62.4%	56.0%
Not Awarded Pell	▼	0.8%	0.9%	▼	91.7%	92.0%	▼	90.9%	91.7%	▼	85.9%	89.0%	▲	58.6%	54.5%
Not Reported	◆▶	N/A	N/A	◆▶	N/A	N/A	◆▶	N/A	N/A	◆▶	N/A	N/A	◆▶	N/A	N/A

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

***Select a group from table to show in graphs below.**

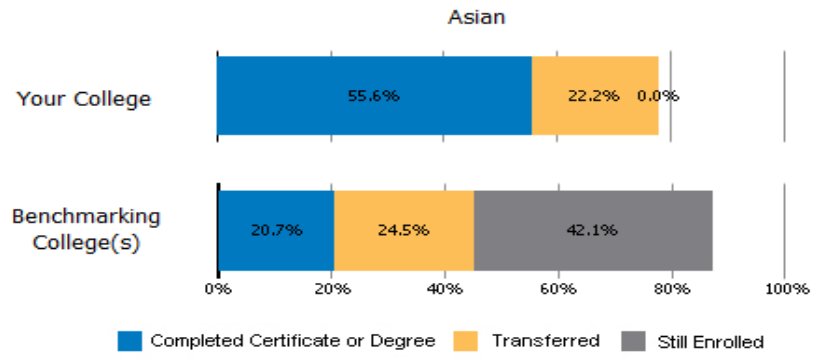
Persistence /Attainment by end of Year Two: First Time in

Measure: Completed

Pell Status :		Completed	
Awarded Pell	▲	28.4%	17.2%
Not Awarded Pell	▲	31.6%	20.3%
Not Reported	◆▶	N/A	N/A

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

Persistence/Attainment by end of Year Two: First Time in College



*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2015 Students for First Time in College by Age– Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | **Two Year Progress** | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s):

Filter Selections

Collection Cycle: 2018

Cohort Year

(●) Two Year ( ) Six Year

Fall Students 2015

Cohort Type

First Time in College

Show By

( ) All Students (●) Disaggregation

Progress by end of Year Two: First Time in

Race / Ethnicity | Gender | Pell Status | **Age** | College Ready | Full Time / Part Time

Age		No Success 1st Term*			Fall to Next Term Retention			1st Term Credit Success Rate*			Two Year Credit Success Rate*			Reached Credit Threshold	
< 20 Yrs.	▼	0.5%	0.8%	▼	92.6%	94.5%	▼	89.1%	89.9%	▼	84.2%	87.2%	▲	59.9%	57.5%
20-24 Yrs.	▼	0.0%	2.6%	▼	92.0%	92.6%	▼	88.2%	90.5%	▼	84.1%	85.4%	▼	44.0%	46.7%
25-29 Yrs.	▼	0.0%	1.0%	▼	90.9%	92.2%	▲	95.8%	93.3%	▲	93.0%	89.0%	▲	90.9%	47.6%
30-39 Yrs.	▼	0.0%	1.6%	▲	100.0%	93.6%	▼	92.8%	95.2%	▼	85.1%	90.4%	▲	57.1%	55.0%
40-49 Yrs.	▼	0.0%	3.7%	▲	100.0%	90.9%	▲	95.1%	91.5%	▼	82.5%	90.9%	▲	88.9%	54.0%
50 or Older	▼	0.0%	2.1%	▲	100.0%	96.4%	▲	100.0%	92.8%	▼	82.6%	90.5%	▲	100.0%	56.2%
Age Unknown	◆▶	N/A	N/A	▼	N/A	80.0%	▼	N/A	100.0%	▼	N/A	100.0%	◆▶	N/A	N/A

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

***Select a group from table to show in graphs below.**

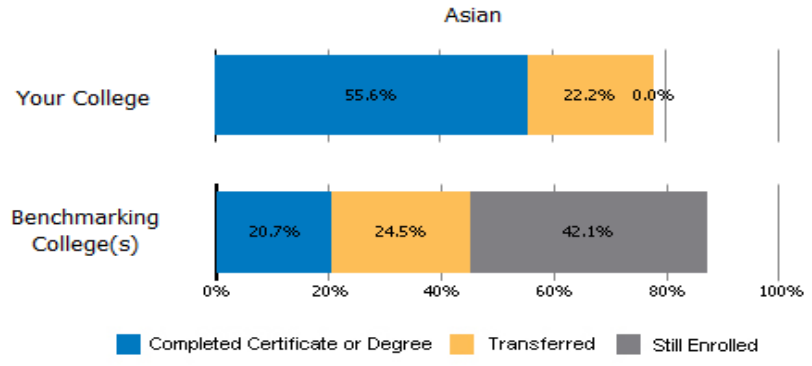
Persistence /Attainment by end of Year Two: First Time in

Measure: Completed

Age :		Completed	
< 20 Yrs.	▲	30.6%	21.0%
20-24 Yrs.	▲	28.0%	10.1%
25-29 Yrs.	▲	36.4%	13.7%
30-39 Yrs.	▼	14.3%	17.7%
40-49 Yrs.	▼	11.1%	15.7%
50 or Older	▲	100.0%	21.6%
Age Unknown	◆▶	N/A	0.0%

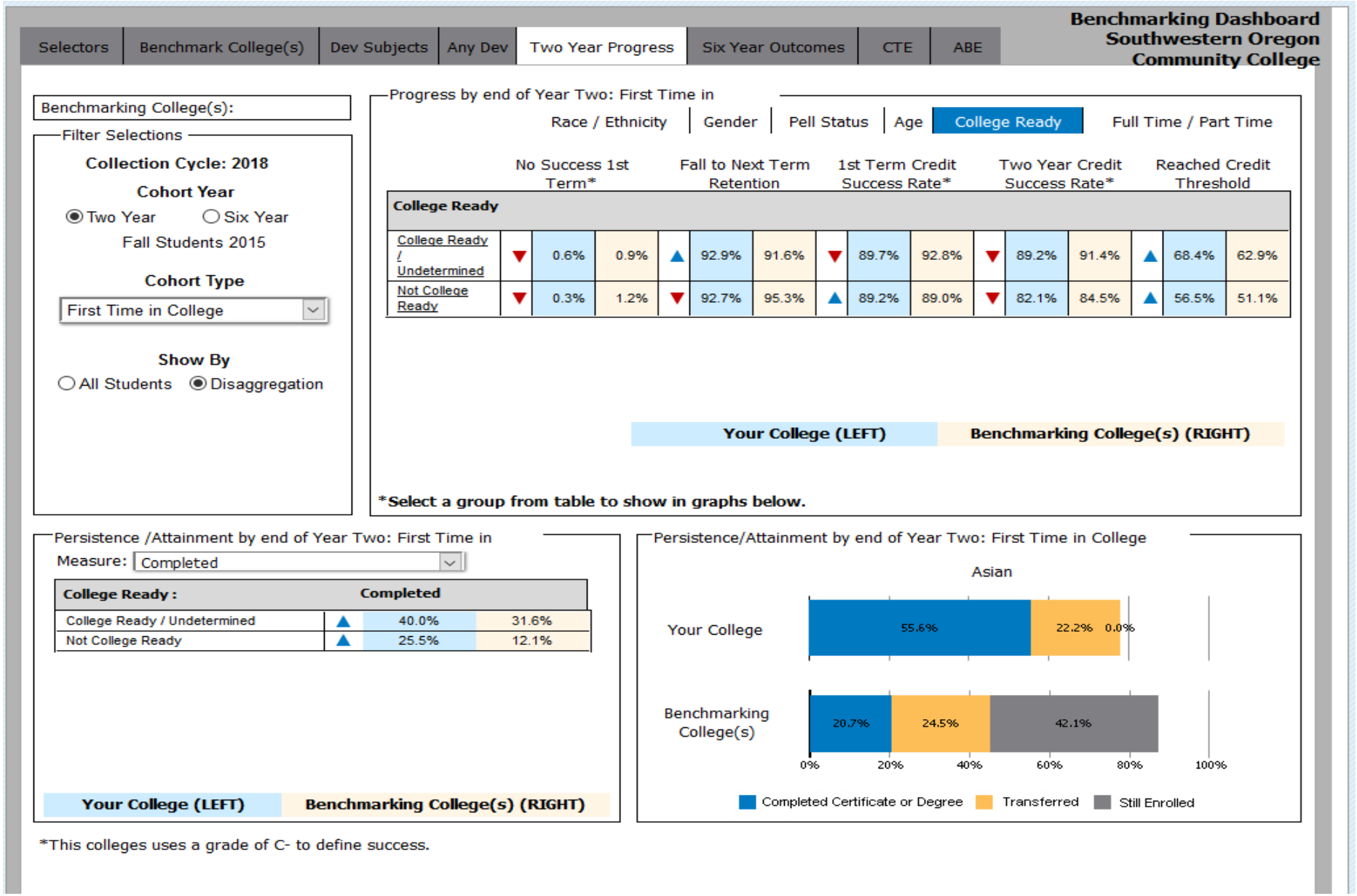
Your College (LEFT) **Benchmarking College(s) (RIGHT)**

Persistence/Attainment by end of Year Two: First Time in College



*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2015 Students for First Time in College by College Ready– Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)



Two Year Progress Fall 2015 Students for First Time in College by Enrollment Status– Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s):

Filter Selections

Collection Cycle: 2018

Cohort Year

(•) Two Year ( ) Six Year

Fall Students 2015

Cohort Type

First Time in College

Show By

( ) All Students (•) Disaggregation

Progress by end of Year Two: First Time in

Race / Ethnicity | Gender | Pell Status | Age | College Ready | Full Time / Part Time

Full Time / Part Time	No Success 1st Term*		Fall to Next Term Retention		1st Term Credit Success Rate*		Two Year Credit Success Rate*		Reached Credit Threshold	
Full-time	0.2%	0.7%	92.7%	93.5%	89.6%	90.3%	84.4%	87.5%	60.8%	55.5%
Part-time	2.9%	2.0%	94.3%	94.3%	82.9%	91.1%	84.6%	86.8%	54.3%	55.4%

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

***Select a group from table to show in graphs below.**

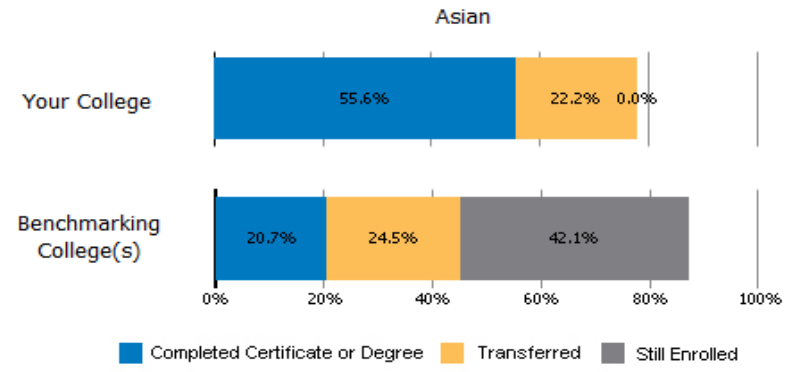
Persistence /Attainment by end of Year Two: First Time in

Measure: Completed

Full Time / Part Time :	Completed	
Full-time	32.1%	24.6%
Part-time	5.7%	6.7%

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

Persistence/Attainment by end of Year Two: First Time in College



*This colleges uses a grade of C- to define success.

Six Year Outcomes Fall 2011 Students for First Time in College by Race Ethnicity– Credit Success Rate, Credit Threshold and Success Rate (Graduated, Transferred or Still Enrolled)

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s): 16

Filter Selections

Collection Cycle: 2018

Cohort Year
Fall Students 2011

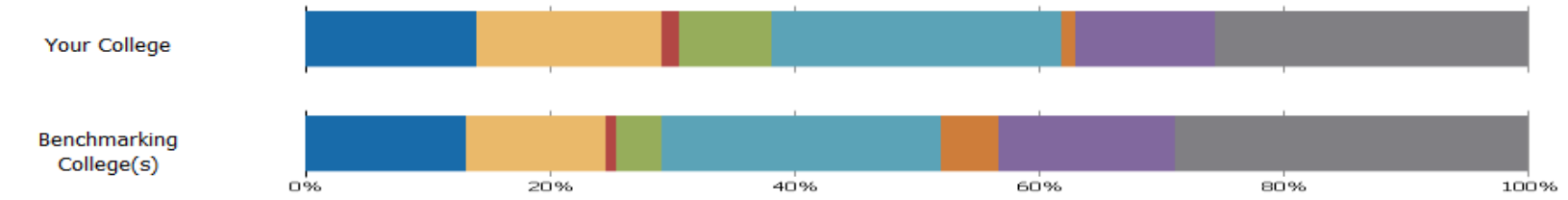
Cohort Type
First Time in College

Show By
(●) All Students ( ) Disaggregation

Outcomes at end of Six Years by Cohort Type

Outcomes	Main Cohort		Credential Seeking		First Time in College	
Bachelor's	N/A	N/A	N/A	N/A	N/A	N/A
Associate (Transfer)	8.4%	8.4%	15.2%	13.9%	14.0%	12.6%
Associate (No Transfer)	9.1%	7.6%	16.9%	12.5%	15.1%	11.2%
Certificate (Transfer)	1.0%	0.8%	1.9%	1.4%	1.5%	1.1%
Certificate (No Transfer)	4.6%	2.7%	8.2%	4.5%	7.5%	3.5%
No Award (Transfer)	24.0%	27.1%	24.1%	25.2%	23.7%	23.6%
Still Enrolled	1.0%	3.5%	0.8%	3.9%	1.1%	4.1%
Left (=> 30 Credits)	10.2%	8.6%	14.6%	14.0%	11.4%	13.6%
Left (< 30 Credits)	41.6%	41.3%	18.3%	24.6%	25.6%	30.3%
	Your College (LEFT)	**Benchmarking College(s) (RIGHT)**				

Outcomes at the end of Six Years: First Time in College



Two Year Progress Fall 2015 Students for Developmental Achievement

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s): 16

Filter Selections

Collection Cycle: 2018

Cohort Year

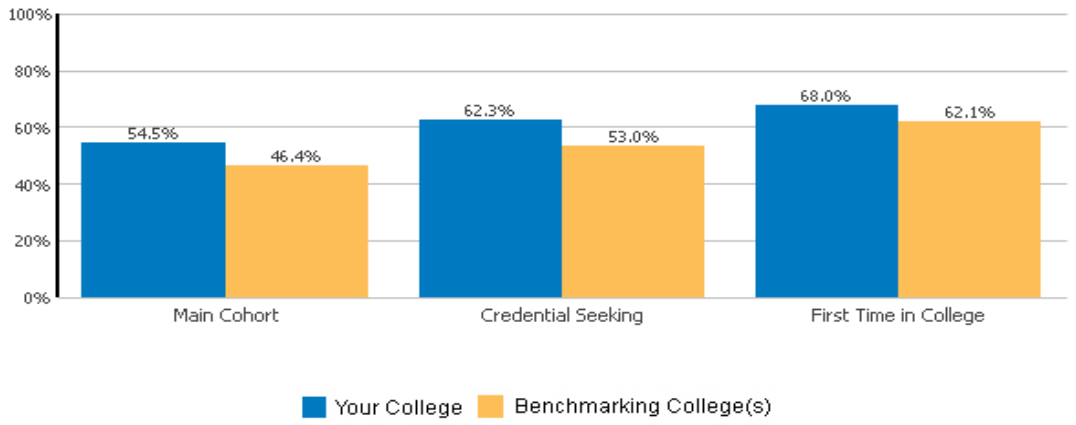
(•) Two Year ( ) Six Year

Fall Students 2015

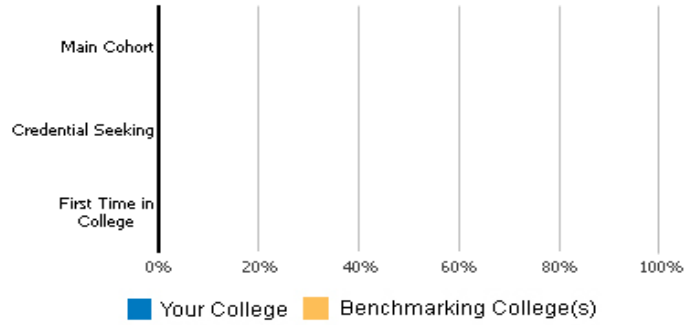
Show By

(•) All Students ( ) Disaggregation

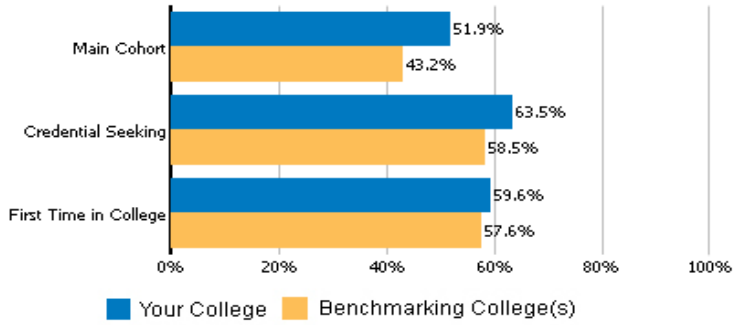
Any Developmental Need by Cohort Type



Attempted at least one Developmental Course (By Referral)



Completed All Developmental Education*



Your college used course-taking behavior to identify students with a developmental need.

*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2011 Students for Developmental Achievement for Comparison with the Fall 2015 Student Progress

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s): 16

Filter Selections

Collection Cycle: 2018

Cohort Year

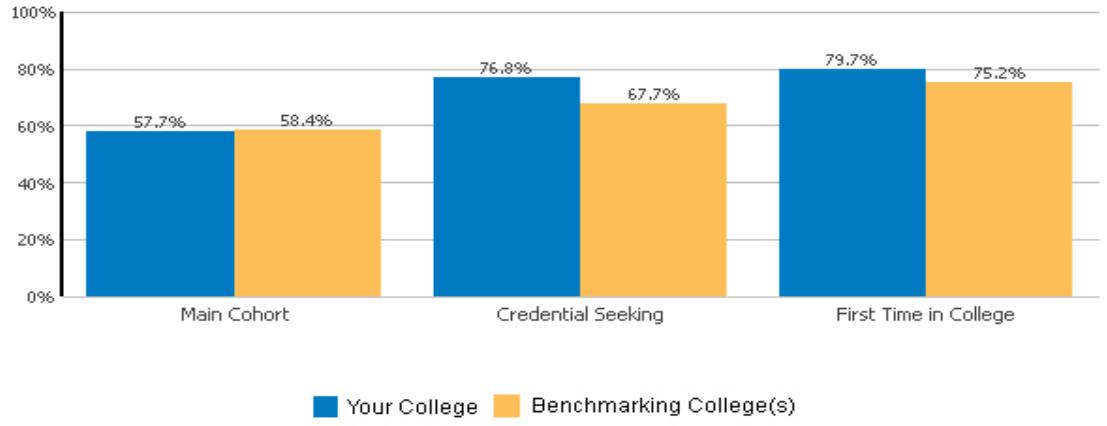
○ Two Year ◉ Six Year

Fall Students 2011

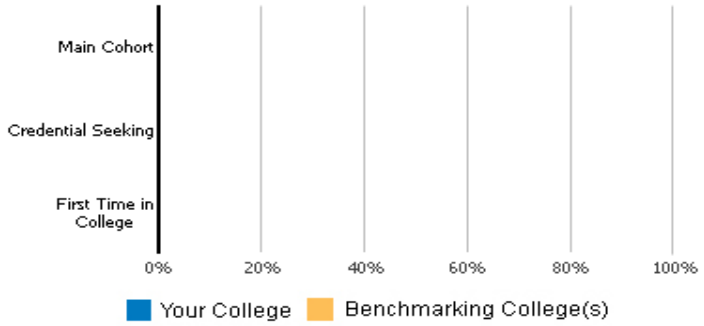
Show By

◉ All Students ○ Disaggregation

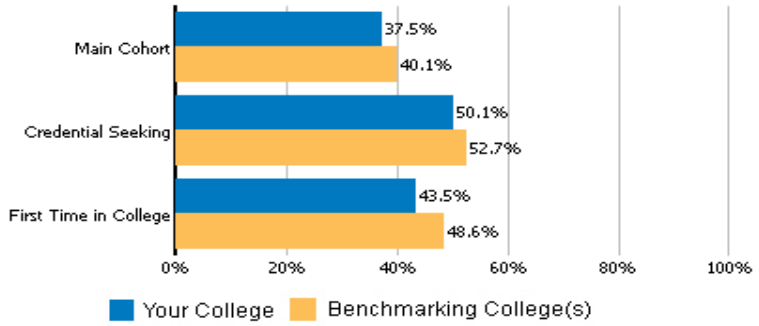
Any Developmental Need by Cohort Type



Attempted at least one Developmental Course (By Referral)



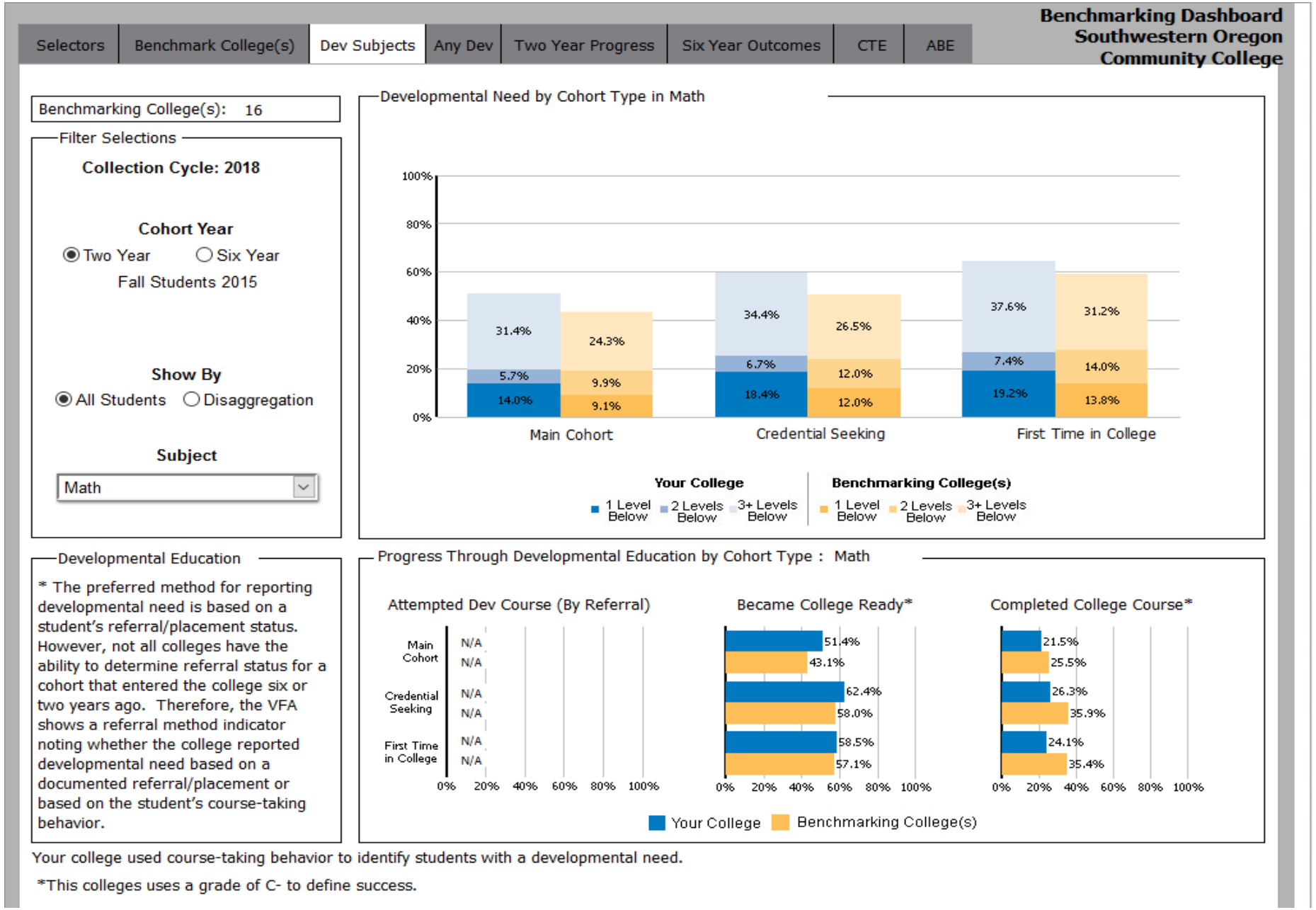
Completed All Developmental Education*



Your college used course-taking behavior to identify students with a developmental need.

*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2015 Students for Developmental Math Achievement



Two Year Progress Fall 2011 Students for Developmental Math Achievement for Comparison with the Fall 2015 Student Progress

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s): 16

Filter Selections

Collection Cycle: 2018

Cohort Year

○ Two Year ◉ Six Year

Fall Students 2011

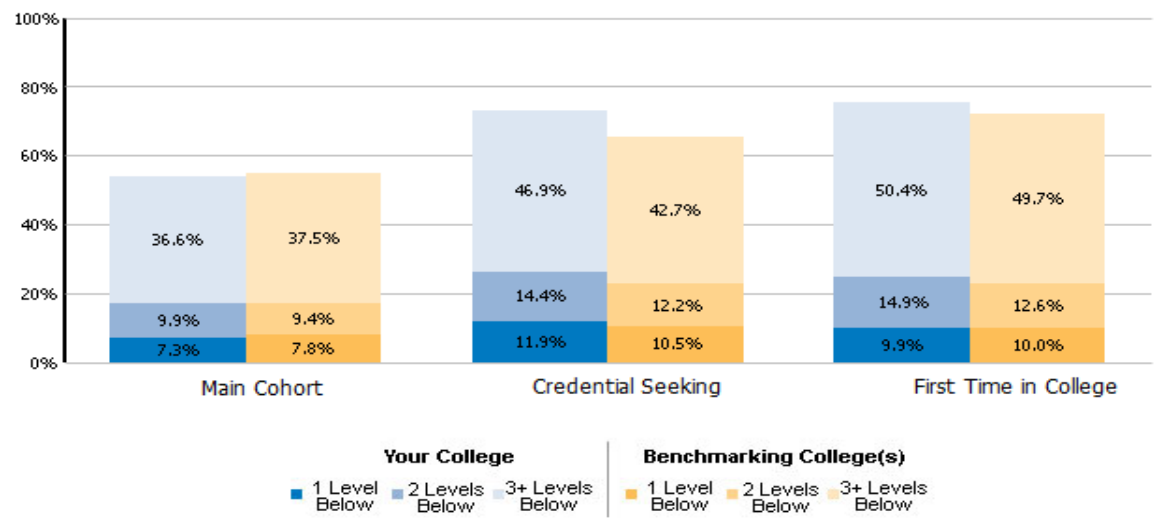
Show By

◉ All Students ○ Disaggregation

Subject

Math

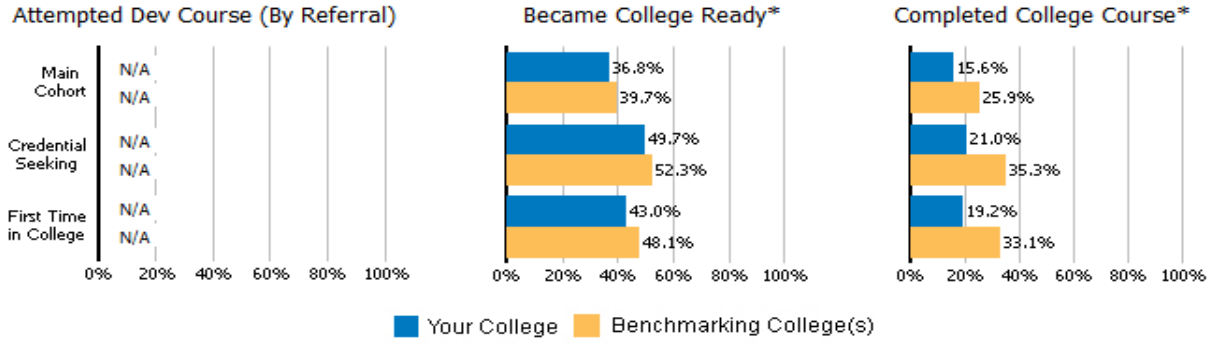
Developmental Need by Cohort Type in Math



Developmental Education

* The preferred method for reporting developmental need is based on a student's referral/placement status. However, not all colleges have the ability to determine referral status for a cohort that entered the college six or two years ago. Therefore, the VFA shows a referral method indicator noting whether the college reported developmental need based on a documented referral/placement or based on the student's course-taking behavior.

Progress Through Developmental Education by Cohort Type : Math



Your college used course-taking behavior to identify students with a developmental need.

*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2015 Students for Developmental English Achievement

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s): 16

Filter Selections

Collection Cycle: 2018

Cohort Year

(•) Two Year ( ) Six Year

Fall Students 2015

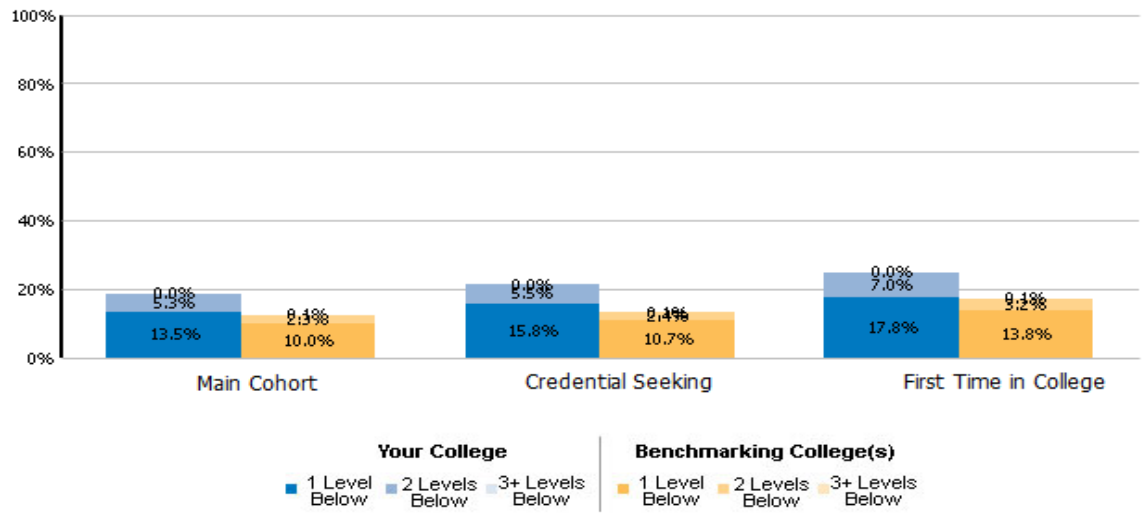
Show By

(•) All Students ( ) Disaggregation

Subject

English

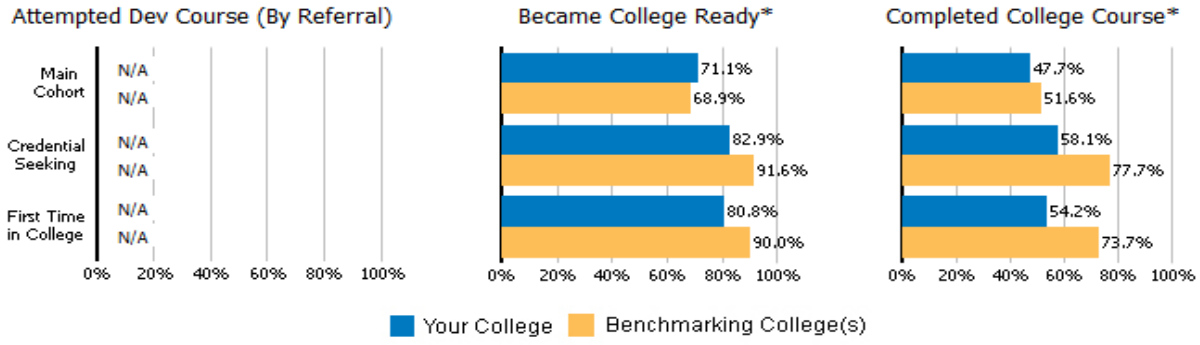
Developmental Need by Cohort Type in English



Developmental Education

* The preferred method for reporting developmental need is based on a student's referral/placement status. However, not all colleges have the ability to determine referral status for a cohort that entered the college six or two years ago. Therefore, the VFA shows a referral method indicator noting whether the college reported developmental need based on a documented referral/placement or based on the student's course-taking behavior.

Progress Through Developmental Education by Cohort Type : English



Your college used course-taking behavior to identify students with a developmental need.

*This colleges uses a grade of C- to define success.

Two Year Progress Fall 2011 Students for Developmental English Achievement for Comparison with the Fall 2015 Student Progress

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s): 16

Filter Selections

Collection Cycle: 2018

Cohort Year

○ Two Year ◉ Six Year

Fall Students 2011

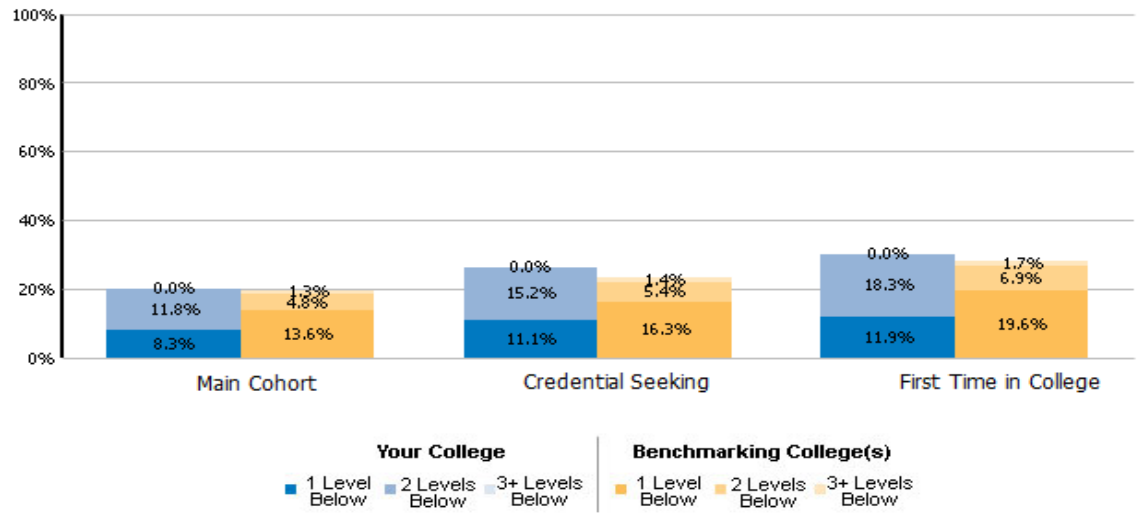
Show By

◉ All Students ○ Disaggregation

Subject

English

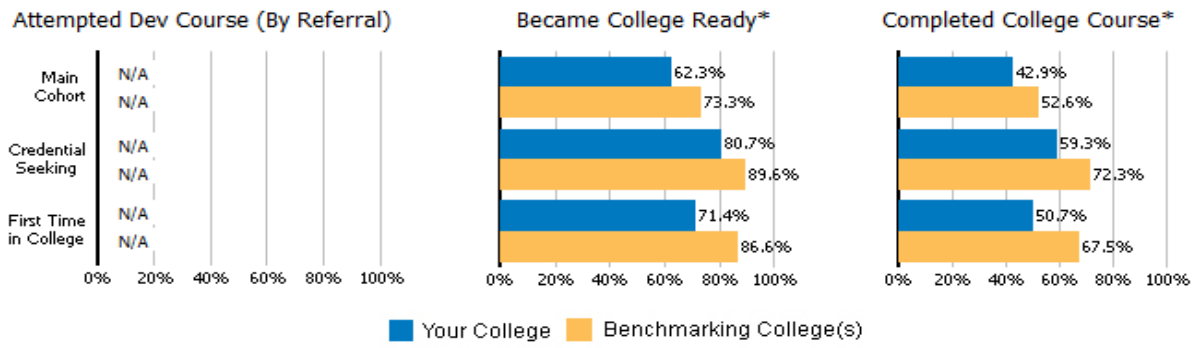
Developmental Need by Cohort Type in English



Developmental Education

* The preferred method for reporting developmental need is based on a student's referral/placement status. However, not all colleges have the ability to determine referral status for a cohort that entered the college six or two years ago. Therefore, the VFA shows a referral method indicator noting whether the college reported developmental need based on a documented referral/placement or based on the student's course-taking behavior.

Progress Through Developmental Education by Cohort Type : English



Your college used course-taking behavior to identify students with a developmental need.

*This colleges uses a grade of C- to define success.

CTE Achievement for the 2014-15 Cohort Year

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Benchmarking Dashboard
Southwestern Oregon Community College

Benchmarking College(s): 16

CTE Credit Completer/Leaver Cohort

CTE Cohort Year: 2014-15

	Your College	Benchmarking College(s)
Total Credit Cohort	338	13,147
Awarded Associates Degree	142	3,900
Completed Certificate	89	2,195
Left with No Award	107	7,052

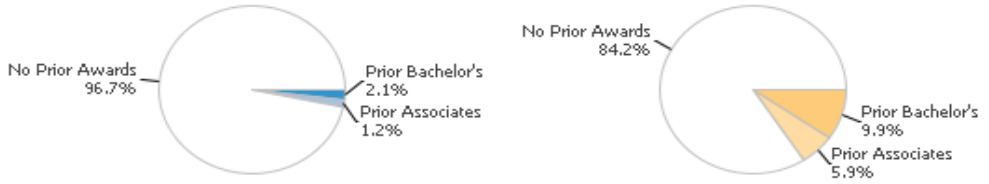
*Please click on the links in the tables to update the graphs below

CTE Credit Completers/Leavers with Prior Awards

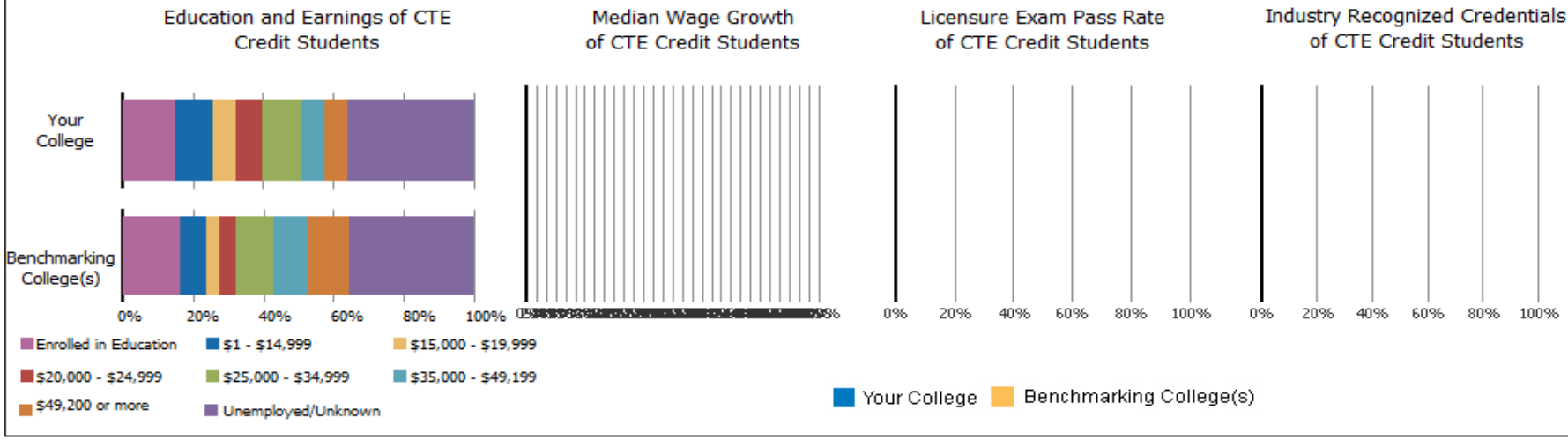
	Prior Bachelor's or Higher		Prior Associate		Total Prior Awards	
Total Credit Cohort	7 (2.1%)	1,704 (13.0%)	4 (1.2%)	808 (6.1%)	11 (3.3%)	2,512 (19.1%)
Awarded Associates	1 (0.7%)	283 (7.3%)	4 (2.8%)	178 (4.6%)	5 (3.5%)	461 (11.8%)
Completed Certificate	2 (2.2%)	199 (9.1%)	0 (0.0%)	74 (3.4%)	2 (2.2%)	273 (12.4%)
Left with No Award	4 (3.7%)	370 (5.2%)	0 (0.0%)	152 (2.2%)	4 (3.7%)	522 (7.4%)

Your College (LEFT) **Benchmarking College(s) (RIGHT)**

Total Credit Cohort



CTE Credit Completers/Leavers Cohort: Total Credit Cohort



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APPENDIX J

Core Theme Objective Refinements from 2015-16 to 2017-18

Success Indicator Refinements, Suspensions and Updates from 2015-16 to 2017-18

Overview

Core Theme Objectives & Indicators	New		Suspended		Realigned or Refined or Title Updated	
Year	**2016-17**	**2017-18**	**2016-17**	**2017-18**	**2016-17**	**2017-18**
Learning and Achievement	LA.1.4 – SI 53	LA.1.6 – SI 54 LA.1.7 – SI 55 LA.2.3 - SI 56 LA.2.4A – SI 52A LA.2.4B – SI 52B LA.3.3 – SI 60 LA.3.5 – SI 61	NA	LA.3.3 – SI 50	**Realigned Indicators** LA.1.5 – SI 48 **Updated Indicators** LA.3.3 - Title	**Realigned Indicators** LA.3.3 – SI New **Refined Indicators** LA.1.1 – Title/ Measurement/Thresholds LA.1.2 – Title/ Measurement/Thresholds LA.1.3 – Title and Measurement LA.1.4 – Title/ Measurement LA.1.5 - Measurement LA.3.4 – SI 51 Title/ Measurement LA.2.1 Measurement LA.2.2 Measurement LA.3.4 Title/Measurement
Access	NA	A2.2 – SI 57	NA	A.2.1 – SI 5 A.2.2 – SI 6		**Realigned Indicators** A.2.1 – SI 38 A.2.2 – New **Refined Indicators** A.1.1 Measurement A.1.2 Measurement A.2.1 – SI 38 Purpose and Meaning
Community Engagement	NA	NA	NA	CE.2.1 – SI 22A CE.2.2 – SI 22B	**Refined Objective** CE.3	**Realigned Indicators** CE.2.1 – SI 34 CE.2.2 – SI 49
Sustainability	NA	A.2.4 – SI 58 A.3.1 – SI 59 A.3.2 – SI 7	NA	SI.3.1 – SI 40 SI.3.2 – SI 41	**Updated Indicators** SI.1.1 – SI 15 Title	**Realigned Indicators** SI.3.1 – SI New SI.3.2 – SI New

Total	**1 Indicator**	**11 Indicators**	**None**	**7 Indicators**	**1 Objective Refined 1 Realigned Indicator 2 Updated Indicators**	**7 Realigned Indicators 12 Refined Indicators**

Core Theme and Objectives Refinements, Suspensions, and Updates	There was one change to refine an objective within the Community Engagement Core Theme: **Objective CE.3:** **New in 2016-17:** ***Our community members participate and contribute to the College*** **Prior:** Our community members participate and contribute to the **Foundation in support of the** College					
Indicator (SI) Refinements	**Type**	**2016-17**	**Rationale and Descriptions**	**2017-18**	**Rationale and Descriptions**	**2018-19**
Learning and Achievement						
LA.1.1: SI 44 – Remedial Success Rate **Updated title in 2017-18** **LA.1.1: SI 44 – Success Rate - Developmental Courses**	Indirect	NA	NA	NA	1) Retitled to align all indicators associated with "success" indicators into consistent naming conventions 2) Measurement refined consistent with community college VFA measure 3) Thresholds refined to compare SWOCC rate to Oregon community college rate **Indicator Measurement** Measured by the percentage of students who became college ready by completing all developmental coursework as reported to VFA for the credential seeking cohort; disaggregated by student demographics **Thresholds:** Green: ≥ 3% above the Oregon CC rate Yellow: Between 3% above and below the Oregon CC rate Red: > 3% below the Oregon CC rate	None Planned
LA.1.2: SI 28 - Progress – Credits Earned	Direct	NA	NA	NA	1) Measurement refined consistent with community college VFA measure 2) Thresholds refined to compare SWOCC rate to Oregon community college rate 3) Purpose and Meaning updated	None Planned

					Indicator Measurement Measured by the percentage of students who reach the two-year credit threshold (63 credits) as reported to VFA for the credential seeking cohort; disaggregated by student demographics **Thresholds:** Green: ≥ 3% above the Oregon CC rate Yellow: Between 3% above and below the Oregon CC rate Red: > 3% below the Oregon CC rate **Purpose and Meaning** Results of this measurement gauges student progress. This evidence will direct further assessment of specific factors at the operational level that will guide planning and implementation of strategies to help students advance toward milestones that mark educations success. This indicator offers a measure of student progress toward achievement on an annual basis.	
LA.1.3: SI 47 – LDC Success Rate **Updated title in 2017-18** **LA.1.3: SI 47 – Success Rate – LDC Courses**	Indirect	X	Created new indicator – separate analysis of LDC from CTE courses	X	1) Retitled to align all indicators associated with "success" indicators into consistent naming conventions 2) Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the percentage of students passing LDC courses with a C grade or better; disaggregated by student demographics	None Planned

LA.1.4: SI 53 – CTE Success Rate **New in 2016-17** **Updated title in 2017-18** **LA.1.4: SI 58 – Success Rate – CTE Courses**	Indirect	New	Separated technical education coursework from lower division collegiate coursework. Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes. **Thresholds** Green: ≥ 80% Yellow: Between 75% and 79% Red: < 75%	X	1) Retitled to align all indicators associated with "success" indicators into consistent naming conventions 2) Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the percentage of students passing CTE courses with a C grade or better; disaggregated by student demographics	None Planned
LA.1.5: SI 48 – Retention Rate	Indirect	X	Realigned as LA.1.5 to keep course success rate indicators sequential	X	Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the cohort retention rate for first time full-time freshman (fall to fall) as reported to IPEDS; disaggregated by student demographics	
LA.1.6: SI 54 – Success Rate – Subsequent Courses **New in 2017-18**	Indirect Grades	NA	NA	New	**New in 2017-18** Measured by the percentage of students passing gateway level LDC Math and Writing courses who originally enrolled in a developmental math/writing course; disaggregated by student demographics **Thresholds** Green: ≥ 80%	

					Yellow: Between 75% and 79% Red < 75% **Purpose and Meaning** Measures student learning and achievement gauged by the passing grade success rate in subsequent college level courses of students who originally enrolled in developmental courses and reflects student attainment of assignment and course outcomes.	
LA.1.7: SI 55 – Retention Rate - Transitional Education **New in 2017-18**	Indirect Count/Percentage	NA	NA	New	**New in 2017-18** Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise. **Thresholds** Green: ≥ 5 percentage points above the average Oregon target rate for all Educational Functioning Levels (EFLs) Yellow: Between 4 percentage points below and 4 percentage points above the Oregon target rate for all EFLs Red: > 4 percentage points below the Oregon target rate for all EFLs **Purpose and Meaning** This indicator offers a measure of student progress toward achievement on a quarterly basis. Educational Functioning Levels indicate that a student has taken both a pre-and post-test for skill gain. A test pair indicates that a student was retained from beginning to end of a quarter.	
LA.2.1: SI 11 – Graduation Rate	Indirect	NA	NA	X	Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.	None Planned

					Indicator Measurement Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics	
LA.2.2: SI 46 – Transfer Rate	Indirect	NA	NA	X	Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the cohort transfer rate for first time full-time freshman as reported to IPEDS; disaggregated by student demographics	None Planned
LA.2.3: SI 56 - GED Completer Transition Rate **New in 2017-18**	Indirect	NA	NA	New	**New in 2017-18** Measured by the percentage of students who complete the GED and transition into Education or Training. **Thresholds** Green: ≥ 3 percentage points above the Oregon target rate Yellow: Between 3 percentage points below and 2 percentage points above the Oregon target rate Red: > 3 percentage points below the Oregon target rate **Purpose and Meaning** Measures student achievement by the transition rate from the Transitional Education program to a credit-bearing college certificate/program.	
LA.2.4A: SI 52 – Success Rate-	Indirect	NA	NA	New	**New in 2017-18**	

Completion and Transfer New in 2017-18					Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics for the two-year completion and transfer rate **Thresholds** Green: ≥ 3 percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: > 3 percentage points below the Oregon CC average **Purpose and Meaning** Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational	
LA.2.4B: SI 52 – Success Rate-Completion and Transfer New in 2017-18	Indirect	NA	NA	New	**New in 2017-18** Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics for the six-year completion and transfer rate **Thresholds** Green: ≥ 3 percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: > 3 percentage points below the Oregon CC average **Purpose and Meaning** Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational	
LA.3.1: SI 8 - Employer Perceptions	Indirect Survey	NA	NA	NA	NA	None Planned

LA.3.2: SI 13 - Student Technical Skills Outcomes –	Direct Student Learning Outcomes Assessment	NA	NA	NA	NA	None Planned
LA.3.3: SI 50 - Course and Program/Discipline Student Learning Outcomes Assessment Suspended in 2017-18	Direct Student Learning Outcomes Assessment	X	Added "learning" to the description	X	**Suspended in 2017-18** Separated Course Student Learning Outcomes from Program/Discipline Student Learning Outcomes	None Planned
LA.3.3: SI 60 - Course Student Learning Outcomes Assessment New in 2017-18	Direct Student Learning Outcomes Assessment	NA	NA	New	**New in 2017-18 as Realigned** Measured by the % of students who meet course level outcomes as measured by faculty identified assessment tool for each course. **Thresholds** Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70% **Purpose and Meaning** Faculty identify specific course outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific course and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.	
LA3.4: SI 51 - General Education Student	Direct Student Learning	X	Added "learning" to the description; updated title in	X	Added "Assessment" to the description **Indicator Measurement Updated 2017-18**	None Planned

Learning Outcomes Assessment	Outcomes Assessment		2017-18 to include "assessment"		Measured by the percentage of students who demonstrate general education student learning outcomes achievement based on scores achieved as reported to state or consortium outcomes benchmarking or as internally assessed.	
LA.3.5 : SI 61 – Program/Discipline Student Learning Outcomes Assessment New 2017-18	Direct Student Learning Outcomes Assessment	NA	NA	New	**New 2017-18** Measured by the % of students who meet program/discipline outcomes as measured by faculty-identified assessment tools for each program.. **Thresholds** Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70% **Purpose and Meaning** Faculty identify specific program/discipline outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific program/discipline outcomes and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.	
Access						
A.1.1: SI 2 – Enrollment Report	Direct Service Counts	NA	NA	X	**Indicator Measurement Updated in 2017-18:** Disaggregated to identify gaps in access that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and	None Planned

					students who begin their studies in developmental coursework. Measured by the three-year average of all student enrollments disaggregated by student demographics and delivery demographics (method, time, location)	
A.1.2: SI 3 – Course Offerings	Direct Service Capacity	NA	NA	X	**Indicator Measurement Updated in 2017-18:** Disaggregated to identify gaps in access that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. Measured by the average three-year total course enrollments disaggregated by student demographics and delivery demographics (method, time, location)	None Planned
A.1.3: SI 35 – Foundation Support	Service Capacity	NA	NA	NA	NA	None Planned
A.1.4: SI 39 – Institutional Financial Assistance	Direct Service Capacity	NA	NA	NA	NA	None Planned
A.2.1: SI 5 - Student Engagement Activities - CCSSE Suspended in 2017-18	Indirect Survey	NA	NA	X	**Suspended in 2017-18** Oregon consortium no longer full participation or even majority participation; using SSI instead; looking at statewide development of a SENSE/CCSSE and satisfaction combination currently in discussion with IR group and piloted with Clackamas and TVCC	None Planned
A.2.2: SI 6 – Student Engagement Activities – SENSE Suspended in 2017-18	Indirect Survey	NA	NA	X	**Suspended in 2017-18** Oregon consortium no longer full participation or even majority participation; using SSI instead; looking at statewide development of a SENSE/CCSSE and satisfaction combination currently in discussion with IR group and piloted with Clackamas and TVCC	None Planned

A.2.3: SI 38 – Student Satisfaction and Opinion ***Realigned in 2017-18 as*** **A.2.1: SI 38 – Student Opinion**	Indirect Survey	NA	NA	X	1) Realigned as A.2.1 due to suspension of SI 5 and SI 6 2) Title updated to "Student Opinion" reflect type of survey data anlayzed 3) Purpose and Meaning updated **Purpose and Meaning** Examines student perceptions of an aggregate of student support services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.	None Planned
A.2.2: SI 57 – Student Satisfaction New in 2017-18	Indirect Survey	NA	NA	New	1) Realigned as A.2.2 due to suspension of SI 5 and SI 6 2) **New in 2017-18** **Indicator Measurement** Measured by the overall satisfaction rating on the Student Satisfaction Inventory (SSI) compared to the community college western region **Thresholds** Green: ≥ .15 Mean Difference Yellow: Between 0 and .15 Mean Difference Red: < 0 Mean Difference **Purpose and Meaning** Examines student perceptions of an aggregate of all instruction and services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.	
A.3.1: SI 14A – Structured Work Experience	Direct Participant Counts	NA	NA	NA	NA	None Planned
A.3.2: SI 29 – Connections – High School Dual Enrolled	Direct Participant Counts	NA	NA	NA	NA	None Planned
A.3.3: SI 37 – Graduate Survey	Indirect Survey	NA	NA	NA	NA	None Planned
Community Engagement						

CE.1.1: SI 14B - Structured Work Experience	Direct Service Capacity	NA	NA	NA	NA	None Planned
CE.1.2: SI 32 – Training Participant Satisfaction	Indirect Survey	NA	NA	NA	NA	None Planned
CE.1.3: SI 33 – Service to Business	Direct Service Counts	NA	NA	NA	NA	None Planned
CE.2.1: SI 22A – Community Activities and Events Suspended 2017-18	Direct Service Counts	NA	NA	X	**Suspended in 2017-18**	None Planned
CE.2.2: SI 22B – Community Activities and Events Suspended 2017-18	Indirect	NA	NA	X	**Suspended in 2017-18**	None Planned
***CE.2.3: SI 34 – Staff Service to Community Realigned 2017-18* to: CE.2.1: SI 34 – Staff Service to Community**	Indirect	NA	NA	X	CE.2.1 and CE.2.2 Suspended in 2017-18 **Realigned as CE.2.2**	None Planned
CE.2.4: SI 49 – Lifelong Learning Participant Satisfaction	Indirect	NA	NA	X	CE.2.1 and CE.2.2 Suspended in 2017-18 **Realigned as CE.2.2**	None Planned

***Realigned 2017-18* to: CE.2.2: SI 49 – Lifelong Learning Participant Satisfaction**						
CE.3.1: SI 42 – Foundation Annual Fundraising	Direct Service Capacity	NA	NA	NA	NA	None Planned
CE.3.2: SI 43 – Foundation Endowments	Direct Service Capacity	NA	NA	NA	NA	None Planned
CE.3.3: SI 45 – Alumni Participation	Direct Participant Counts	NA	NA	NA	NA	None Planned
Sustainability						
S.1.1: SI 15 – General Fund Ending Fund Balance	Direct intergenerational equity	X	Retitled to accurately reflect how the indicator is measured by removing "unrestricted cash" in the title and replacing with Ending Fund Balance	NA	NA	None Planned
S.1.2: SI 16 -Fiscal Responsibilities – All Funds	Direct intergenerational equity	NA	NA	NA	NA	None Planned
S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities	Direct Liquidity	NA	NA	NA	NA	None Planned
S.2.1: SI 9 - Employee Satisfaction and Opinion	Indirect	NA	NA	NA	NA	None Planned
S.2.2: SI 19 - Infrastructure Equipment and	Direct Capacity	NA	NA	NS	NA	None Planned

Software Maintenance						
S.2.3: SI 20 - Infrastructure Maintenance	Direct Capacity	NA	NA	NA	NA	None Planned
S.2.4: SI 58 – Institutional Capacity New 2017-18	Indirect	NA	NA	New	**New in 2017-18** Measured by the average rating on the ICAT assessment; disaggregated by key area **Thresholds** Green: ≥ 3.5 Yellow: Between 2 and 3.5 Red: < 2 **Purpose and Meaning** The Institutional Capacity Assessment Tool (ICAT) helps colleges assess capacity and identify strengths and areas for improvement in light of best practices in seven key areas: 1) Leadership and Vision; 2) Data and Technology; 3) Equity; 4) Teaching and Learning; 5) Engagement and Communication; 6) Strategy and Planning; and 7) Policies and Practices. The tool provides a structure for stakeholders from all areas of a college to collectively examine critical elements necessary to support student success.	
S.3.1: SI 40 – Program Quality Suspended in 2017-18	Indirect	NA	NA	X	Suspended in 2017-18. New indicator title and measurement	None Planned
S.3.1: SI 7 - Program Relevance New in 2017-18	Direct Program Counts	NA	NA	New	**New in 2017-18** Measured by the percentage of CTE and articulated programs that meet high demand labor trends for the service area derived from Oregon 10 year job opening labor trends from OLMIS	

					Thresholds Green: 90% of service area high demand labor Yellow: Between 75% and 90% of service area high demand labor Red: Below 75% of service area high demand labor **Purpose and Meaning** Monitor future job projections and high demand occupations to ensure appropriate learning opportunities are available for students and the community to provide the training and education so students will have the required skills needed to meet industry expectations. Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education	
S.3.2: SI 41 – Quality Instruction Suspended in 2017-18	Indirect	NA	NA	X	**Suspended in 2017-18.** Realigned with new indicator title and measurement	None Planned
S.3.2: SI 59 – Instructional Effectiveness and Quality **New in 2017-18**	Indirect	NA	NA	New	**New in 2017-18** Measured by the scaled item category for Instructional Effectiveness rating on the Student Satisfaction Inventory (SSI) compared to the community college western region; disaggregated by question **Thresholds** Green: ≥ .15 SD Difference Yellow: Between 0 and .15 SD Difference Red: < 0 SD Difference **Purpose and Meaning**	None Planned

					Examines student perceptions of an aggregate of instructional activities and learning opportunities accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.	

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Voluntary Framework of Accountability
Two-Year Progress and Attainment Comparison

Attainment Highlights

Southwestern Fall 2014 students achieved

1) More than double the two-year completion rate of Southwestern Fall 2010 students (all VFA cohorts)
2) More than double the overall two-year completion rate of other Oregon community colleges.
3) More than double the overall two-year first time in college completion rate of all other VFA reporting colleges.
4) Higher two-year completion rates compared to the overall rate for all other VFA reporting colleges (all VFA cohorts).

Fall 2014 Comparison Data

Oregon Community Colleges

	Completed	
Main Cohort	22.5%	10.3%
Credential Seeking	36.9%	16.9%
First Time in College	34.8%	13.8%

Similar VFA Community Colleges (111)

	Completed	
Main Cohort	22.5%	13.3%
Credential Seeking	36.9%	20.1%
First Time in College	34.8%	12.4%

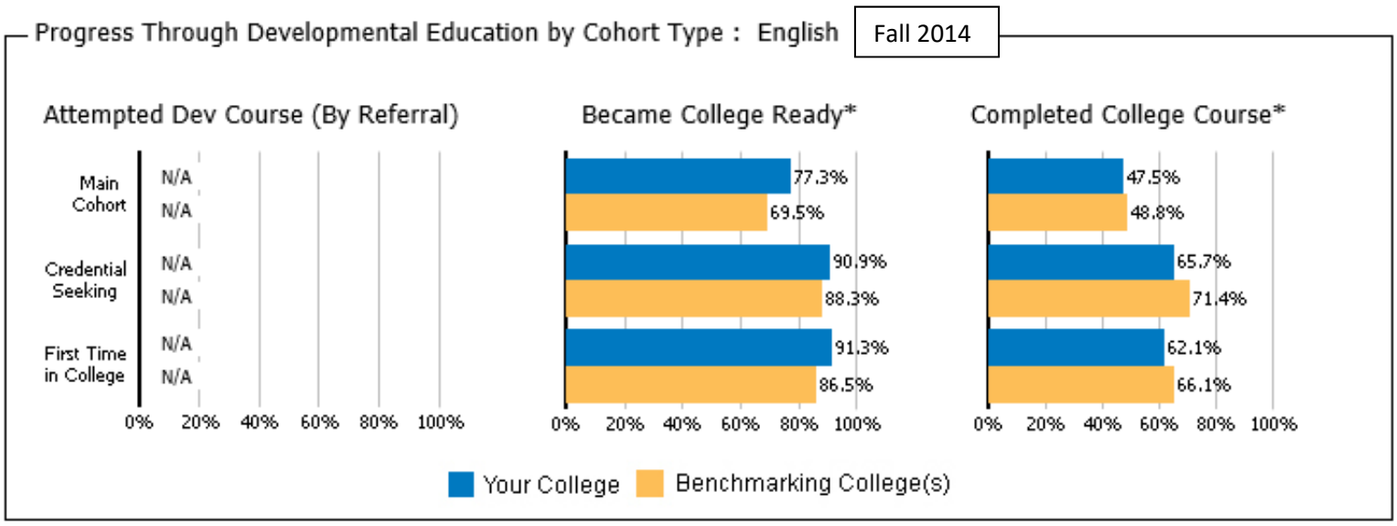
All VFA Community Colleges (198)

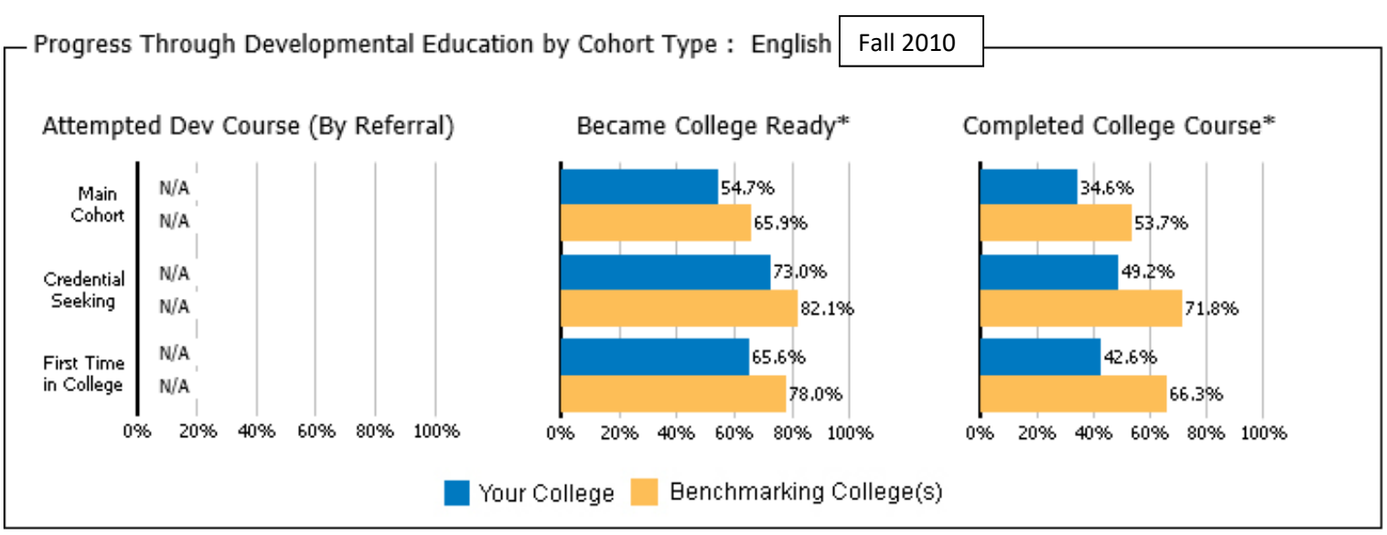
	Completed	
Main Cohort	22.5%	15.7%
Credential Seeking	36.9%	23.1%
First Time in College	34.8%	15.2%

Your College (LEFT) **Benchmarking College (RIGHT)**

Similar Colleges (excludes locale of "city" and enrollments > 10,000 students as well as race/ethnicity within 2 categories of SWOCC %)

Developmental Writing (English) 2 Year Progress Highlights: Compares Fall 2014 to Fall 2010 to Oregon Colleges





SOUTHWESTERN
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Using VFA Data to Identify Student Achievement Gaps

As of 2016, Southwestern has joined the consortium for the VFA. The VFA measures are "defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences." (VFA website: https://vfa.aacc.nche.edu/about/Pages/default.aspx)

Indicators that have been refined to reflect VFA data are as follows:

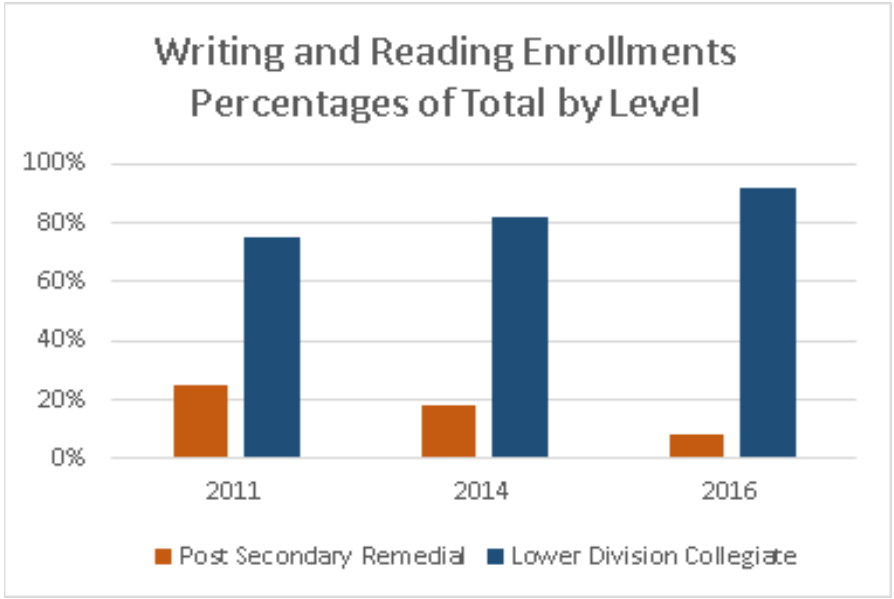
- LA.1.1: SI44 – Success Rate – Developmental Courses
- LA.1.2: SI28 – Progress – Credit Earned

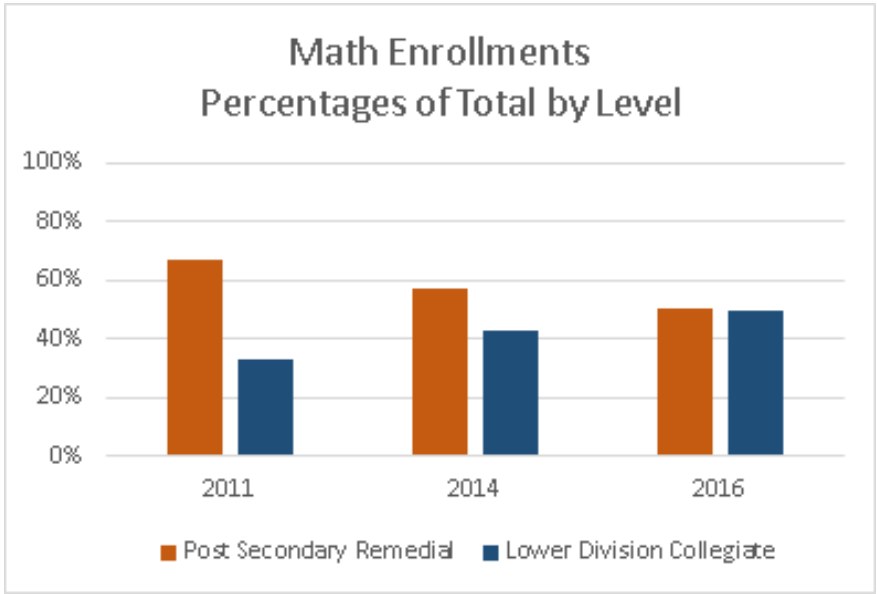
Indicators that are new as of 2017-2018 and that reflect VFA data are as follows:

- LA.2.4A: SI52A – Success Rate – Completion and Transfer (2 Years)
- LA.2.4B: SI52B – Success Rate – Completion and Transfer (6 Years)

VFA metrics focus on community college student progress, completion, and transfer, which provides us with a more holistic view of student success. VFA also disaggregates data for both developmental and transitional education courses. In addition, VFA allows us a comparison group of Oregon community colleges, along with a view of national community college data.

VFA data has already been used to make and track changes in our developmental education coursework. We have reduced the number of writing/reading courses students are required to take prior to taking credit level courses and increased the completion of developmental courses, a project that started in 2009 and has been reported on within SI 48 – Success Rate – Developmental Courses.





With VFA data, we are able to track our success rate as it compares to other colleges in Oregon. Data below represents the achievement of first time full-time developmental English completion for black students who started in fall 2014. Hispanic students have similar achievement rates.

Progress Through Developmental Education : First Time in College, English

Race / Ethnicity | Gender | Pell Status | Age

Race / Ethnicity		Attempted Dev Course (By Referral)			Became College Ready*	
Am. Indian / Alaskan	↔	N/A	N/A	▲	80.0%	78.2%
Asian	↔	N/A	N/A	▲	100.0%	93.5%
Black	↔	N/A	N/A	▲	100.0%	89.0%
HI / Pac. Isl.	↔	N/A	N/A	▲	100.0%	79.2%
Hispanic	↔	N/A	N/A	▲	90.9%	85.8%
White	↔	N/A	N/A	▲	91.5%	86.3%
2+ Races	↔	N/A	N/A	▲	100.0%	85.3%
Unknown	↔	N/A	N/A	▼	33.3%	72.1%
NR Alien	↔	N/A	N/A	▼	N/A	73.8%

Progress Through Developmental Education : First Time in College, English

Race / Ethnicity | Gender | Pell Status | **Age**

Age		Attempted Dev Course (By Referral)			Became College Ready*	
< 20 Yrs.	↔	N/A	N/A	▲	90.6%	87.2%
20-24 Yrs.	↔	N/A	N/A	▲	90.0%	86.6%
25-29 Yrs.	↔	N/A	N/A	▲	100.0%	86.1%
30-39 Yrs.	↔	N/A	N/A	▲	100.0%	88.8%
40-49 Yrs.	↔	N/A	N/A	▼	N/A	76.9%
50 or Older	↔	N/A	N/A	▲	100.0%	77.1%
Age Unknown	↔	N/A	N/A	↔	N/A	0.0%

Progress Through Developmental Education : First Time in College, English

Race / Ethnicity | Gender | **Pell Status** | Age

Pell Status		Attempted Dev Course (By Referral)			Became College Ready*	
Awarded Pell	↔	N/A	N/A	▲	90.9%	86.4%
Not Awarded Pell	↔	N/A	N/A	▲	91.9%	87.8%

SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Operational Department Outcomes, Indicators and Threshold Examples

Success indicator data at the institutional level cascades to academic and operational programs and departments. Data is collected and analyzed within multiple departments to support overall mission fulfillment.

Cooperative Work Experience/Internship Outcomes, Indicators and Thresholds

Structured Work Experience (Core Theme Access and Community Engagement) (SI14A and SI14B)

- Provide students with real life opportunities that augment classroom experience for all students
    - Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold (SI14A)
      Green: 18% or greater Yellow: Between 8% and 17% Red: Below 8%
    - Measured by the ratio of employers per student calculated as a three-year average compared to the threshold (SI14B)
      Green: ≥ 1:2 Yellow: Between 1:2.1 and 1:4 Red: <1:4
- Support students transitioning from college to the workplace
    - Measured by the average rating of all questions (5 point scale) from the "Student Evaluation Report" –
      Green: GE 4.25 Yellow: Between 3.00 and 4.24 Red: <3.00
    - Measured by the average rating of all questions (5 point scale) from the "Employer Survey" – (SI8)
      Green: ≥ 1:2 Yellow: Between 1:2.1 and 1:4 Red: <1:4

Financial Aid Office Outcomes, Indicators and Thresholds

- Students are satisfied with Financial Aid services
    - Measured by the response rate on graduation survey for Financial Aid [administered every year] (SI 38)
        - Green: LE 19% Yellow: 20% - 39% Red: GE 40%
    - Measured by the response rate on CCSSE survey for (9f) Providing the financial support you need to afford you education [administered every 3 years] (SI 5)
        - Green: LE 25% Yellow: 26% - 39% Red: GE 40%

    - Measured by the responses on the Student Satisfaction Inventory; “Timely financial aid award notification; Very satisfied or satisfied” [administered yearly in spring] (SI 6)
        - Green: GE 90% Yellow: 69% - 89% Red: LE 700%
- Students receive prompt Financial Aid services.
    - Measured by length of time it takes to award a student files during peak times (June-October) [measured yearly]
        - Green: LE 3 weeks Yellow: 4 to 8 weeks Red: > 8 weeks
    - Measured by percentage of fall enrolled students who are awarded by November 30th [measured yearly]
        - Green: GE 90% Yellow: 71% - 89% Red: < 70%
- Communication to Financial Aid students is effective
    - Measured by number of days between date first FAFSAs come in and date we begin sending out tracking letters for next academic year [measured yearly]
        - Green: LE 45 days Yellow: 46 days – 65 days Red: GE 65 days
- Financial Aid students are successful
    - Measured by full-time, Financial Aid student retention rate [measured yearly] (SI 48)
        - Green: GE 59% Yellow: 51% - 58% Red: GE > 50%
    - Measured by part-time, Financial Aid student retention rate [measured yearly] (SI 48)
        - Green: GE 59% Yellow: 51% - 58% Red: GE > 50%

Athletic Department Outcomes, Indicators and Thresholds

- Athletic team students attain academic success (Core Theme Learning & Achievement)
    - Measured by the SWOCC cumulative GPA for athletic team students (NWAC Academic Requirements)
        - Green: GE 3.25 Yellow: 2.75 – 3.24Red: Below 2.75
    - Measured by the course pass rate in developmental math courses for athletic team students (SI 44 and Achievement Compact)
        - Green: GE 70% Yellow: 62% - 69%Red: Below 62%
    - Measured by the course pass rate in developmental writing courses for athletic team students (SI 44 and Achievement Compact)
        - Green: GE 75% Yellow: 65% - 74%Red: Below 65%
    - Measured by the percentage of athletic team students who earn 30 college-level credits in a year (SI 28 and Achievement Compact)
        - Green: GE 85% Yellow: 75% - 84%Red: Below 75%
    - Measured by the percentage of athletic team students who earn 36 credits in a year (NWAC Academic Requirements)
        - Green: GE 85% Yellow: 75% - 84%Red: Below 75%
    - Measured by the year-to-year retention rate for first-time full-time athletic team students (SI 48 -IPEDS Cohort Retention Rate)
        - Green: GE 65% Yellow: 60% - 64% Red: Below 60%

- Measured by the HEOA graduation rate for athletic team students (HEOA Reporting - Student Right to Know)
  - Green: GE 30% Yellow: 22% - 29%Red: Below 22%
- Measured by the first-time full-time athletic team students 150% graduation rate (SI 11 - IPEDS Cohort Graduation Rate)
  - Green: GE 30% Yellow: 22% - 29%Red: Below 22%
- Measured by the first-time full-time athletic team member transfer rate, non-graduates (SI 46 - IPEDS Cohort Transfer Rate)
  - Green: GE 35% Yellow: 30% - 34%Red: Below 30%

- Athletic team students have access to and are satisfied with athletic support and activities that support student success and community engagement(Core Theme Access and Community Engagement)
  - Measured by the average rating for all rated satisfaction questions on the Athletic Team Survey (SI 38)
    - Green: GE 4.25 Yellow: 3.5 – 4.24 Red: Below 3.5
  - Measured by the percentage of athletic team students who participate in community engagement activities (SI 22)
    - Green: GE 85% Yellow: 75% - 84% Red: Below 75%

Developmental Education Participation Rates and Outcomes of Oregon Public High School Students at Southwestern Oregon Community College

A report for Southwestern Oregon Community College

Prepared by the Oregon College and Career Readiness Research Alliance

Report Revised on 3-13-2014
Revisions include:

Section C.

1. Revised math, writing, and reading persistence figures

2. Revised math, writing, and reading degree attainment tables

*****Limited Circulation Document*****

This Regional Educational Laboratory (REL) Northwest project was funded with federal funds from the U.S. Department of Education under contract number ED-IES-12-C-0003. Though the Institute of Education Sciences (IES) of the U.S. Department of Education supported work related to this document, it has not been reviewed and approved by IES for public distribution due to its preliminary nature. In addition, the content of the document does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The document has been prepared to provide information and to encourage discussion that can inform research, policy, and practice and should not be used in isolation to reach definitive conclusions. REL Northwest staff members will be available to facilitate discussion and to provide further relevant information related to this document.

About REL Northwest

REL Northwest, a project of Education Northwest, partners with practitioners and policymakers to strengthen data and research use. As one of 10 federally funded regional educational laboratories, we conduct research studies, provide training and technical assistance, and disseminate information. Our work focuses on regional challenges such as turning around low-performing schools, improving college and career readiness, and promoting equitable and excellent outcomes for all students. For more information, please go to http://www.educationnorthwest.org/rel-northwest, or contact the director of REL Northwest, Christopher Mazzeo (christopher.mazzeo@educationnorthwest.org).

I. Introduction

What is the Oregon College and Career Readiness Research Alliance?

The Oregon College and Career Readiness (OR CCR) Research Alliance seeks to increase Oregon students' college and career readiness and success through research, policy, and practice. Alliance members include researchers at Education Northwest (which administers REL Northwest) and representatives from the Oregon Department of Education (ODE), Oregon Department of Community College and Workforce Development (CCWD), Oregon University System (OUS), Oregon Education Investment Board (OEIB), and leaders from local education agencies and postsecondary institutions. The OR CCR Research Alliance activities include developing a collaborative process for secondary and postsecondary faculty to align expectations in writing, providing data support for Eastern Promise, and conducting research on accelerated college credit programs and developmental education. For more information about the OR CCR Research Alliance, please contact the alliance lead, Jacqueline Raphael at Jacqueline.Raphael@educationnorthwest.org

Why is a study of developmental education in Oregon important?

Nationally, nearly two thirds of community college students are referred to developmental education, and the majority does not complete their developmental education requirements or progress into college-level coursework.[1] As a result, community college systems across the country are considering reforms to developmental education. The OR CCR Research Alliance is contributing to reform efforts in Oregon by conducting a study of Oregon public high school students' participation in developmental education at the Oregon community colleges and outcomes through postsecondary education nationally. Examining state and institutional-level data on student participation in developmental education and postsecondary outcomes provides baseline information, informing discussions of improvements to the system and students' college readiness and success before reforms are introduced. Focusing on Oregon public high school students at the community colleges, specifically, is also important to address issues of misalignment between Oregon secondary and postsecondary systems and to understand how students' high school experiences and performance are associated with participation in developmental education.

What questions will this report answer?

Using data from ODE, CCWD, and the National Student Clearinghouse (NSC), this report provides findings for your college on Oregon public high school students who exited from high school between 2004/05–2010/11 and enrolled in Southwestern Oregon Community College (SWOCC) between 2005/06–2011/12 (N = 3,081). For each community college, this report includes the following information:

[1] Bailey, T., Jeong, D.W., & Cho, S.-W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, *29*(2), 255–270.

- The developmental education participation rates of these students, compared to the statewide average, by subject and by public school district.
- The course participation rates of students by race/ethnicity, socioeconomic status, and high school academic indicators.
- The persistence and degree attainment outcomes of students within five to seven years of college entry by course starting level.

What do you need to know before viewing the results?

The Sample

This study includes all Oregon public high school students who exited high school from 2004/05 to 2010/11—graduates, dropouts, and those with an unknown graduation status—and enrolled in an Oregon community college after high school exit in the 2005/06 to 2011/12 academic years (N = 122,255). About 13 percent of the total sample across the state enrolled in more than one community college; these students were assigned to the community college where they took developmental education courses.

Defining Participation

Developmental math participation means the student attempted credits (i.e., enrolled) in a developmental math course; developmental English participation means the student attempted credits in a developmental reading and/or writing course. We identified students who participated in these courses using CCWD course transcript data that include detailed information on course names and numbers that allow for identification of developmental education courses. College courses are all courses with a course number of 100 or higher. A small proportion (less than 1 percent) of students at each college only enrolled in ESL, GED, ABE/ABS, and other coursework below the 100 level that is not a developmental education course.

Tracking Outcomes

For the section on student outcomes, we limit the sample to students who enrolled in college in in the 2005/06 to 2007/08 academic years because we can track these students' postsecondary outcomes for five to seven years. This allows enough time to track their degree attainment outcomes. We track persistence and degree attainment through their primary Oregon community college (using CCWD data) and any postsecondary institution (using NSC data) for five years (for the 2007/08 cohort) to seven years (for the 2005/06 cohort).

Whom do I contact if I have questions about this study and/or requests for follow-up analyses?

The researchers who prepared this report are available at your request to help interpret the results and to conduct additional analyses. Please contact the lead researcher for this project, Michelle Hodara (michelle.hodara@educationnorthwest.org), with any questions or comments about your report and to request any follow up.

II. The Findings for Southwestern Oregon Community College

A. Developmental education participation rates at Southwestern Oregon Community College

Figure 1. Proportion of students who started college in college courses vs. developmental education compared to statewide community college average
Is developmental education participation at your college higher or lower than the statewide average, or similar?

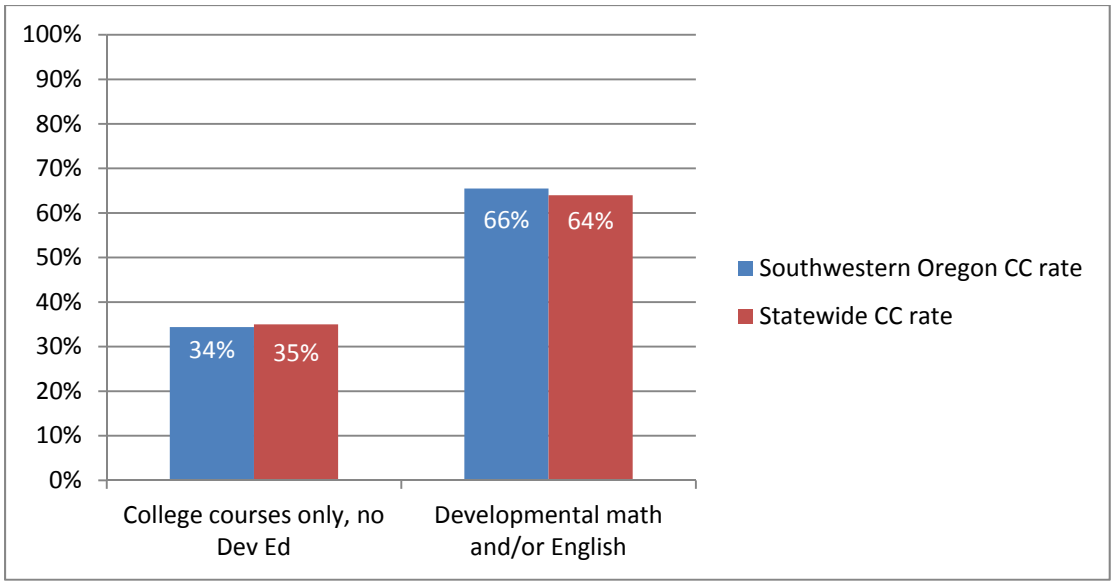


Table 1. Developmental education participation of students from top 5 districts sending the highest number of students to Southwestern Oregon Community College
Are there differences in remediation rates between districts?

Districts that send the highest number of students to SWOCC	Proportion of high school students enrolling in SWOCC from district	Proportion of students from district that enrolled in developmental education
Coos Bay SD 9 *(N = 776)*	25% *(776 out of 3,081)*	62% *(480 out of 776)*
North Bend SD 13 *(N = 559)*	18% *(559 out of 3,081)*	52% *(291 out of 559)*
Brookings-Harbor SD 17C *(N = 270)*	9% *(270 out of 3,081)*	61% *(165 out of 270)*
Coquille SD 8 *(N = 217)*	7% *(217 out of 3,081)*	69% *(150 out of 217)*
Reedsport SD 105 *(N = 142)*	5% *(142 out of 3,081)*	75% *(106 out of 142)*

Figure 2a. Developmental education participation at Oregon community colleges by subject and cohort of exiting public high school students

How do participation rates vary by subject? How do they change over time?

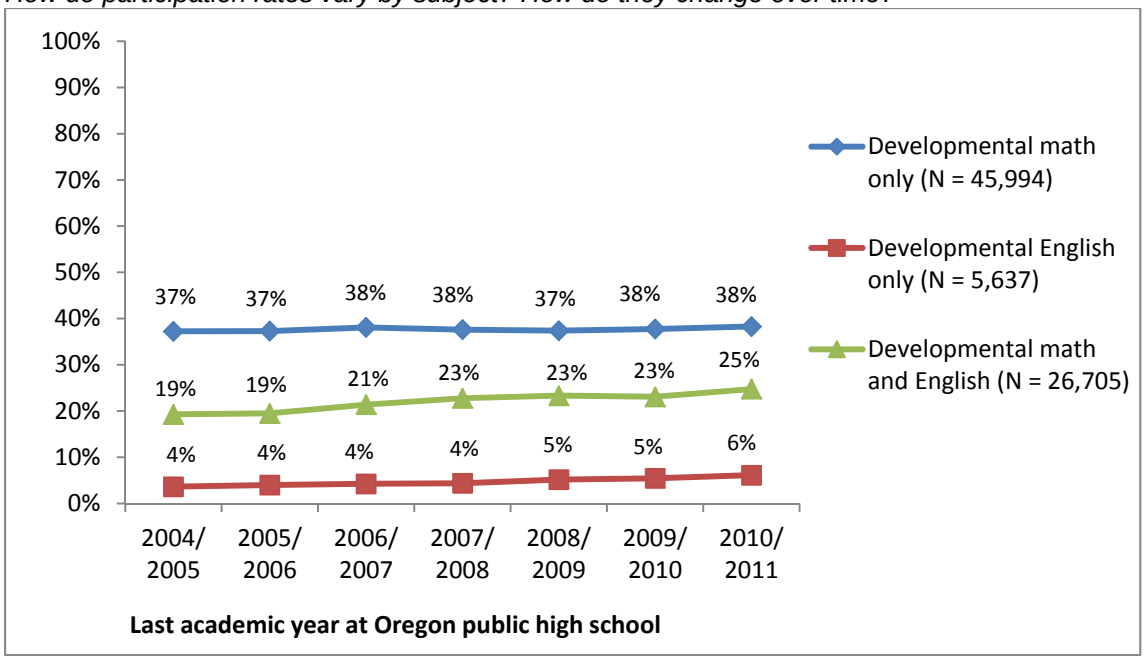
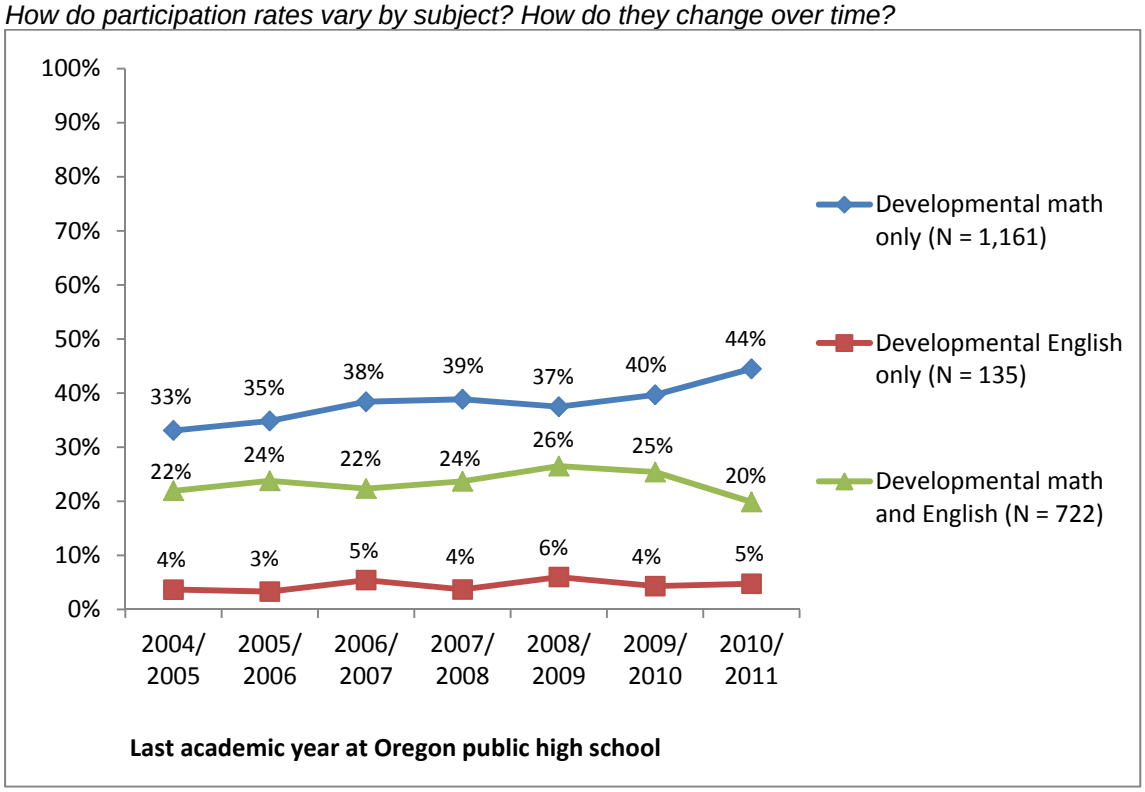


Figure 2b. Developmental education participation at Southwestern Oregon Community College by subject and cohort of exiting public high school students

How do participation rates vary by subject? How do they change over time?



B. Course participation rates of students by race/ethnicity, socioeconomic status, and high school academic indicators at Southwestern Oregon Community College

Figure 3. Course participation rates by race/ethnicity
How do course participation rates vary for Latino and Black students compared to White students?

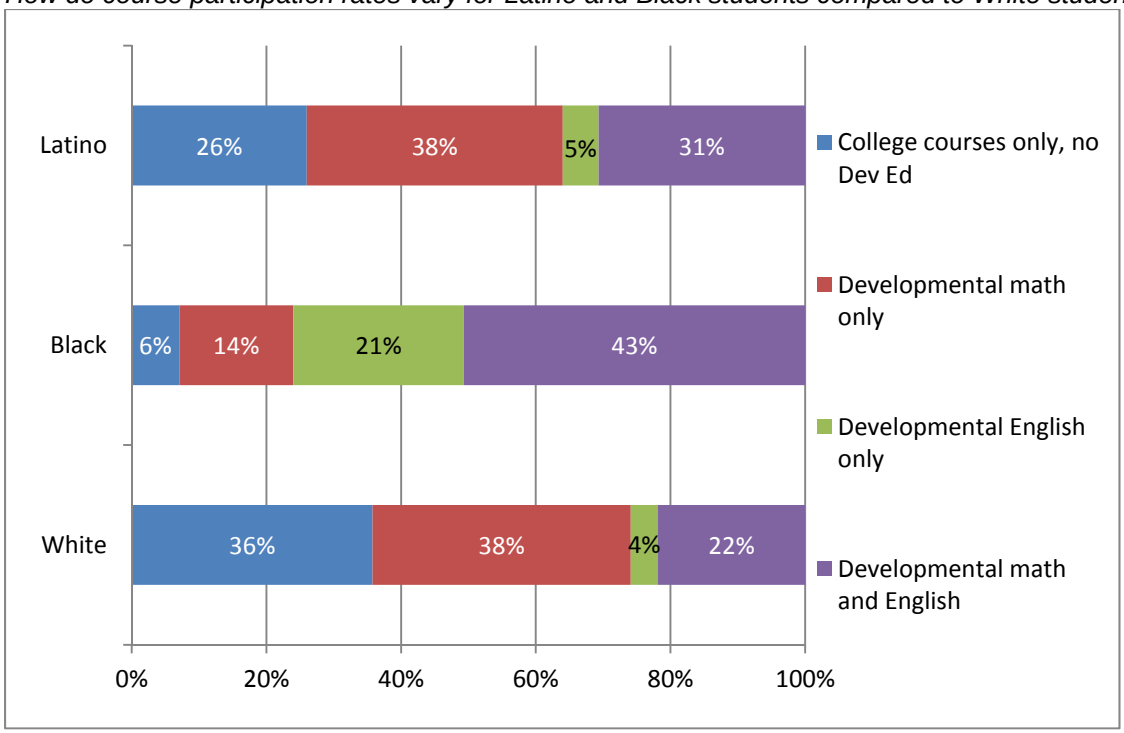
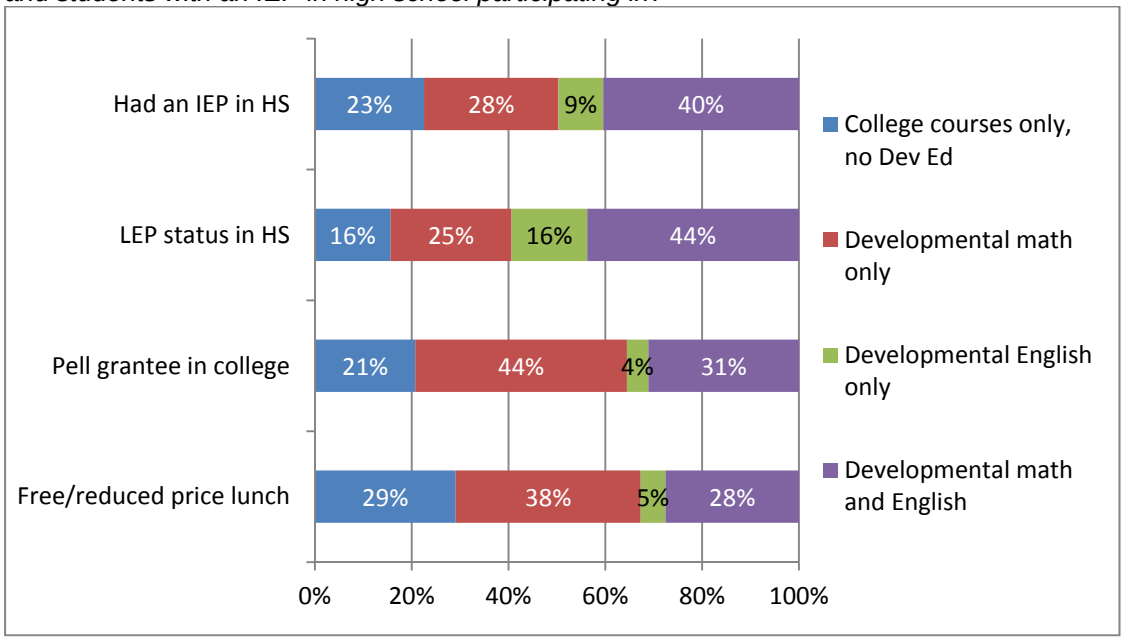


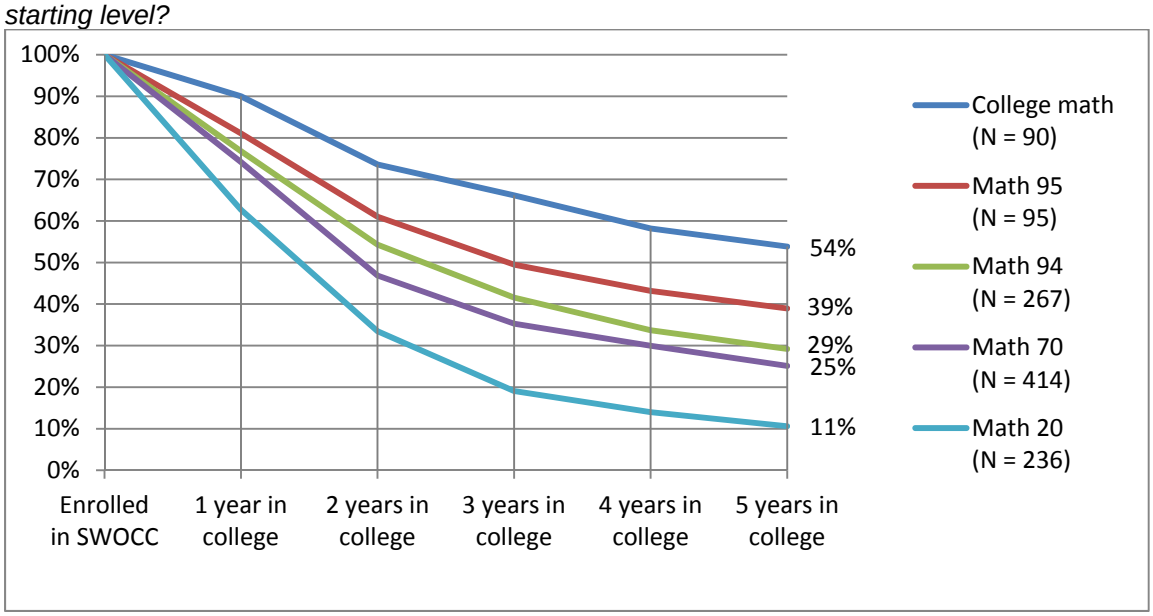
Figure 4. Course participation rates by socioeconomic status and high school academic indicators
What types of courses are the highest proportions of low-income students, students with a LEP status, and students with an IEP in high school participating in?



C. Persistence and degree attainment outcomes of students by course starting level at Southwestern Oregon Community College

Figure 5. Persistence of students through postsecondary education nationally (based on NSC data) by math starting level (REVISED)

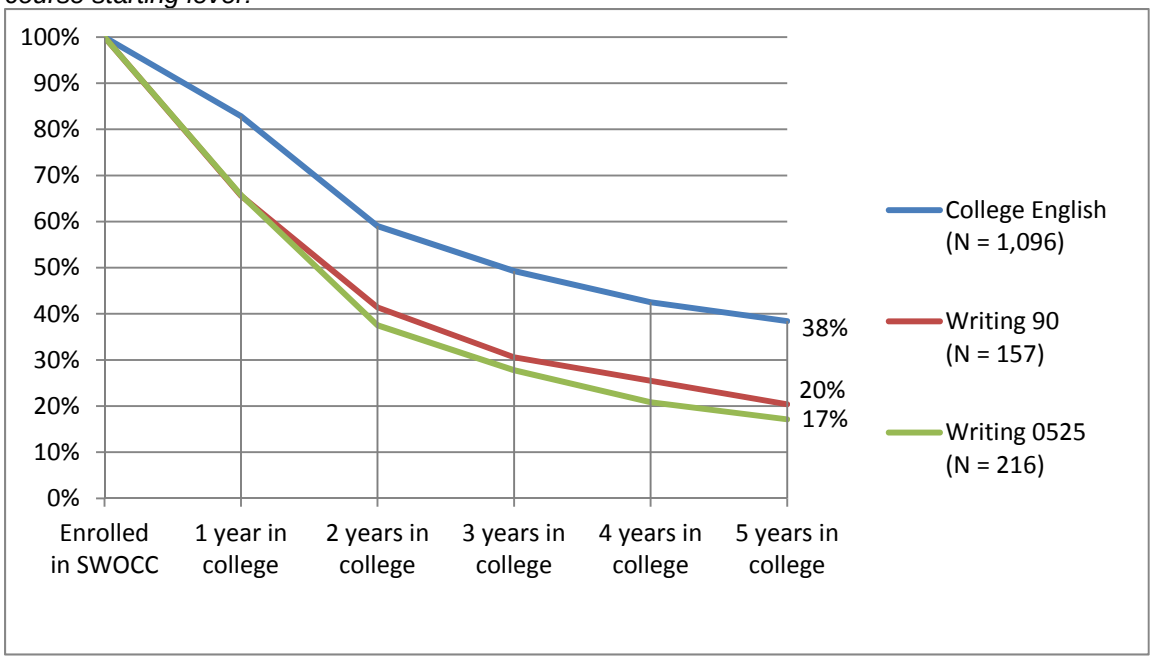
After five to seven years, what proportion of students is still in college or earned a degree by math course starting level?



Note: Students who earned a degree and left postsecondary education are counted as persisters. Data exclude students who took "applied/technical" math courses (course numbers 30–86).

Figure 6. Persistence of students through postsecondary education nationally (based on NSC data) by writing starting level (REVISED)

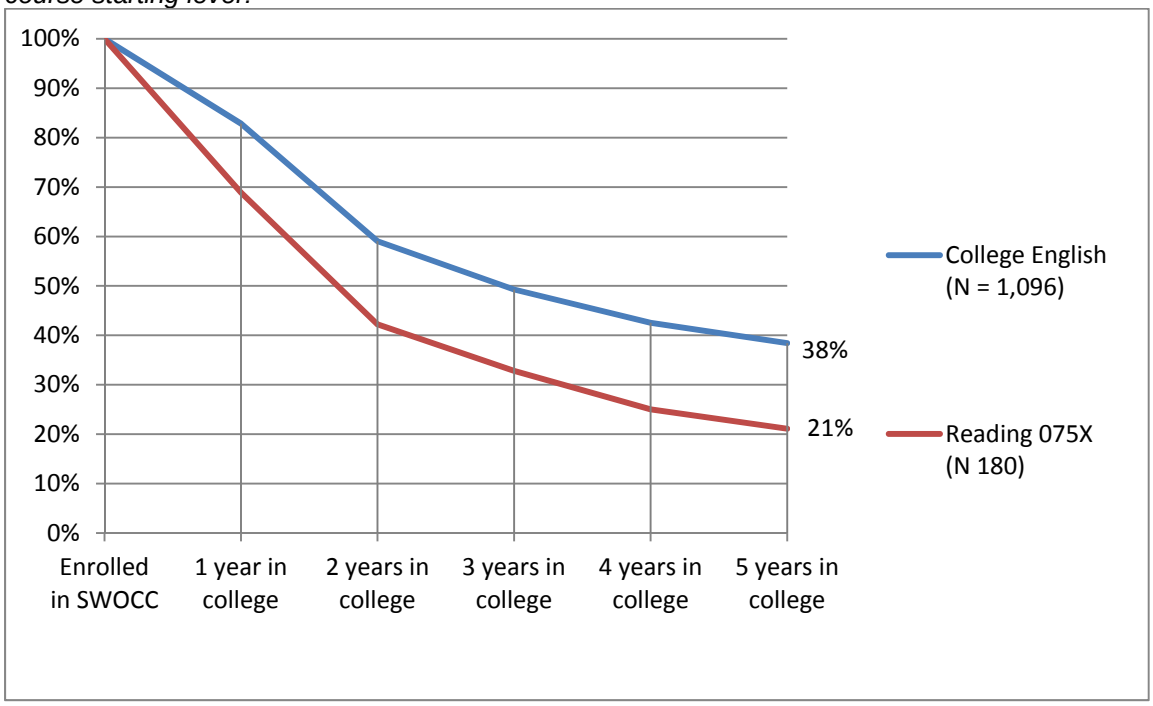
After five to seven years, what proportion of students is still in college or earned a degree by writing course starting level?



Note: Students who earned a degree and left postsecondary education are counted as persisters.

Figure 7. Persistence of students through postsecondary education nationally (based on NSC data) by reading starting level (REVISED)

After five to seven years, what proportion of students is still in college or earned a degree by reading course starting level?



Note: Students who earned a degree and left postsecondary education are counted as persisters.

Table 2. Degree attainment of students after 5 to 7 years by math starting level (REVISED)

How does degree attainment differ by math starting level?

Starting Level	College math	Math 95	Math 94	Math 70	Math 20
Sample Size	*N = 390*	*N = 95*	*N = 267*	*N = 414*	*N = 236*
Earned a certificate	2%	3%	<1%	2%	1%
Earned an AA/AS	28%	15%	15%	10%	4%
Earned an AGS/AAS	6%	5%	6%	7%	2%
Transferred to a four-year college (NSC)	65%	34%	34%	23%	14%
Earned a four-year degree (NSC)	42%	18%	14%	11%	3%

Note: Data exclude students who took "applied/technical" math courses (course numbers 30–86).

Table 3. Degree attainment of students after 5 to 7 years by writing starting level (REVISED)

How does degree attainment differ by writing starting level?

Starting Level	College English	Writing 90	Writing 0525
Sample Size	*N = 1,096*	*N = 157*	*N = 216*
Earned a certificate	1%	2%	2%
Earned an AA/AS	17%	7%	6%
Earned an AGS/AAS	6%	4%	3%
Transferred to a four-year college (NSC)	45%	18%	15%
Earned a four-year degree (NSC)	25%	7%	5%

Table 4. Degree attainment of students after 5 to 7 years by reading starting level (REVISED)

How does degree attainment differ by reading starting level?

Starting Level	College English	Reading 075X
Sample Size	*N = 1,096*	*N = 180*
Earned a certificate	1%	2%
Earned an AA/AS	17%	11%
Earned an AGS/AAS	6%	4%
Transferred to a four-year college (NSC)	45%	16%
Earned a four-year degree (NSC)	25%	7%

INSTITUTIONAL CAPACITY ASSESSMENT TOOL

RESPONSE DISTRIBUTION

The Institutional Capacity Assessment Tool helps colleges to assess their capacity and identify strengths and areas for improvement. Completion of the self-assessment allows Board members, administrators, faculty and staff to evaluate their institution's level of capacity in relation to what improved capacity could look like. Institutions that complete the assessment tool benefit from: insight on the key capacities for success; engagement of stakeholders from all areas of the college in using a common language to share opinions and discuss perception gaps; prioritization of areas to improve; and the development of strategies to build strength.

This report summarizes the response distribution for each question in the assessment tool. It is a complimentary report to the Institutional Capacity Assessment *Results Summary*.

Southwestern Oregon Community College

Fall 2017

LEVELS KEY

LEVEL 1

Minimal level of capacity in place with a clear need to build strength.

LEVEL 2

Moderate level of capacity established.

LEVEL 3

Strong level of capacity in place.

LEVEL 4

Exemplary level of capacity in place.

RESULTS SUMMARY (N=187)

LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3
AVERAGE RATING 3.0	AVERAGE RATING 2.6	AVERAGE RATING 2.5	AVERAGE RATING 2.7	AVERAGE RATING 2.9	AVERAGE RATING 2.8	AVERAGE RATING 2.9

LEADERSHIP & VISION

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

LEVEL	AVERAGE RATING
3	3.0

Response Distribution by Question

Total Number of Respondents: 156

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does the college have a clear and compelling vision for student success?	1	17	67	57	14
2. Is the student success vision used to set priorities and direct action?	0	33	69	32	22
3. Does the Board of Trustees provide leadership for student success?	10	16	19	36	75
4. Does the president actively support efforts to improve student success?	3	13	48	81	11
5. Does student success drive personnel decisions such as hiring and performance evaluations?	7	41	46	21	41
6. Do college leaders seek transformational change to improve the student experience?	10	33	59	28	26
7. Do college leaders encourage open dialog and risk-taking?	12	35	69	18	22
8. Do faculty initiate and lead efforts to improve student success?	8	29	61	29	29
9. Does a culture of shared leadership for student success exist across all levels of the college?	2	20	57	63	14
10. Does the Board of Trustees use data to promote the college's vision for student success?	5	14	20	18	99
11. Do college leaders share and use data to inform decision-making?	4	28	64	30	30
12. Is there a climate of accountability and expectation for the use of data for decision-making?	9	29	68	18	32

LEADERSHIP & VISION

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Does the college have a clear and compelling vision for student success?	1	2	-	10	1	14
2. Is the student success vision used to set priorities and direct action?	-	2	-	19	1	22
3. Does the Board of Trustees provide leadership for student success?	7	19	-	42	7	75
4. Does the president actively support efforts to improve student success?	-	2	-	9	-	11
5. Does student success drive personnel decisions such as hiring and performance evaluations?	4	9	-	25	3	41
6. Do college leaders seek transformational change to improve the student experience?	1	5	-	17	3	26
7. Do college leaders encourage open dialog and risk-taking?	1	1	-	18	2	22
8. Do faculty initiate and lead efforts to improve student success?	4	-	-	23	2	29
9. Does a culture of shared leadership for student success exist across all levels of the college?	1	2	-	11	-	14
10. Does the Board of Trustees use data to promote the college's vision for student success?	9	26	-	56	8	99
11. Do college leaders share and use data to inform decision-making?	-	2	-	26	2	30
12. Is there a climate of accountability and expectation of the use of data for decision-making?	1	3	-	27	1	32

LEADERSHIP & VISION

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college have a clear and compelling vision for student success?	1	2	5	2	4	14
2. Is the student success vision used to set priorities and direct action?	1	8	6	2	5	22
3. Does the Board of Trustees provide leadership for student success?	13	27	17	3	15	75
4. Does the president actively support efforts to improve student success?	2	1	5	1	2	11
5. Does student success drive personnel decisions such as hiring and performance evaluations?	5	15	10	4	7	41
6. Do college leaders seek transformational change to improve the student experience?	5	4	11	2	4	26
7. Do college leaders encourage open dialog and risk-taking?	1	7	8	2	4	22
8. Do faculty initiate and lead efforts to improve student success?	-	10	13	2	4	29
9. Does a culture of shared leadership for student success exist across all levels of the college?	1	1	8	1	3	14
10. Does the Board of Trustees use data to promote the college's vision for student success?	18	37	21	3	20	99
11. Do college leaders share and use data to inform decision-making?	3	11	11	1	4	30
12. Is there a climate of accountability and expectation of the use of data for decision-making?	2	9	14	2	5	32

DATA & TECHNOLOGY

The institution's capacity to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.

LEVEL	AVERAGE RATING
3	2.6

Response Distribution by Question

Total Number of Respondents: 181

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does relevant data exist to inform decision-making?	2	42	91	12	34
2. Does reliable data exist to inform decisions?	19	35	66	10	51
3. Are data readily accessible to those who need it?	30	53	50	11	37
4. Are measures of student success defined, documented and used?	19	54	45	13	50
5. Are data collected at various points along the student experience continuum?	5	61	44	14	57
6. Are student success data translated into meaningful information?	12	74	34	14	47
7. Do data analyses yield insights about the past and future?	24	34	53	16	54
8. Have student success technologies been adopted to improve student outcomes?	4	60	68	15	34
9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?	6	29	42	22	82
10. Does the college use benchmarking to identify strategies for improvement and innovation?	12	22	61	19	67
11. Does the college use data to examine and improve student outcomes?	14	40	70	19	38
12. Does the college evaluate student success initiatives to inform decision-making?	7	31	74	19	50

DATA & TECHNOLOGY

The institution's capacity to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Does relevant data exist to inform decision-making?	2	6	-	22	4	34
2. Does reliable data exist to inform decisions?	4	12	1	32	2	51
3. Are data readily accessible to those who need it?	2	6	1	25	3	37
4. Are measures of student success defined, documented and used?	6	5	-	35	4	50
5. Are data collected at various points along the student experience continuum?	8	9	-	36	4	57
6. Does the college regularly monitor student progress and provide focused support?	4	7	-	33	3	47
7. Do data analyses yield insights about the past and future?	6	16	-	26	6	54
8. Have student success technologies been adopted to improve student outcomes?	2	8	-	21	3	34
9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?	9	26	1	41	5	82
10. Does the college use benchmarking to identify strategies for improvement and innovation?	7	19	1	34	6	67
11. Does the college use data to examine and improve student outcomes?	3	3	-	28	4	38
12. Does the college evaluate student success initiatives to inform decision-making?	6	10	-	31	3	50

DATA & TECHNOLOGY

The institution's capacity to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does relevant data exist to inform decision-making?	3	12	8	2	9	34
2. Does reliable data exist to inform decisions?	8	12	16	4	11	51
3. Are data readily accessible to those who need it?	4	13	8	3	9	37
4. Are measures of student success defined, documented and used?	3	15	16	3	13	50
5. Are data collected at various points along the student experience continuum?	6	15	20	4	12	57
6. Does the college regularly monitor student progress and provide focused support?	3	11	17	3	13	47
7. Do data analyses yield insights about the past and future?	6	13	14	3	18	54
8. Have student success technologies been adopted to improve student outcomes?	5	4	10	3	12	34
9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?	15	23	17	4	23	82
10. Does the college use benchmarking to identify strategies for improvement and innovation?	10	18	16	3	20	67
11. Does the college use data to examine and improve student outcomes?	2	11	11	2	12	38
12. Does the college evaluate student success initiatives to inform decision-making?	5	9	16	3	17	50

EQUITY

The commitment, capabilities, and experiences of an institution to fairly serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.

LEVEL	AVERAGE RATING
3	2.5

Response Distribution by Question

Total Number of Respondents: 182

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does the college have a clear and compelling definition of equity?	24	27	51	32	48
2. Is equity a primary consideration in the college's student success efforts?	10	50	48	22	52
3. Does the strategic plan include goals to advance equity?	14	27	32	23	86
4. Does the college have a formal entity to coordinate equity efforts?	29	23	35	10	85
5. Are equity considerations embedded in college unit plans and practices?	28	35	30	15	74
6. Is the college community broadly engaged in conversations about equity?	8	75	34	12	53
7. Does the college consider equity when proposing and evaluating policies and practices?	16	47	35	15	69
8. Are hiring and retention policies in place that address equity and diversity?	23	38	46	28	47
9. Are faculty and staff prepared to work with a diverse student population?	32	57	39	36	18
10. When teaching, do faculty take into consideration the various ways that students learn due to different cultural values?	8	39	26	28	81
11. Are equity concepts, such as inclusion and social justice, embedded within the curriculum?	29	27	26	19	81
12. Are equity concepts embedded in co-curricular and academic supports?	20	41	29	14	78
13. Has the college defined metrics to promote and enhance equity?	29	18	20	11	104
14. Does the college routinely disaggregate student data into sub-populations to identify achievement gaps?	8	29	16	13	116
15. Is disaggregated student data used to address achievement gaps?	16	38	9	8	111

EQUITY

The commitment, capabilities, and experiences of an institution to fairly serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Does the college have a clear and compelling definition of equity?	5	14	1	23	5	48
2. Is equity a primary consideration in the college's student success efforts?	8	14	-	26	4	52
3. Does the strategic plan include goals to advance equity?	11	22	1	48	4	86
4. Does the college have a formal entity to coordinate equity efforts?	6	25	-	47	7	85
5. Are equity considerations embedded in college unit plans and practices?	8	23	-	39	4	74
6. Is the college community broadly engaged in conversations about equity?	6	11	-	32	4	53
7. Does the college consider equity when proposing and evaluating policies and practices?	5	21	-	39	4	69
8. Are hiring and retention policies in place that address equity and diversity?	6	16	-	21	4	47
9. Are faculty and staff prepared to work with a diverse student population?	5	2	-	10	1	18
10. When teaching, do faculty take into consideration the various ways that students learn due to different cultural values?	20	8	-	46	7	81
11. Are equity concepts, such as inclusion and social justice, embedded within the curriculum?	15	11	-	47	8	81
12. Are equity concepts embedded in co-curricular and academic supports?	12	15	-	46	5	78
13. Has the college defined metrics to promote and enhance equity?	17	28	1	51	7	104
14. Does the college routinely disaggregate student data into sub-populations to identify achievement gaps?	15	25	1	66	9	116
15. Is disaggregated student data used to address achievement gaps?	15	24	1	63	8	111

EQUITY

The commitment, capabilities, and experiences of an institution to fairly serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college have a clear and compelling definition of equity?	9	15	10	3	11	48
2. Is equity a primary consideration in the college's student success efforts?	9	10	14	3	16	52
3. Does the strategic plan include goals to advance equity?	13	29	19	3	22	86
4. Does the college have a formal entity to coordinate equity efforts?	14	24	19	5	23	85
5. Are equity considerations embedded in college unit plans and practices?	12	21	16	4	21	74
6. Is the college community broadly engaged in conversations about equity?	6	12	17	4	14	53
7. Does the college consider equity when proposing and evaluating policies and practices?	10	21	15	4	19	69
8. Are hiring and retention policies in place that address equity and diversity?	8	11	14	1	13	47
9. Are faculty and staff prepared to work with a diverse student population?	1	2	6	2	7	18
10. When teaching, do faculty take into consideration the various ways that students learn due to different cultural values?	4	25	27	6	19	81
11. Are equity concepts, such as inclusion and social justice, embedded within the curriculum?	5	26	24	4	22	81
12. Are equity concepts embedded in co-curricular and academic supports?	10	22	23	3	20	78
13. Has the college defined metrics to promote and enhance equity?	15	28	27	8	26	104
14. Does the college routinely disaggregate student data into sub-populations to identify achievement gaps?	15	37	30	8	26	116
15. Is disaggregated student data used to address achievement gaps?	14	37	28	7	25	111

TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of- classroom supports as well as restructuring developmental education to facilitate student learning and success.

LEVEL	AVERAGE RATING
3	2.7

Response Distribution by Question

Total Number of Respondents: 180

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Are faculty engaged as change agents in improving student success?	8	53	29	37	53
2. Do faculty apply research-based instructional practices?	9	40	26	19	86
3. Does the college provide the resources to maximize the use of technology in educational practice?	10	37	73	33	27
4. Does the college offer a comprehensive array of learning supports for students?	4	20	80	59	17
5. Does the college provide accelerated options to traditional developmental education?	4	9	69	32	66
6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	6	29	55	45	45
7. Does the college regularly monitor student progress and provide focused support?	4	47	64	31	34
8. Does the college have an effective professional development program for instruction?	23	57	21	9	70
9. Do professional development activities support adjunct faculty participation?	44	30	12	11	83
10. Do faculty update their instructional practice based on acquired professional development?	8	38	24	14	96
11. Are data regularly used to improve educational practice in the classroom?	9	44	32	12	83
12. Are learning outcomes used to improve curriculum and instruction?	4	32	55	25	64

TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of- classroom supports as well as restructuring developmental education to facilitate student learning and success.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Are faculty engaged as change agents in improving student success?	8	3	-	41	1	53
2. Do faculty apply research-based instructional practices?	17	8	-	56	5	86
3. Does the college provide the resources to maximize the use of technology in educational practice?	4	1	-	20	2	27
4. Does the college offer a comprehensive array of learning supports for students?	3	1	-	12	1	17
5. Does the college provide accelerated options to traditional developmental education?	9	8	-	44	5	66
6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	9	3	-	30	3	45
7. Does the college regularly monitor student progress and provide focused support?	4	2	-	25	3	34
8. Does the college have an effective professional development program for instruction?	15	1	-	50	4	70
9. Do professional development activities support adjunct faculty participation?	17	6	-	54	6	83
10. Do faculty update their instructional practice based on acquired professional development?	19	11	-	60	6	96
11. Are data regularly used to improve educational practice in the classroom?	18	7	-	55	3	83
12. Are learning outcomes used to improve curriculum and instruction?	8	4	-	51	1	64

TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of- classroom supports as well as restructuring developmental education to facilitate student learning and success.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Are faculty engaged as change agents in improving student success?	2	18	20	4	9	53
2. Do faculty apply research-based instructional practices?	6	32	26	4	18	86
3. Does the college provide the resources to maximize the use of technology in educational practice?	1	8	11	3	4	27
4. Does the college offer a comprehensive array of learning supports for students?	1	4	6	2	4	17
5. Does the college provide accelerated options to traditional developmental education?	3	21	21	6	15	66
6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	2	14	16	4	9	45
7. Does the college regularly monitor student progress and provide focused support?	1	9	14	2	8	34
8. Does the college have an effective professional development program for instruction?	1	28	25	6	10	70
9. Do professional development activities support adjunct faculty participation?	3	30	29	4	17	83
10. Do faculty update their instructional practice based on acquired professional development?	6	35	29	6	20	96
11. Are data regularly used to improve educational practice in the classroom?	5	27	29	6	16	83
12. Are learning outcomes used to improve curriculum and instruction?	3	24	22	2	13	64

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

LEVEL	AVERAGE RATING
3	2.9

Response Distribution by Question

Total Number of Respondents: 181

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does the college engage multiple internal stakeholders in student success work?	3	24	65	39	50
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	4	21	80	54	22
3. Is the value of student success regularly communicated to the college community?	3	42	78	41	17
4. Does the college empower those engaged in student success work to take action?	5	40	71	34	31
5. Does the college include external stakeholders in student success efforts?	16	37	40	21	67
6. Do faculty and staff examine and discuss student success data and strategies for improvement?	9	55	64	22	31

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Does the college engage multiple internal stakeholders in student success work?	5	11	-	29	5	50
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	-	2	-	18	2	22
3. Is the value of student success regularly communicated to the college community?	1	2	-	13	1	17
4. Does the college empower those engaged in student success work to take action?	3	5	-	22	1	31
5. Does the college include external stakeholders in student success efforts?	6	16	-	40	5	67
6. Do faculty and staff examine and discuss student success data and strategies for improvement?	5	2	-	21	3	31

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college engage multiple internal stakeholders in student success work?	5	6	18	3	18	50
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	2	2	9	1	8	22
3. Is the value of student success regularly communicated to the college community?	2	4	4	2	5	17
4. Does the college empower those engaged in student success work to take action?	3	7	11	2	8	31
5. Does the college include external stakeholders in student success efforts?	7	17	21	4	18	67
6. Do faculty and staff examine and discuss student success data and strategies for improvement?	3	6	14	2	6	31

STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

LEVEL	AVERAGE RATING
3	2.8

Response Distribution by Question

Total Number of Respondents: 184

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does the college's strategic plan focus on student success?	2	10	82	58	32
2. Is the student success agenda integrated into other core work?	4	26	69	31	54
3. Do revenue and resource allocation decisions support student success?	10	31	45	22	76
4. Does the college pursue external grant funding to support student success?	8	20	68	38	50
5. Is professional development appropriately aligned to advance student success?	20	70	26	17	51
6. Does the college focus on a set of high-priority student success goals?	10	45	71	11	47
7. Is responsibility for student success goals clearly defined and broadly shared?	10	56	58	18	42
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	2	35	59	35	53
9. Does the institution use key performance indicators to measure student success?	3	14	72	32	63
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?	13	31	46	20	74
11. Is there an established culture of continuous improvement?	11	42	74	24	33

STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Does the college's strategic plan focus on student success?	2	10	-	18	2	32
2. Is the student success agenda integrated into other core work?	3	14	-	34	3	54
3. Do revenue and resource allocation decisions support student success?	6	18	-	48	4	76
4. Does the college pursue external grant funding to support student success?	4	13	-	30	3	50
5. Is professional development appropriately aligned to advance student success?	8	4	-	36	3	51
6. Does the college focus on a set of high-priority student success goals?	5	7	-	31	4	47
7. Is responsibility for student success goals clearly defined and broadly shared?	6	3	-	31	2	42
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	6	10	-	30	7	53
9. Does the institution use key performance indicators to measure student success?	6	12	1	41	3	63
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?	10	12	-	43	9	74
11. Is there an established culture of continuous improvement?	4	3	-	23	3	33

STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college's strategic plan focus on student success?	5	10	7	1	9	32
2. Is the student success agenda integrated into other core work?	7	15	15	3	14	54
3. Do revenue and resource allocation decisions support student success?	9	25	19	4	19	76
4. Does the college pursue external grant funding to support student success?	7	10	16	3	14	50
5. Is professional development appropriately aligned to advance student success?	3	14	20	3	11	51
6. Does the college focus on a set of high-priority student success goals?	4	12	17	4	10	47
7. Is responsibility for student success goals clearly defined and broadly shared?	3	9	17	3	10	42
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	2	14	17	4	16	53
9. Does the institution use key performance indicators to measure student success?	5	19	17	4	18	63
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?	9	20	23	5	17	74
11. Is there an established culture of continuous improvement?	1	5	16	1	10	33

POLICIES & PRACTICES

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

LEVEL	AVERAGE RATING
3	2.9

Response Distribution by Question

Total Number of Respondents: 185

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Do policies and practices support student connection to the institution during the pre-enrollment period?	8	24	49	49	55
2. Do policies and practices support the student during the first-year experience?	7	20	78	38	42
3. Do policies and practices support student progression and momentum towards completion?	4	41	73	28	39
4. Do policies and practices support student completion of a certificate or degree?	4	28	77	49	27
5. Do policies and practices support student transfer to four-year institutions?	9	33	61	52	30
6. Do policies and practices support student transition to the workforce?	9	30	50	47	49
7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?	10	36	50	29	60
8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?	11	30	32	21	91
9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?	7	34	54	22	68

POLICIES & PRACTICES

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Do policies and practices support student connection to the institution during the pre-enrollment period?	7	15	-	29	4	55
2. Do policies and practices support the student during the first-year experience?	6	9	-	23	4	42
3. Do policies and practices support student progression and momentum towards completion?	5	5	-	26	3	39
4. Do policies and practices support student completion of a certificate or degree?	4	4	-	17	2	27
5. Do policies and practices support student transfer to four-year institutions?	4	4	-	20	2	30
6. Do policies and practices support student transition to the workforce?	5	12	-	29	3	49
7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?	5	9	-	41	5	60
8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?	10	23	-	51	7	91
9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?	6	18	-	41	3	68

POLICIES & PRACTICES

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Do policies and practices support student connection to the institution during the pre-enrollment period?	8	7	16	5	19	55
2. Do policies and practices support the student during the first-year experience?	5	6	14	4	13	42
3. Do policies and practices support student progression and momentum towards completion?	2	6	16	4	11	39
4. Do policies and practices support student completion of a certificate or degree?	3	2	13	4	5	27
5. Do policies and practices support student transfer to four-year institutions?	3	5	13	3	6	30
6. Do policies and practices support student transition to the workforce?	7	7	17	5	13	49
7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?	5	18	19	4	14	60
8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?	11	23	25	5	27	91
9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?	6	22	16	6	18	68

ABOUT THE INSTITUTIONAL CAPACITY ASSESSMENT TOOL

The Institutional Capacity Assessment Tool is an online self-assessment to help colleges assess their strengths and areas for improvement in the seven key dimensions encompassed in the Institutional Capacity Framework. The assessment asks a broad range of college stakeholders to assess their institution's capacity across four levels, from a low of Level 1 (minimal) to a high of Level 4 (exemplary). The companion *Results Summary* report summarizes the assessment results for the institution by aggregating respondent ratings by capacity area and by respondent roles and functional areas. This *Response Distribution* report provides a response distribution for each of the 77 questions in the Institutional Capacity Assessment Tool.

What Information Is Presented in the *Response Distribution* Report?

The *Response Distribution* report starts with a summary page of the college's assessment results of all seven capacity areas. Following the summary page, three pages of response distribution information are presented for each capacity area:

- The response distribution across Level 1 to Level 4, in addition to "I don't know", for each question;
- The number of respondents who answered "I don't know" by role for each question;
- The number of respondents who answered "I don't know" by respondent functional area for each question.

The Response Distribution report provides more detail to the college at the question level. It helps colleges to understand the dispersion pattern of respondent opinions as well as the familiarity of respondents from particular roles or functional areas with a specific capacity area.

How Are the Average Ratings on the Summary Page Calculated?

For each question in the assessment, there are four answer choices representing four levels of capacity. Additionally, there is an "I don't know" option if the respondent is unfamiliar with the topic or has no basis to judge. After a respondent makes their selection, the following points are assigned:

- Level 1: One point
- Level 2: Two points
- Level 3: Three points
- Level 4: Four points
- "I don't know": Not calculated

The points are summed for all respondents who completed the assessment of a given capacity area. The average rating is calculated by dividing the sum of points by the total number of questions answered. The "I don't know" responses are not weighted in this calculation.

How Do I Interpret the Ratings?

Collectively, the *Results Summary* and *Response Distribution* reports highlight the average and distribution of responses by capacity area, subcategory and by question. The reports reflect an institution's perspective of their current level of capacity and serve as a springboard for large group dialogue on identified strengths to celebrate and build upon, areas where there are opportunities to improve, areas to build alignment where there is divergence of opinion, and areas to target for improved communication where there are large numbers of "I don't know" responses.

Please note that the Institutional Capacity Assessment Tool is not a scientific tool based on rigorous psychometrics principles and should not be used as one. The ratings are meant to provide a general indicator of institutional capacity at a given time and to provide actionable insights.

Additional Questions

For additional questions, please email Achieving the Dream at ICAT@achievingthedream.org.

INSTITUTIONAL CAPACITY ASSESSMENT TOOL

RESULTS SUMMARY

The Achieving the Dream Institutional Capacity Assessment Tool is an online self-assessment to help colleges assess areas of strength and improvement in the Institutional Capacity Framework. Institutions may also use the tool to measure changes in capacity over time. The purpose of this *Results Summary* is to display the aggregated responses from all college participants and disaggregated results by functional area and role to identify areas where there is a convergence of opinion or divergence of opinion. The results may be used for individual reflection and as a springboard for campus conversations on overarching themes, strengths to celebrate and build on, opportunities to improve and actions to build capacity.

Southwestern Oregon Community College

Fall 2017

LEVELS KEY

LEVEL 1

Minimal level of capacity in place with a clear need to build strength.

LEVEL 2

Moderate level of capacity established.

LEVEL 3

Strong level of capacity in place.

LEVEL 4

Exemplary level of capacity in place.

RESULTS SUMMARY (N=187)

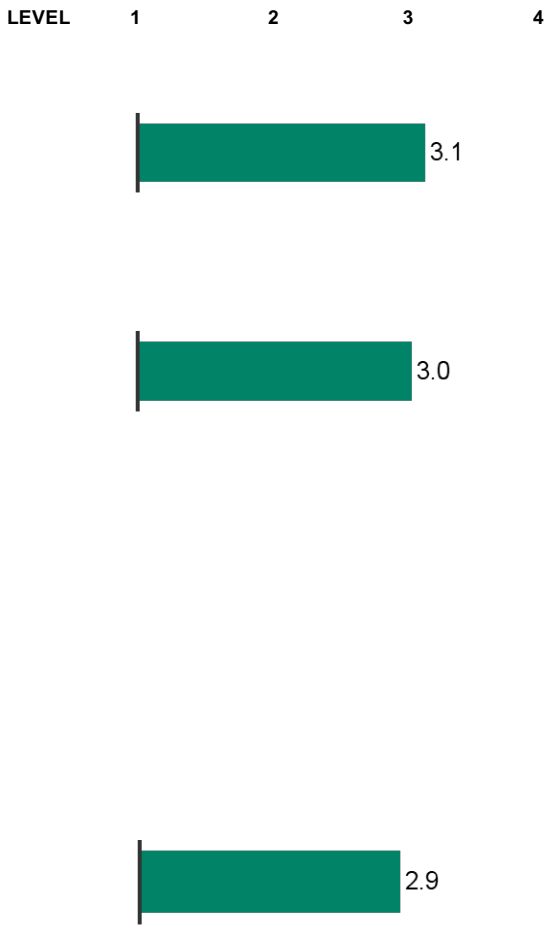
LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3
AVERAGE RATING 3.0	AVERAGE RATING 2.6	AVERAGE RATING 2.5	AVERAGE RATING 2.7	AVERAGE RATING 2.9	AVERAGE RATING 2.8	AVERAGE RATING 2.9

LEADERSHIP & VISION

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

LEVEL	AVERAGE RATING
3	3.0

RESULTS BY CATEGORY (N=156)



Vision

1. Does the college have a clear and compelling vision for student success?
2. Is the student success vision used to set priorities and direct action?

Leadership

3. Does the Board of Trustees provide leadership for student success?
4. Does the president actively support efforts to improve student success?
5. Does student success drive personnel decisions such as hiring and performance evaluations?
6. Do college leaders seek transformational change to improve the student experience?
7. Do college leaders encourage open dialog and risk-taking?
8. Do faculty initiate and lead efforts to improve student success?
9. Does a culture of shared leadership for student success exist across all levels of the college?

Culture of Evidence

10. Does the Board of Trustees use data to promote the college's vision for student success?
11. Do college leaders share and use data to inform decision-making?
12. Is there a climate of accountability and expectation of the use of data for decision-making?

DATA & TECHNOLOGY

The institution's capacity to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.

LEVEL	AVERAGE RATING
3	2.6

RESULTS BY CATEGORY (N=181)

Data

1. Does relevant data exist to inform decision-making?
2. Does reliable data exist to inform decisions?
3. Are data readily accessible to those who need it?
4. Are measures of student success defined, documented and used?
5. Are data collected at various points along the student experience continuum?
6. Are student success data translated into meaningful information?
7. Do data analyses yield insights about the past and future?

Technology

8. Have student success technologies been adopted to improve student outcomes?

Culture of Evidence

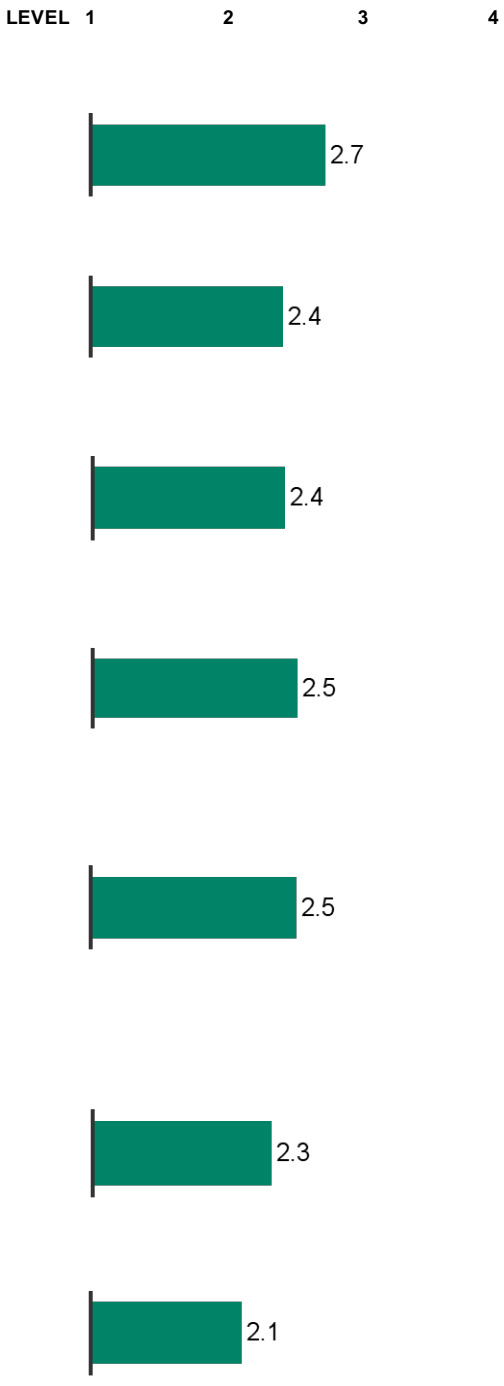
9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?
10. Does the college use benchmarking to identify strategies for improvement and innovation?
11. Does the college use data to examine and improve student outcomes?
12. Does the college evaluate student success initiatives to inform decision-making?

EQUITY

The commitment, capabilities, and experiences of an institution to fairly serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.

LEVEL	AVERAGE RATING
3	2.5

RESULTS BY CATEGORY (N=182)



Leadership and Vision

1. Does the college have a clear and compelling definition of equity?
2. Is equity a primary consideration in the college's student success efforts?

Strategy and Planning

3. Does the strategic plan include goals to advance equity?
4. Does the college have a formal entity to coordinate equity efforts?
5. Are equity considerations embedded in college unit plans and practices?

Engagement and Communication

6. Is the college community broadly engaged in conversations about equity?

Policies and Practices

7. Does the college consider equity when proposing and evaluating policies and practices?
8. Are hiring and retention policies in place that address equity and diversity?

Teaching and Learning

9. Are faculty and staff prepared to work with a diverse student population?
10. When teaching, do faculty take into consideration the various ways that students learn due to different cultural values?
11. Are equity concepts, such as inclusion and social justice, embedded within the curriculum?
12. Are equity concepts embedded in co-curricular and academic

Data and Technology

13. Has the college defined metrics to promote and enhance equity?
14. Does the college routinely disaggregate student data into sub-populations to identify achievement gaps?

Culture of Evidence

15. Is disaggregated student data used to address achievement gaps?

TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of- classroom supports as well as restructuring developmental education to facilitate student learning and success.

LEVEL	AVERAGE RATING
3	2.7

RESULTS BY CATEGORY (N=180)

Instructional Practices and Support Services

1. Are faculty engaged as change agents in improving student success?
2. Do faculty apply research-based instructional practices?
3. Does the college provide the resources to maximize the use of technology in educational practice?
4. Does the college offer a comprehensive array of learning supports for students?

Developmental Education

5. Does the college provide accelerated options to traditional developmental education?

Structured Program Maps

6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?
7. Does the college regularly monitor student progress and provide focused support?

Professional Development

8. Does the college have an effective professional development program for instruction?
9. Do professional development activities support adjunct faculty participation?
10. Do faculty update their instructional practice based on acquired professional development?

Culture of Evidence

11. Are data regularly used to improve educational practice in the classroom?
12. Are learning outcomes used to improve curriculum and instruction?

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

LEVEL	AVERAGE RATING
3	2.9

RESULTS BY CATEGORY (N=181)

Internal Engagement and Communication

1. Does the college engage multiple internal stakeholders in student success work?
2. Do college leaders communicate a sense of urgency to improve student success outcomes?
3. Is the value of student success regularly communicated to the college community?
4. Does the college empower those engaged in student success work to take action?

External Engagement and Communication

5. Does the college include external stakeholders in student success efforts?

Culture of Evidence

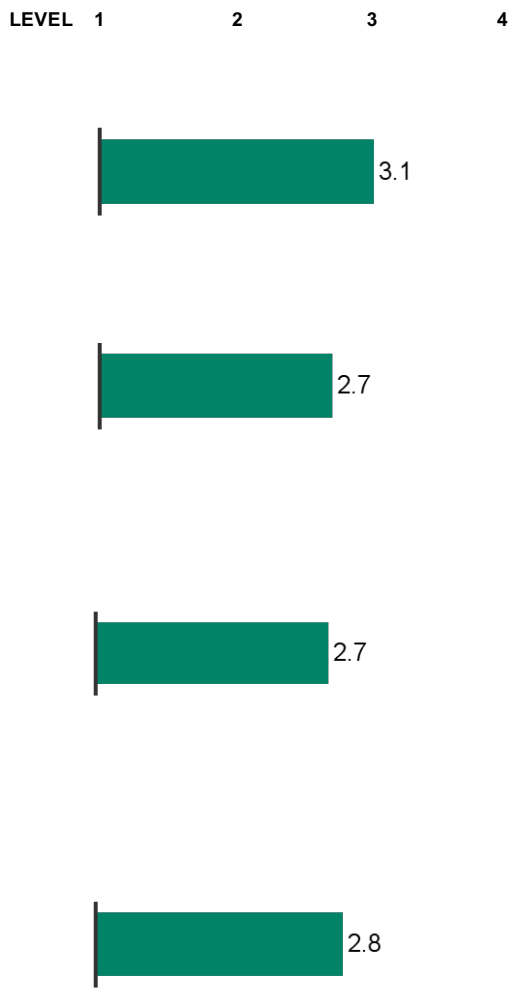
6. Do faculty and staff examine and discuss student success data and strategies for improvement?

STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

LEVEL	AVERAGE RATING
3	2.8

RESULTS BY CATEGORY (N=184)



Planning

1. Does the college's strategic plan focus on student success?
2. Is the student success agenda integrated into other core work?

Resource Alignment

3. Do revenue and resource allocation decisions support student success?
4. Does the college pursue external grant funding to support student success?
5. Is professional development appropriately aligned to advance student success?

Strategy Execution

6. Does the college focus on a set of high-priority student success goals?
7. Is responsibility for student success goals clearly defined and broadly shared?
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?

Culture of Evidence

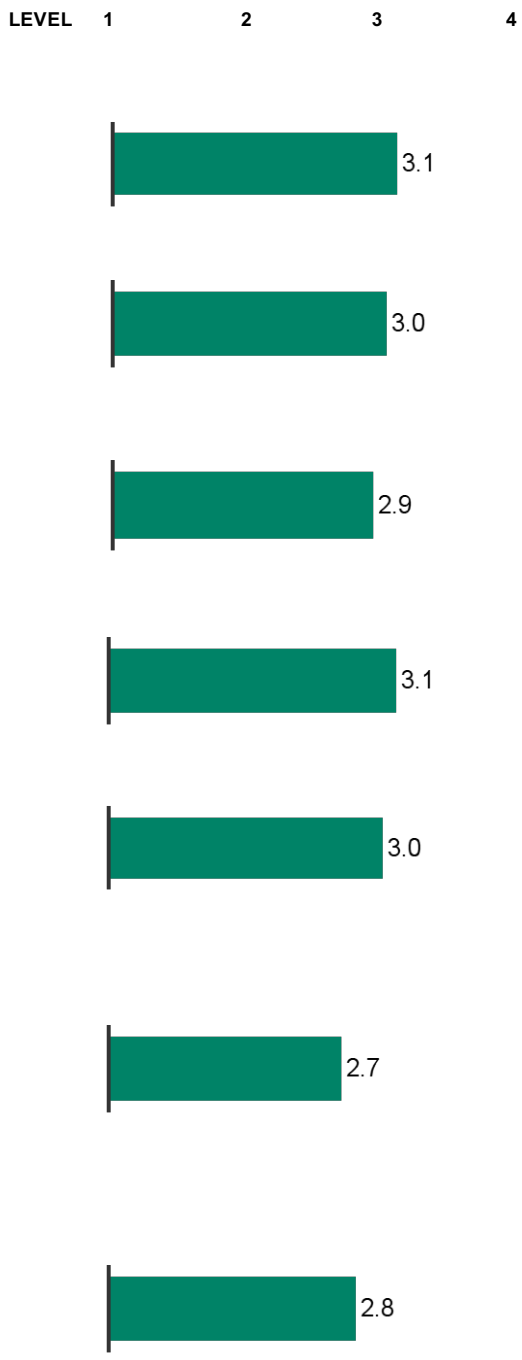
9. Does the institution use key performance indicators to measure student success?
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?
11. Is there an established culture of continuous improvement?

POLICIES & PRACTICES

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

LEVEL	AVERAGE RATING
3	2.9

RESULTS BY CATEGORY (N=185)



Connection (Pre-enrollment)

1. Do policies and practices support student connection to the institution during the pre-enrollment period?

Point of Entry/First-Year Experience

2. Do policies and practices support the student during the first-year experience?

Progression

3. Do policies and practices support student progression and momentum towards completion?

Completion

4. Do policies and practices support student completion of a certificate or degree?

Transition to Four-Year/Workforce

5. Do policies and practices support student transfer to four-year institutions?

6. Do policies and practices support student transition to the workforce?

Stakeholder Engagement

7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?

8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?

Culture of Evidence

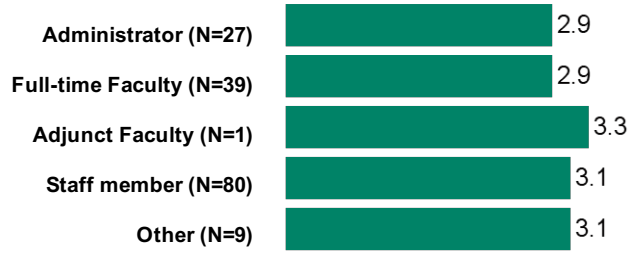
9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?

AVERAGE CAPACITY RATING BY ROLE

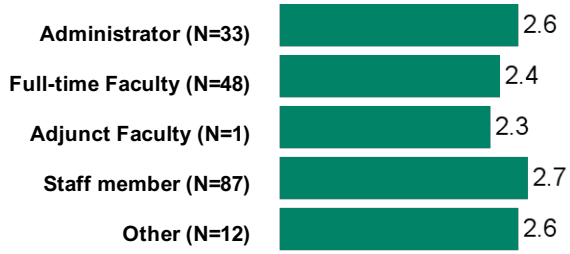
This page presents average capacity rating by respondent role so that institutions can identify areas of consensus and divergence.

A capacity rating of 0.0 from a particular role indicates no respondent from that role has completed the assessment of this capacity area.

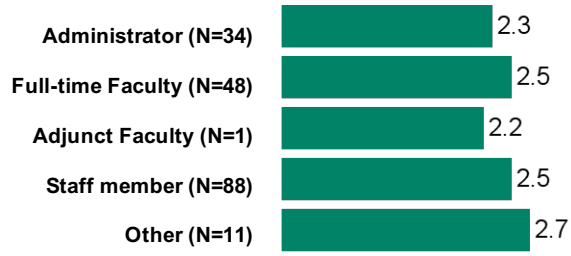
Leadership & Vision



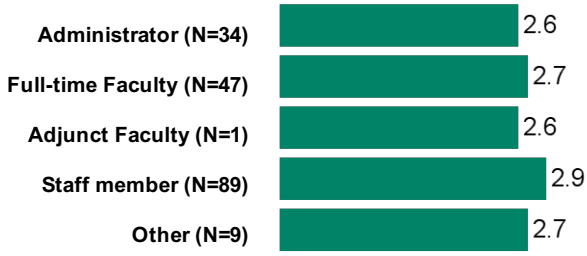
Data & Technology



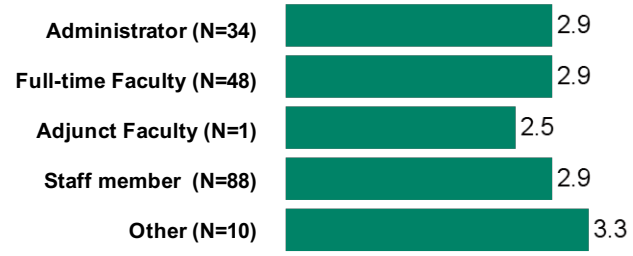
Equity



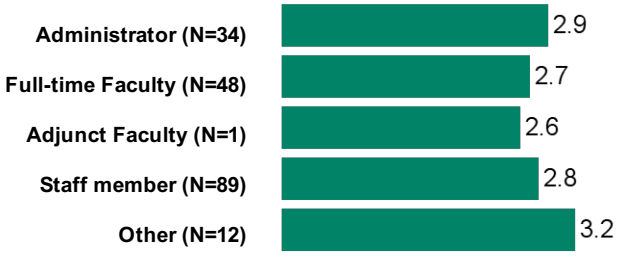
Teaching & Learning



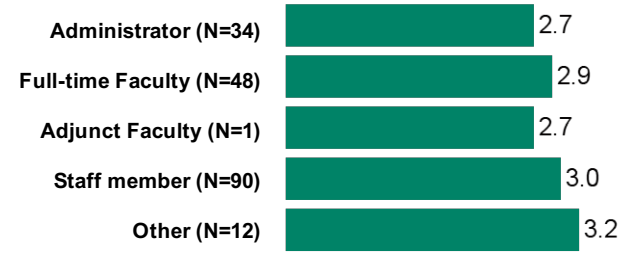
Engagement & Communication



Strategy & Planning



Policies & Practice

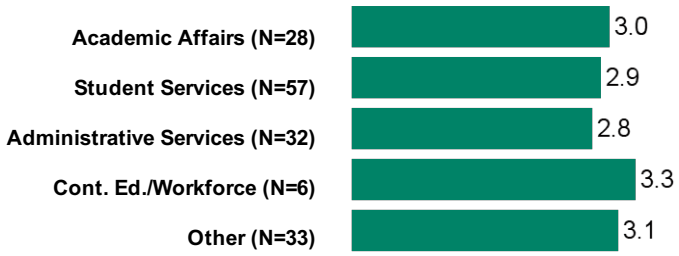


AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

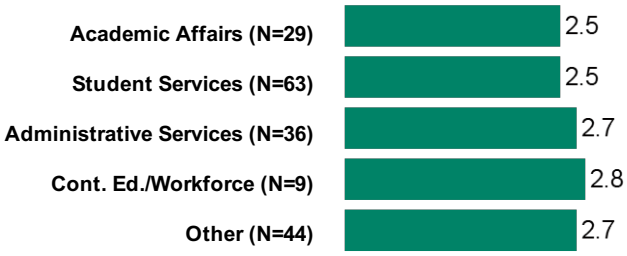
This page presents average capacity rating by respondent functional area so that institutions can identify areas of consensus and divergence.

A capacity rating of 0.0 from a particular functional area indicates that no respondent from that functional area has completed the assessment of this capacity area.

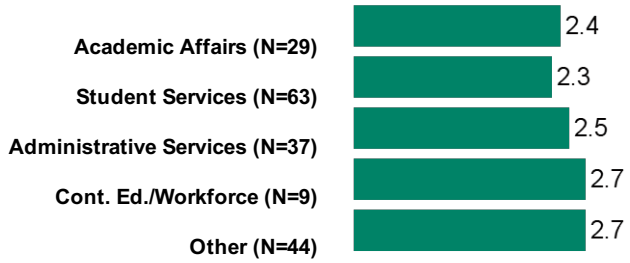
Leadership & Vision



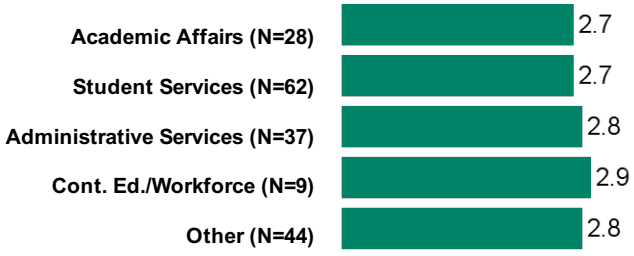
Data & Technology



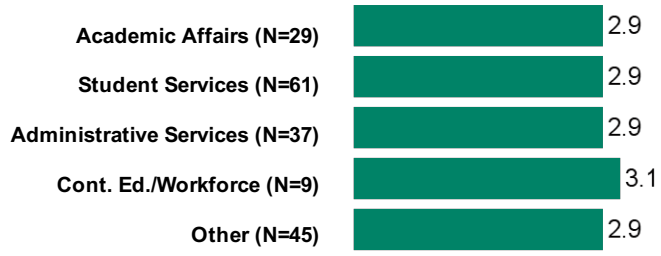
Equity



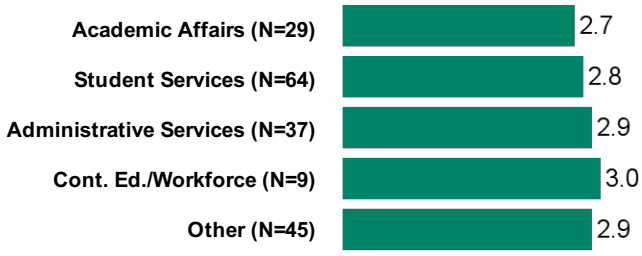
Teaching & Learning



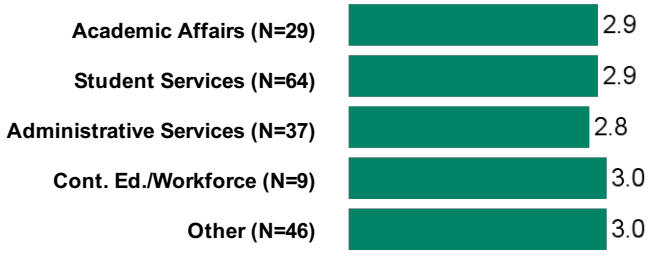
Engagement & Communication



Strategy & Planning



Policies & Practice



ABOUT THE INSTITUTIONAL CAPACITY ASSESSMENT TOOL

The Institutional Capacity Assessment Tool is an online self-assessment to help colleges assess their strengths and areas for improvement in the seven key dimensions encompassed in the Institutional Capacity Framework. The assessment asks a broad range of college stakeholders to assess their institution's capacity across four levels, from a low of Level 1 (minimal) to a high of Level 4 (exemplary). The *Results Summary* report summarizes the assessment results for the institution by aggregating respondent ratings by capacity area and by respondent roles and functional areas.

How Are the Average Ratings Calculated?

For each question in the assessment, there are four answer choices representing four levels of capacity. Additionally, there is an "I don't know" option if the respondent is unfamiliar with the topic or has no basis to judge. After a respondent makes their selection, the following points are assigned:

- Level 1: One point
- Level 2: Two points
- Level 3: Three points
- Level 4: Four points
- "I don't know": Not calculated

The points are summed for all respondents who completed the assessment of a given capacity area. The average rating is calculated by dividing the sum of points by the total number of questions answered. The "I don't know" responses are not weighted in this calculation.

How Are Capacity Levels Designated?

The level of each capacity area is designated by rounding the average rating of that capacity area to the nearest level in order to give colleges a high-level overview of their institutional capacities. For example, if the average rating for the Equity section was 2.48, the capacity level would be rounded to Level 2.

Is a Response Summary Available By Question?

Yes, the *Response Distribution* provides a response distribution for each of the 77 questions in the Institutional Capacity Assessment Tool. A summary of "I don't know" choices is also included in this report. The report is available on the college's community on ATD Connect.

How Do I Interpret the Ratings?

Collectively, the *Results Summary* and *Response Distribution* reports highlight the average and distribution of responses by capacity area, subcategory and by question. Additionally, the reports highlight the level of convergence of opinion, and divergence of opinion based on respondent role and functional area of work. The reports reflect an institution's perspective of their current level of capacity and serve as a springboard for large group dialogue on identified strengths to celebrate and build upon, areas where there are opportunities to improve, areas to build alignment where there is divergence of opinion and areas to target for improved communication where there are large numbers of "I don't know" responses.

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Additional Questions

For additional questions, please email Achieving the Dream at ICAT@achievingthedream.org.

Assessing Multiple Measures: How have student outcomes changed?

Prepared for Southwestern Oregon Community College
7/31/19

Project description

The Oregon community colleges have been implementing major changes to how they assess incoming students' college readiness, moving from relying on standardized placement exams to a multiple measures process. Using multiple measures is intended to increase the accuracy of students' initial math and English course placements and ultimately improve student success.

In this year-long project (September 2018 to July 2019), REL Northwest worked side-by-side with community college stakeholders from Clackamas Community College, Mount Hood Community College, Oregon Coast Community College, and Southwestern Oregon Community College to produce evidence related to the effectiveness of multiple measures.

This memo outlines the findings from an analysis that uses descriptive and regression methods to understand the influence of multiple measures (MM) placement on short-term student academic outcomes, comparing outcomes of students who were placed using traditional methods versus multiple measures at Southwestern Oregon Community College. This analysis also explores institutional outcomes related to total student enrollment in developmental education courses over time.

Overview of methods and findings

Using student level data from Southwestern Oregon Community College from fall 2016 to fall 2018, this analysis explores student outcomes in their first year: fall entrants through spring, winter entrants through the following fall, and spring entrants through the following winter. This analysis focuses on students who entered in the summer, fall, winter, and spring in two academic years—2016/17 and 2017/18—and in the fall term of 2018/19.[1] The analysis sample was limited to students 17 and older who enrolled in regular (i.e. not dual credit) coursework in English or math in their first academic year.

The analysis compares outcomes of students who were placed using multiple measures and those who were not for English and math. In 2016/17, 175 students were placed using multiple measures; in 2017/18, 366 students were placed using multiple measures; and in fall 2018/19 279

[1] Winter and spring entrants of 2018/19 were not included as a full academic year of data was not yet available at the time of this report.

students were placed using multiple measures. Figure 1 displays the number of MM versus non-MM students in each cohort year.

Figure 1. Number of students by entry year, 2016/17–2018/19

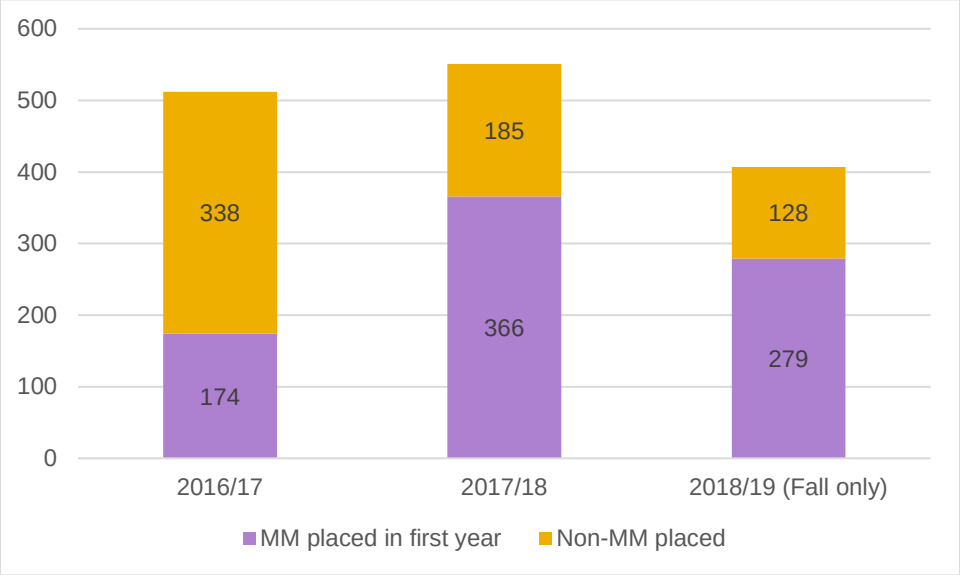


Figure notes:

- Sample includes students 17 and older who enrolled in regular (i.e. not dual credit) coursework in English or math in their first academic year.
- Total analysis sample sizes for each cohort are found by summing the two segments in each bar: 512, 551, and 407, respectively. The 2018/19 cohort only includes only fall entrants while all other cohorts include entrants from the fall, winter and spring terms.
- Separate records were provided for math and English placement methods. Thus, a student could have been placed using MM for math only, for English only, for both, or for neither. The totals shown here are for students who were placed using MM at any time in their first year (math only, English only, or both).

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

It is important to note that we have evidence that MM placed students tend to differ from non-MM placed students in ways other than placement method. Traditionally placed students (non-MM) are more likely to identify as a student of color and to be aged 25 or older in their first year. MM placed students are slightly more likely to identify as female. The groups are generally comparable in terms of the Pell and veteran distribution. Figure 2 shows the proportions of key demographics in our analysis sample. Differences in some of these key characteristics suggest that the descriptive analysis results should be interpreted with great caution; observed differences in student outcomes cannot be attributed to placement method.

We attempt to remedy this limitation by constructing a matched comparison group from the sample of non-MM students so that the two groups of students are much more comparable on these observed characteristics. But those results also carry a limitation; we may not have accounted for all student characteristics that are related to both placement method and student outcomes.

Figure 2. Characteristics of students in analysis, 2016/17–2018/19

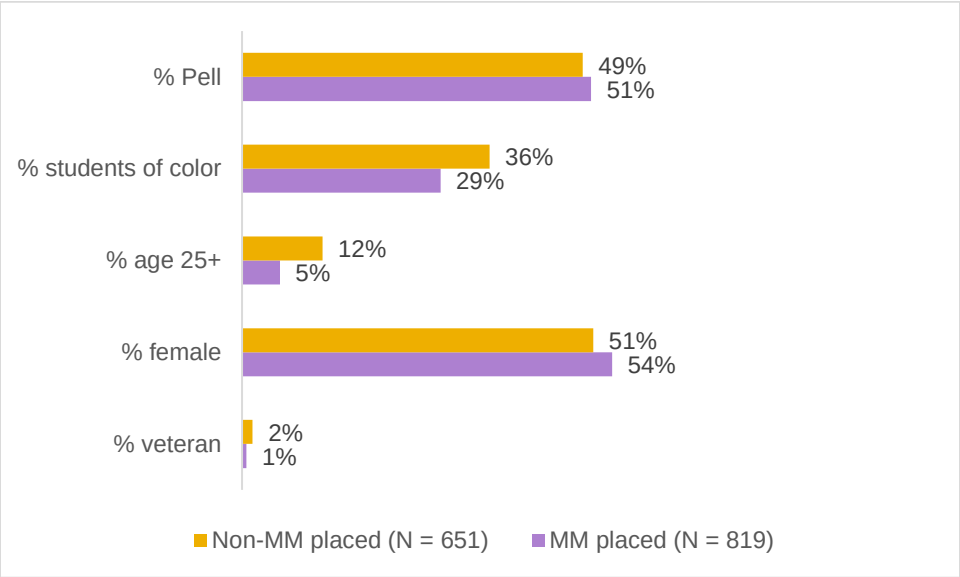


Figure notes:

- Students of color includes students who identified as African American, American Indian/Alaska Native, Asian, Hispanic, Multiracial, and Pacific Islander.
- Student age is calculated on July 1 of their cohort (entry) year.

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

Overall, the analysis finds the following:

- When compared to a group of students with similar demographics, multiple measures placement is linked to better first year outcomes for students. A higher proportion of MM students progress into and complete college math and English at Southwestern Oregon Community College compared to students with similar demographic characteristics placed using traditional methods. As the results that do not account for available demographic characteristics show that, overall, MM students have lower first year outcomes than non-MM students, we suspect that lower-performing students are opting into MM placement over traditional methods.
- MM students do not do as well in their first math course as non-MM students, and they progress into college math in their first year at similar rates and do the same as non-MM students in college math. However, some student groups placed using MM, particularly students of color, have much lower outcomes than their counterparts placed using traditional methods.
- English outcomes are stronger than math outcomes, with more MM students enrolling in college English in their first year. Pass rates for the first English course and for college-level English in the first year are comparable. This may signal that MM is accelerating progression into and completion of college English.
- Regarding enrollment in developmental education courses in the two years for which data were available, there was a substantial drop in the number of students enrolled in developmental mathematics over the course of three years and complementary increase in college-level enrollments. In English, there was a substantial increase in the number of enrollments overall, driven by a higher number of college-level enrollments in 2017/18.

Descriptive results

By cohort, we first present the primary outcomes of the proportion of students who were successful in their first math/English course, progressed into and passed college-level or terminal[2] math/English in the first year of college, and persisted to a second term (tables 1-3). Bolded numbers in the tables represent practically significant differences in outcomes, using a 5% difference threshold, which means that the differences are large enough to be potentially meaningful. We do not report statistical significance as it is heavily influenced by sample size. There are many differences in outcomes that are large and meaningful, but not significant due to low sample sizes, or outcomes that are small and not meaningful, but significant due to large sample sizes.

The analysis of outcomes of students who took math in their first year (Table 1) finds that:

- A lower proportion of MM than non-MM students passed their first math course (55 percent compared with 65 percent). *Findings presented in Table 4 illustrate that more supports may be needed for students who first enroll in the lower developmental math courses as pass rates are lower for MM students compared to non-MM students in those courses.*
    - *Subpopulation findings:* Subgroups of MM students tend to have lower pass rates in their first math course compared with non-MM students, and these differences substantial for Pell students (52 percent compare with 61 percent), students of color (45 percent compared with 62 percent), and younger students (55 percent compared with 66 percent).
- Although pass rates in the first math course were lower for MM students, a similar proportion of MM students enrolled in college-level math in their first year as non-MM students (56 percent compared with 55 percent).
    - *Subpopulation findings:* Compared with non-MM students, college math enrollment rates were substantially lower for students of color (50 percent compared with 56 percent) and younger students (13 percent compared with 39 percent).
- Among all students, college math pass rates were lower for MM students than non-MM students (36 percent compared with 40 percent), but this did not reach our threshold for a substantial difference. The pattern of differences in college math pass rates mirror the college enrollment rates shown in the rows immediately above.
    - *Subpopulation findings:* College math pass rates were lower for MM students of color and younger students compared with non-MM peers (28 percent compared with 41 percent and 10 percent compared with 34 percent, respectively).
- Among college math enrollees, college math pass rates of MM and non-MM students were comparable (67 percent compared with 70 percent).

[2] For the math outcomes, we included terminal math coursework for students in career and technical education (CTE) programs. These math courses are numbered 80 through 89 and are the highest math courses students in those programs are expected to take. Any reference to "college-level" math throughout this document includes both college-level courses (numbered 100 or higher) and these terminal courses (numbered 80 through 89).

- *Subpopulation findings:* Among college math enrollees, college math pass rates of MM Pell students and students of color were substantially lower than their non-MM peers (61 percent compared with 67 percent and 55 percent compared with 73 percent, respectively).

Table 1. Outcomes measuring student success in math courses among students who took math in first year, 2016/17–2018/19

	Not placed using MM *N = 677*	**Placed using MM** *N = 553*
Passed first math course		
Full sample	**65%**	**55%**
Pell students	**61%**	**52%**
Students of color	**62%**	**45%**
Students aged 17-24	**66%**	**55%**
Students aged 25+	62%	59%
Enrolled in college-level or terminal math in first year		
Full sample	56%	55%
Pell students	53%	50%
Students of color	**56%**	**50%**
Students aged 17-24	58%	58%
Students aged 25+	**39%**	**13%**
Passed college-level or terminal math in first year (all students)		
Full sample	40%	36%
Pell students	35%	31%
Students of color	**41%**	**28%**
Students aged 17-24	40%	38%
Students aged 25+	**34%**	**10%**
Passed college-level or terminal math in first year (among college math enrollees)	*N = 381*	*N = 302*
Full sample	70%	67%
Pell students	**67%**	**61%**
Students of color	**73%**	**55%**
Students aged 17-24	69%	66%
Students aged 25+	88%	*

Table notes:

- *Indicates that the cell was suppressed due to the sample size being less than 10 students.
- Bolded numbers mean the difference in the proportion of MM and non-MM students meeting an outcome is at least 5 percentage points.
- Passed = Grade of A, B, or C.
- First year = student's first full academic year: Summer and fall entrants are tracked through spring; winter entrants are tracked through fall of the following year; spring entrants are tracked through winter of the following year.
- Students of color includes students who identified as African American, American Indian/Alaska Native, Asian, Hispanic, Multiracial, and Pacific Islander.
- Student age is calculated on July 1 of their cohort (entry) year.
- College-level courses are any courses with a number 100 or higher. Terminal courses for CTE students are those with a number 80 through 89. As some credential/degree programs do not require math coursework at or above the 100 level. As such, students attaining math success within their specific program may be underrepresented in these proportions.

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

The analysis of outcomes of students who took English in their first year (Table 2) finds that:

- Nearly the same proportion of MM and non-MM students passed their first English course in their first year.
    - *Subpopulation findings:* Within key subgroups, the proportions of MM students and non-MM students who passed their first course in English were comparable.
- A higher proportion of MM than non-MM students enrolled in college-level English in their first year (98 percent compared with 90 percent).
    - *Subpopulation findings:* All subgroups of MM students enrolled in college English at substantially higher rates than their non-MM peers (note that the older student subgroup results cannot be reported as the cell sizes are too small).
- A slightly higher, but not substantial, proportion of MM and non-MM students passed college English in their first year (73 percent compared with 70 percent). *This finding, along with the previous, suggests that students placed using MM are progressing into college-level English coursework faster and performing similarly to their non-MM peers in those courses.*
    - *Subpopulation findings:* All subgroups have a higher proportion of MM students than non-MM students passing college English, and the difference for students of color is substantial. More MM students of color (77 percent) passed college-level English in their first year than non-MM students of color (66 percent).
- Among college English enrollees, college English pass rates of MM and non-MM students were similar (75 percent and 78 percent). This means more MM students progressed into college English, and they performed the same as non-MM students.
    - *Subpopulation findings:* All subgroups have similar pass rates as well.

Table 2. Outcomes measuring student success in English courses among students who took English in their first year, 2016/17–2018/19

	Not placed using MM *N = 820*	**Placed using MM** *N = 419*
Passed first English course		
Full sample	74%	72%
Pell students	72%	68%
Students of color	71%	74%
Students aged 17-24	74%	72%
Students aged 25+	79%	*
Enrolled in college-level English in first year		
Full sample	**90%**	**98%**
Pell students	**90%**	**97%**
Students of color	**87%**	**95%**
Students aged 17-24	**89%**	**98%**
Students aged 25+	93%	*
Passed college-level English in first year (all students)		
Full sample	70%	73%
Pell students	66%	68%
Students of color	**66%**	**77%**
Students aged 17-24	69%	73%
Students aged 25+	74%	*

Passed college-level English in first year (among college English enrollees)		
Full sample	78%	75%
Pell students	74%	70%
Students of color	77%	81%
Students aged 17-24	78%	75%
Students aged 25+	80%	*

Table notes:

- *Indicates that the cell was suppressed due to the sample size being less than 10 students.
- Bolded numbers mean the difference in the proportion of MM and non-MM students meeting an outcome is at least 5 percentage points.
- Passed = Grade of A, B, or C.
- First year = student's first full academic year: Summer and fall entrants are tracked through spring; winter entrants are tracked through fall of the following year; spring entrants are tracked through winter of the following year.
- Students of color includes students who identified as African American, American Indian/Alaska Native, Asian, Hispanic, Multiracial, and Pacific Islander.
- Student age is calculated on July 1 of their cohort (entry) year.
- English = reading (RD), writing (WR), integrated reading-writing (WR90R), and English (ENG) courses. College-level coursework are any courses with a number 100 or higher.

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

Second-term persistence rates are similar for MM students compared with their traditionally placed peers (Table 3).

Table 3. First to second term persistence among students who took math and/or English in their first year, 2016/17–2018/19

	Not placed using MM *N = 651*	**Placed using MM** *N = 819*
First-to-second term persistence	83%	84%
Full sample	84%	85%
Pell students	82%	85%
Students of color	84%	84%
Students aged 17-24	80%	82%
Students aged 25+	83%	84%

Table notes:

- *Indicates that the cell was suppressed due to the sample size being less than 10 students.
- Students of color includes students who identified as African American, American Indian/Alaska Native, Asian, Hispanic, Multiracial, and Pacific Islander.
- Student age is calculated on July 1 of their cohort (entry) year.

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

To understand how outcomes vary by the level of the first math and English course students took, we present, by their first course, the proportion of students who passed their first course, progressed into college-level coursework, and passed college-level coursework (Table 4).

The analysis of outcomes of students who took math in their first year by course starting level (Table 4) finds that:

- There is not a substantial difference in the level of math that MM and non-MM students are taking as their first enrollment: 44 percent of MM students enroll in college-level compared with 45 percent of non-MM students. Within the developmental education

courses, there are substantially more students who were MM placed enrolling in Math 95 first and fewer in Math 60 then non-MM students (13 percent compared with 5 percent and 9 percent compared with 15 percent, respectively).

- Pass rates for the first math course are comparable for MM and non-MM students who take college-level coursework as their initial math enrollment (32 percent and 34 percent). However, for development education courses, the pass rate for MM students is substantially lower than for non-MM students (46 percent compared with 65 percent). For all DE courses, with the exception of Math 98, pass rates for MM placed students are lower than non-MM placed students. *These findings suggest that MM placed students are successful in college-level and the highest-level DE course (for the non-algebra track), but MM students in other DE courses may be struggling and in need of more support. It may also suggest that students placed into DE coursework using traditional methods may be being under-placed.*
- Though pass rates in the first course are lower for MM students in DE, rates of enrollment in college-level coursework in the first year are comparable (19 percent and 21 percent). Within the DE courses, a similar pattern of differences is evident in rates of college-level math enrollment in the first year as for first course passing rates above. Rates for those who took Math 98 as their first math enrollment are higher for MM students than non-MM students (49 percent compared with 40 percent), but substantially lower for all other DE courses.
- In terms of passing college-level math in the first year, MM students have a slightly lower rate (9 percent) than non-MM students (13 percent). MM students have a substantially lower rate in Math 95, Math 65, and Math 20 (11 percent compared with 32 percent, 5 percent compared with 12 percent, and 1 percent compared with 12 percent, respectively).

Table 4. Outcomes measuring student success in math courses, by first math course, among students who took math in first year, 2016/17–2018/19

	Not placed using MM	Placed using MM
First math course:		
College-level or terminal	45%	44%
Any developmental math	55%	56%
MTH 98	8%	7%
MTH 95	**5%**	**13%**
MTH 65	9%	10%
MTH 60	**15%**	**9%**
MTH 20	19%	17%
Passed first math course, by first math course:		
College-level or terminal	34%	32%
Any developmental math	**65%**	**46%**
MTH 98	**72%**	**80%**
MTH 95	**77%**	**38%**
MTH 65	**52%**	**27%**
MTH 60	**65%**	**45%**
MTH 20	**64%**	**47%**
Enrolled in college-level math in first year, by first math course:		
Any developmental math	21%	19%

	Not placed using MM	Placed using MM
MTH 98	**40%**	**49%**
MTH 95	**48%**	**30%**
MTH 65	**21%**	**11%**
MTH 60	**7%**	**12%**
MTH 20	**17%**	**5%**
Passed college-level math in first year, by first math course:		
Any developmental math	13%	9%
MTH 98	25%	29%
MTH 95	**32%**	**11%**
MTH 65	**12%**	**5%**
MTH 60	3%	6%
MTH 20	**12%**	**1%**

Table notes:

- Bolded numbers mean the difference in the proportion of MM and non-MM students meeting an outcome is at least 5 percentage points.
- Passed = Grade of A, B, or C.
- First year = student's first full academic year: Summer and fall entrants are tracked through spring; winter entrants are tracked through fall of the following year; spring entrants are tracked through winter of the following year.
- College-level courses are any courses with a number 100 or higher. Terminal courses for CTE students are those with a number 80 through 89. As some credential/degree programs do not require math coursework at or above the 100 level. As such, students attaining math success within their specific program may be underrepresented in these proportions.

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

The analysis of outcomes of students who took English their first year by course (Table 5) finds that:

- Substantially more students placed using MM took college-level English as their first English course than non-MM students (95 percent compared with 78 percent).
- Pass rates within college-level English for students who took college-level as their first enrollment are comparable for MM and non-MM students. Within developmental education, however, MM students have a lower pass rate than non-MM students (61 percent compared with 66 percent).
- In terms of progressing to a college-level enrollment within the first year, rates in developmental education are comparable for MM and non-MM students (57 percent and 53 percent).
- MM students have a lower rate of passing college-level English in their first year than non-MM students (22 percent compared with 35 percent).

Table 5. Outcomes measuring student success in English courses, by first English course, among students who took math in first year, 2016/17–2018/19

	Not placed using MM	Placed using MM
First English course:		
College-level English	**78%**	**95%**
Any developmental English	**22%**	**5%**
WR 90 R	**13%**	**4%**
WR 95	<1%	0%
WR 90	4%	1%

	Not placed using MM	Placed using MM
WR 80	4%	0%
RD 90	<1%	<1%
RD 80	2%	0%
Passed first English course, by first English course:		
College-level English	23%	28%
Any developmental English	**66%**	**61%**
WR 90 R	**65%**	**44%**
WR 90	81%	*
WR 80	60%	
RD 80	71%	
Enrolled in college-level English in first year, by first English course		
Any developmental English	53%	57%
WR 90 R	52%	50%
WR 90	72%	*
WR 80	37%	
RD 80	**57%**	
Passed college-level English in first year, by first English course		
Any developmental English	**35%**	**22%**
WR 90 R	**35%**	**6%**
WR 90	47%	*
WR 80	23%	
RD 80	43%	

Table notes:

- *Indicates that the cell was suppressed due to the sample size being less than 10 students. Blank cells indicate no student took the given course in the given year.
- Bolded numbers mean the difference in the proportion of MM and non-MM students meeting an outcome is at least 5 percentage points.
- Reading and writing DE enrollments may not be mutually exclusive. Students may be concurrently enrolled in, for example, RD 90 and WR 90 in their first term; these students are counted in both rows.
- Passed = Grade of A, B, or C.
- First year = student's first full academic year: Summer and fall entrants are tracked through spring; winter entrants are tracked through fall of the following year; spring entrants are tracked through winter of the following year.
- English = reading (RD), writing (WR), integrated reading-writing (WR90R), and English (ENG) courses. College-level coursework are any writing courses with a number 100 or higher.
- Outcome rows for WR 95 and RD 90 have been removed as the sample size for each cell is less than 10 students.

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

Analyzing total number of enrollments in fall for college-level and developmental math and English courses from 2015/16 to 2017/18 (Table 6, Figure 3, and Figure 4), we find that:

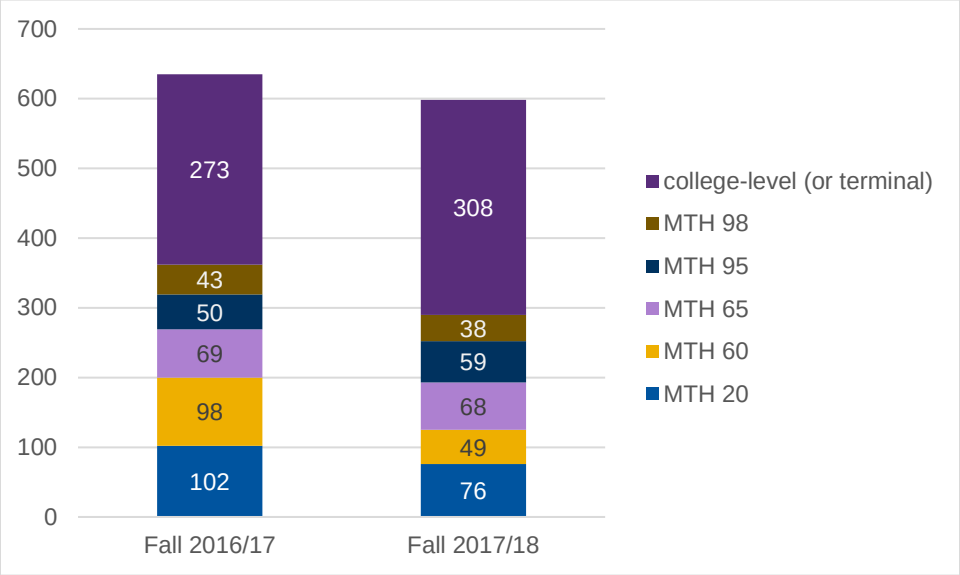
- Overall, there is a slight drop in the total number of enrollments for math coursework and an increase in enrollments for English coursework.
- There is a clear drop in enrollments in developmental math courses in fall 2017 and increase in college-level enrollments (even though the total number of enrollments decreased).
- The number of developmental English (reading and writing) courses is comparable over the two years shown here. There is an increase in the number of college-level enrollments which drives the increase of English enrollments overall.

Table 5. Total number of enrollments in fall in math and English courses, 2016/17–2017/18

	Fall 2016/17	Fall 2017/18
Number of college-level (or terminal) math enrollments	273	308
Number of developmental math enrollments	362	290
Number of MTH 98 enrollments	43	38
Number of MTH 95 enrollments	50	59
Number of MTH 65 enrollments	69	68
Number of MTH 60 enrollments	98	49
Number of MTH 20 enrollments	102	76
Number of college-level English enrollments	527	702
Number of developmental English enrollments	104	121
Number of WR 90 R enrollments	20	61
Number of WR 95 enrollments	0	48
Number of WR 90 enrollments	49	0
Number of WR 80 enrollments	15	12
Number of RD 90 enrollments	7	0
Number of RD 80 enrollments	13	0

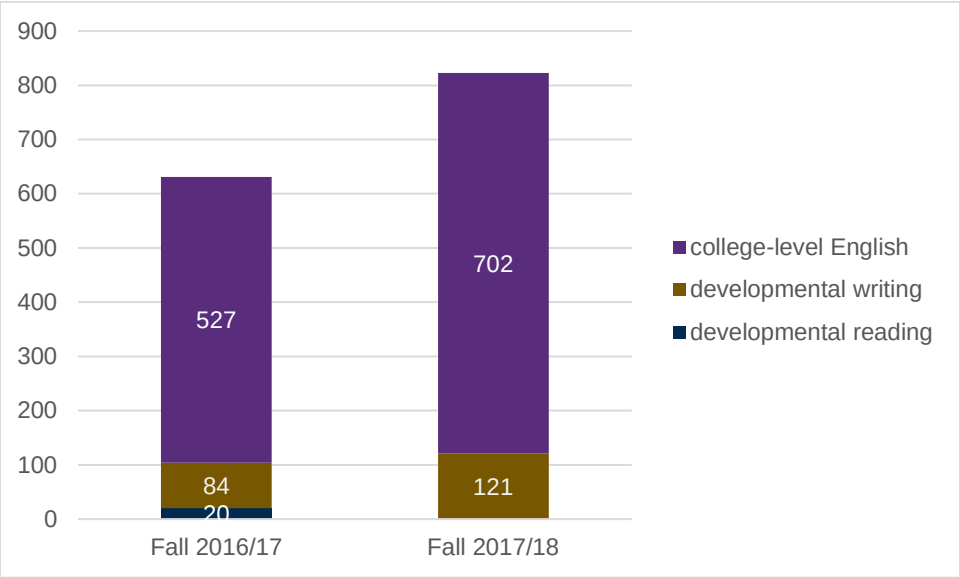
Source: REL Northwest analysis of student-level data from Higher Education Coordinating Commission

Figure 2. Fall term math enrollment over time, 2016/17–2017/18



Source: REL Northwest analysis of student-level data from Higher Education Coordinating Commission

Figure 3. Fall term English enrollment over time, 2016/17–2017/18



Source: REL Northwest analysis of student-level data from Higher Education Coordinating Commission

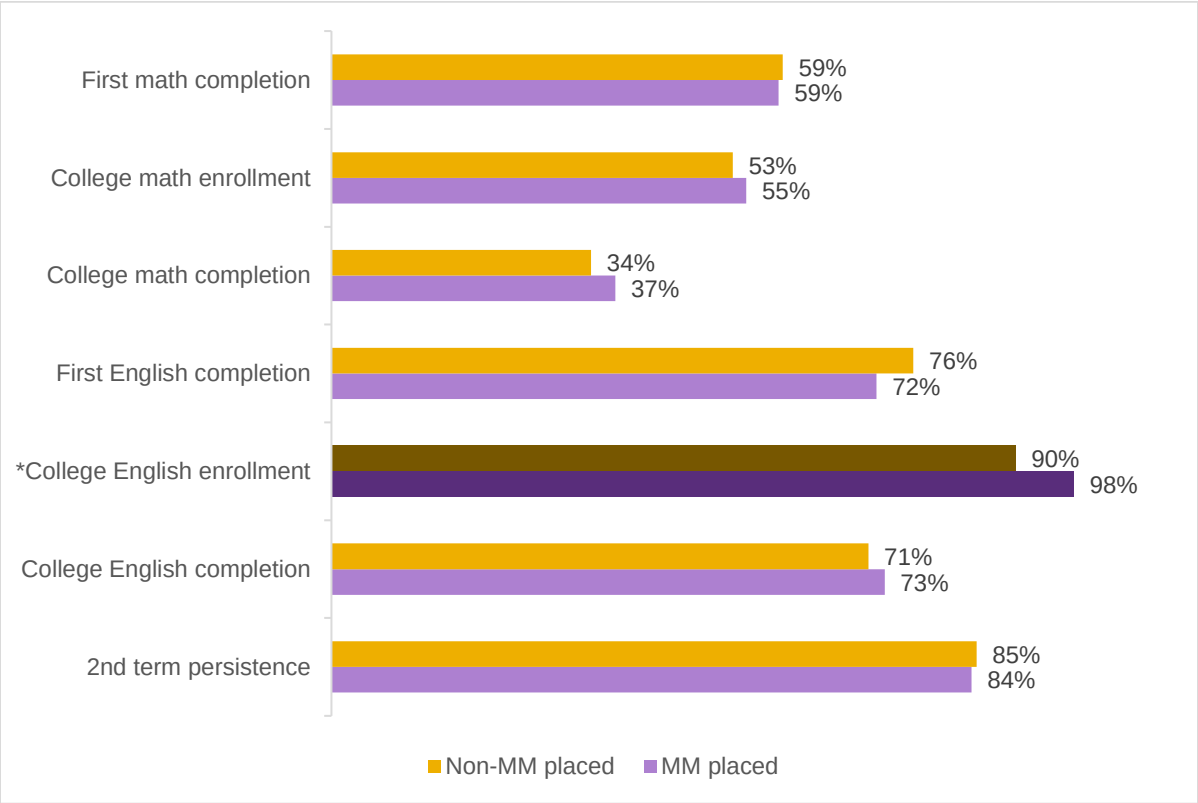
Regression results

To isolate the contribution of multiple measures on students' success in their first English/math course, progression and success in college English/math their first year of college, and first-to-second term college persistence, this analysis compares outcomes of MM students and a *matched comparison group* of non-MM students across cohorts in the analytic sample.[3] These statistical methods account for the contribution of student characteristics (race/ethnicity, gender, age, veteran status, and Pell Grant receipt) on outcomes to better identify the direct influence of multiple measures on outcomes. The results are displayed in Figure 5 as marginal effects—the estimated probability, averaged over cohorts, of achieving each outcome for students placed using MM and similar students placed using traditional methods.

Overall, we find no substantial difference for MM students in passing the first math course, college math enrollment in the first year, college math completion in the first year, passing the first English course, college English completion in the first year, and first-to-second term persistence compared with similar non-MM students. There are minimal differences, but they do not meet our threshold of 5%. Only one of the outcomes we examined, enrolling in college-level English in the first year, had a substantial difference between MM and non-MM placed students: 98% of MM placed students enrolled in college English compared to 98% of similar non-MM students.

[3] Three matched samples were used to reflect the samples used in the tables in previous sections: math course takers only, English course takers only, and math or English course takers.

Figure 4. Predicted outcomes for MM students and matched non-MM students



Notes:

- The bars shaded darker indicate that the difference between non-MM and MM probabilities are practically significant (differences are 5% or greater). Statistical significance at the 5% level is denoted with an asterisk in the outcome label (*).
- Predicted probabilities for each group are shown as a weighted average over cohort years.

Source: REL Northwest analysis of student-level data from Southwestern Oregon Community College.

Additional project information

Data files and analysis details

Southwestern Oregon Community College provided Education Northwest with data files with the following information:

1. Student information with demographic information on all students who entered SOCC between fall 2016/17 and fall 2018/19 with a unique identifier to link to the course enrollment spreadsheet.
2. Course enrollment and completion data for all students in the three analysis cohorts from fall 2016 through spring 2019.
3. Placement information that included the type of placement (multiple measures or not), date of placement, and the subject (math or English).

The datasets were cleaned using Stata 15 and merged using the unique student identifier provided.

A student's entry cohort was determined by their first enrollment in a course coded as "RG" (regular coursework). Students enrolled dual credit courses were not considered as entrants. Student age was calculated on July 1 of their cohort year using the provided birthdate in the student file. The analytic sample was limited to students who were aged 17 or older in order to further filter out high school students enrolled in coursework.

The analytic sample only includes students who enrolled in math and/or English coursework in their first year. Students who had no math and no English enrollments, college-level or otherwise, were not included in the analytic sample.

As noted earlier, student outcomes were tracked for an academic year. We define an academic year as the time span required to complete three "traditional" terms (fall, winter, and spring) based on the entry term. Summer term enrollments and completions were included for winter and spring entrants.

Not all students enrolled in math or English coursework in their initial entry term. The first math and the first English course taken in the first academic year was considered the initial enrollment for each subject area. It is possible for a student to be enrolled in more than one math or English course in their term of initial enrollment, and these may be at different developmental education levels. In these cases, the highest (closest to college level) level course was considered the initial enrollment.

Regression methods

At Southwestern Oregon Community College, not all students were placed into their first math or English course using MM, so we matched MM and non-MM students and examined the influence of MM on student outcomes. We first predicted the likelihood of being a MM-placed student, given race/ethnicity, gender, age, veteran status, and Pell Grant receipt status (Equation 1). This model produced propensity scores that allowed us to match MM and non-MM students.

(1) $$logit(MM_i = 1) = \alpha + \beta X_i$$

Once we constructed a matched comparison group, we used regression analysis to identify the strength and direction of the influence of MM on the outcomes of interest. The outcome model is provided in Equation 2. For the outcome model, we included fixed effects for cohort year; the vectors denoted β_C (coefficients) and C_i (cohort indicators) reflect the inclusion of these fixed effects.

(2) $$logit(Outcome_i = 1) = \alpha + \beta_1(MM) + \beta_C C_i$$

Three matched analytic samples were used for the outcome models. For the math outcomes, we created a matched sample using only those students who took at least one math course in their

first year (analogous to Table 1). For the English outcomes, we created a matched sample using only those students who took at least one English course in their first year (analogous to Table 2). For the persistence outcome, we included all students who took either a math or English course in their first year (analogous to Table 3).

Estimates of coefficients were used to calculate marginal predicted probabilities for MM and non-MM students. Predicted probabilities were averaged over cohorts, so the resulting probabilities represent average predictions across the 2016/17 through 2018/19 cohorts.

For questions about the multiple measures project, **contact Michelle Hodara at Michelle.Hodara@educationnorthwest.org.**

Assessing multiple measures: How have student outcomes changed?

September 25, 2019

REL NORTHWEST

Introductions

- Education Northwest Team:
  - Michelle Hodara
  - Amy Arneson
- Who is here from…?
  - Clackamas CC
  - Mount Hood CC
  - Oregon Coast CC
  - Southwestern Oregon CC
  - OCCA

Moving toward multiple measures

Longstanding concerns and research call into question the use of standardized exams as the sole measure for course placement.

- Multiple studies have found that scores on placement exams are not highly correlated with success in initial college-level courses, leading to error in student placement.

- Placement errors exist because standardized exams are:
  - Too general (fail to distinguish specific student needs)
  - Too narrow (do not measure noncognitive factors that may influence college success)

Sources: Barnett & Reddy, 2017; Bailey, Jaggars, & Jenkins, 2015

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Multiple measures

A system that combines two or more measures to place students into appropriate courses and/or supports.

Pre-college

- High school GPA
- High school courses taken and grades
- Standardized assessments (e.g., Smarter Balanced)
- GED

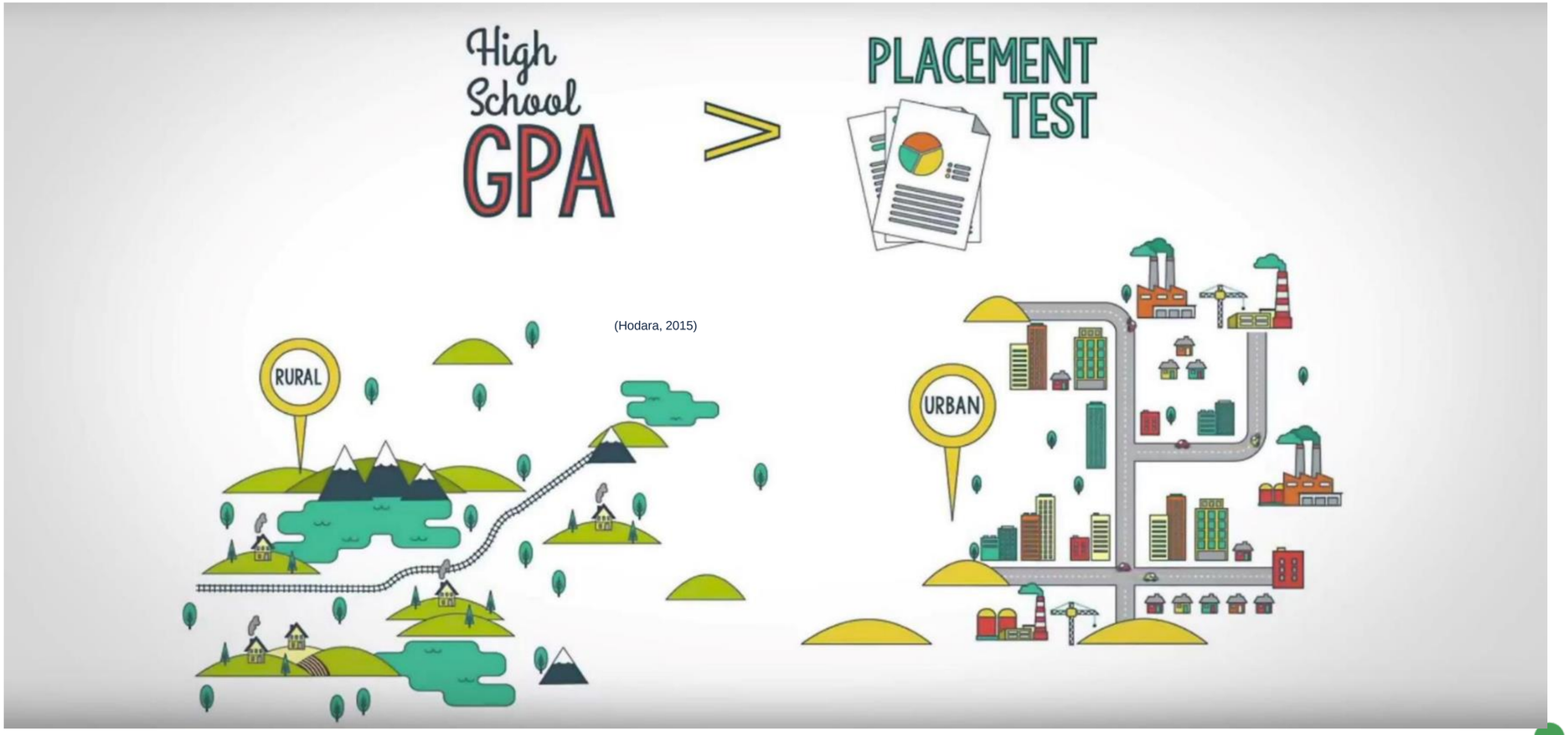
From college

- Transcripts from previous colleges
- Placement tests
- Noncognitive assessments
- Writing assessments
- Questionnaires/Intake Forms
  - Past work/academic experiences

Sources: Hodara, Jaggars, & Karp, 2012; Barnett & Reddy, 2017; Scott-Clayton, 2012; North Carolina Community College System, 2015; Sanchez & Buddin, 2016; Lipnevich, MacCann, & Roberts, 2013; Duffy, Schott, Beaver, & Park, 2014; Gordon, 1999

REL NORTHWEST

High school GPA is a stronger predictor of college performance than standardized exam scores



(Hodara, 2015)

Source: Hodara & Lewis, 2017

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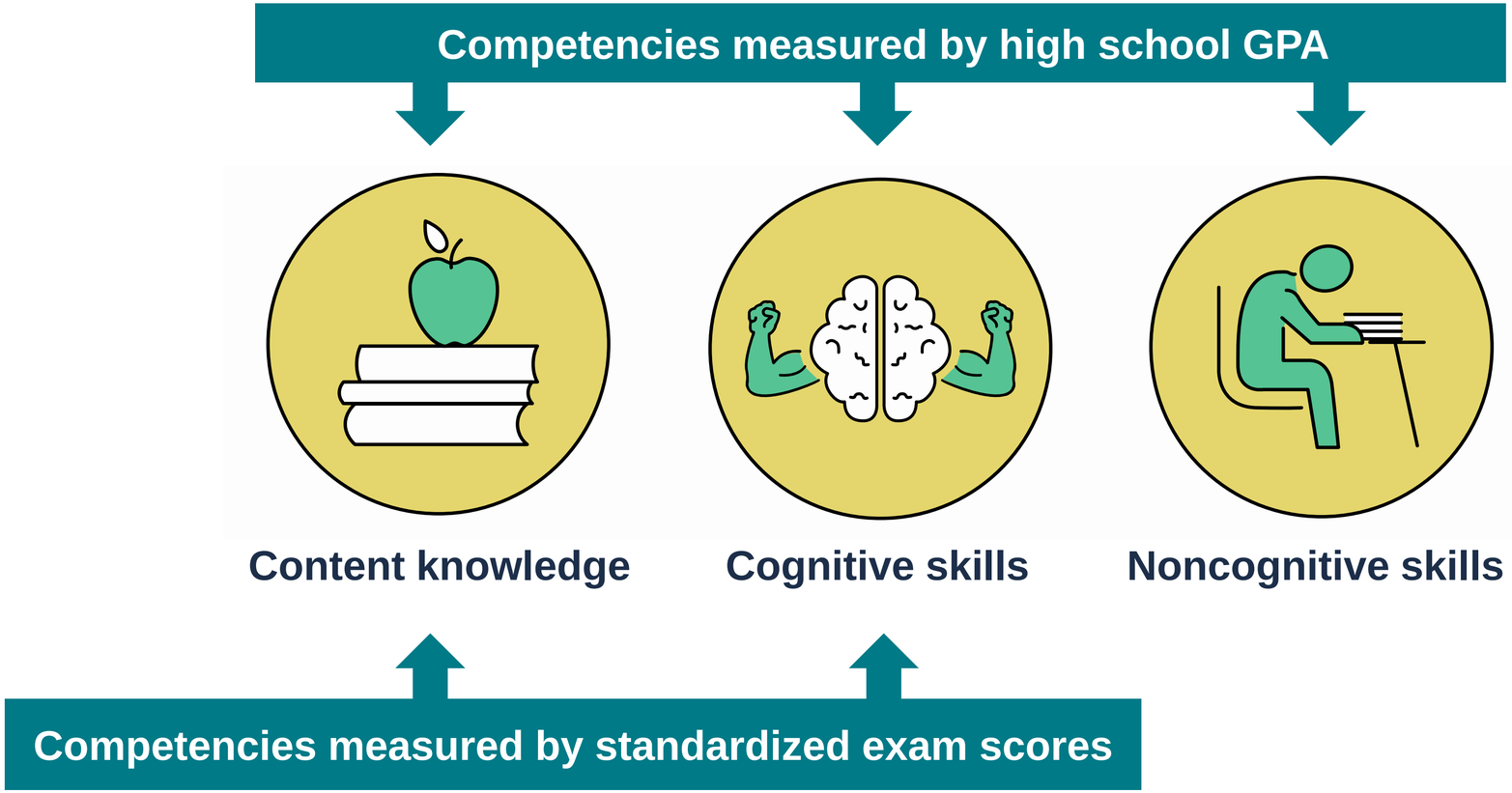
Why is high school GPA such a powerful predictor of college readiness?



Source: Hodara & Lewis, 2017 based on research from Farrington et al., 2012

REL NORTHWEST

Research-practice partnership to study multiple measures

- The Oregon community colleges have been implementing major changes to how they assess incoming students' college readiness, moving from relying on standardized placement exams to a multiple measures process.

- In this year-long project (September 2018 to July 2019), REL Northwest worked side-by-side with community college stakeholders to produce evidence related to the effectiveness of multiple measures.

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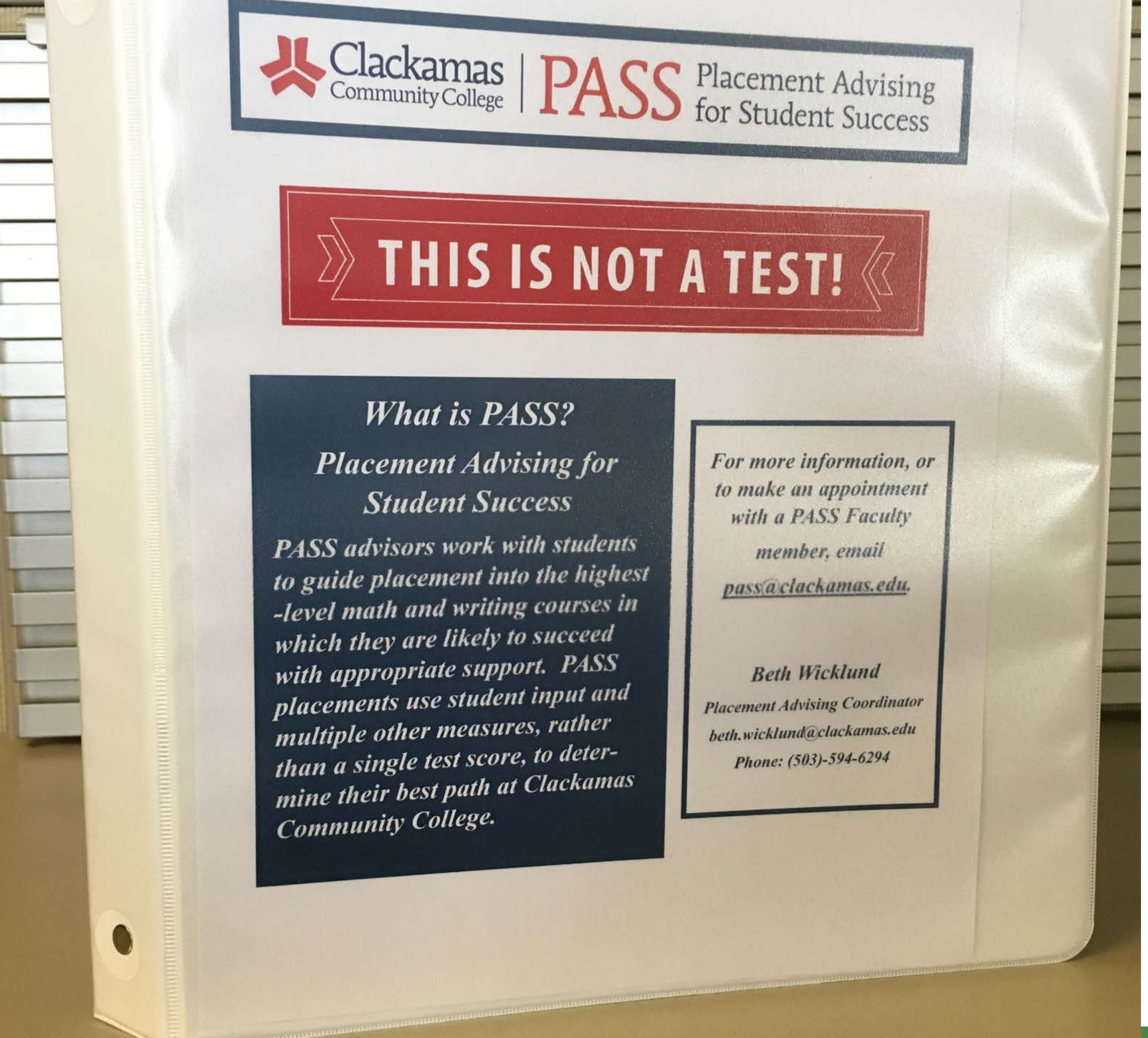

Multiple Measures at Clackamas Community College

College Placement Testing (CPT) and Determining Course Placement

Determining Course Placement

At Mt. Hood Community College, we are committed to your success. Appropriate course placement is an important part of that commitment. All students who wish to take courses that have a reading, writing, and/or math prerequisite must have their placement levels evaluated. Prerequisite requirements for each course can be found on the MHCC website within the College Catalog at www.mhcc.edu/catalog or in the class schedule at https://my.mhcc.edu/ICS/schedule.

What are the different ways that my course placement can be determined?

Multiple Measures at Mount Hood Community College

Multiple Measures at Oregon Coast Community College

In the fall of 2016, a new process “Guided Placement” was implemented

Key characteristics of this process included:

- Intake process changed to start with advising
- Data points include HS grades (self-reported), GPA, Smarter Balanced (11th grade scores), SAT, GED scores to start process
- Instructor created materials for placement discussion
- Instructor input on placement
- Placement testing (AccuPlacer) used only with outliers

OREGON COAST COMMUNITY COLLEGE

SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Term Planning to Enroll _____

Math/Advisor Initials _____

In-District Self-Reported Placement

Last Name _____ First Name _____ DOB ____/____/____

SOCC ID _____ Email_____ Phone_____

Academic History

Answer the questions to the best of your ability. Documentation may be requested to verify the information you provide.

1. High School: _____ Graduation Year: _____
2. What is your High School GPA? Greater than 3.0 (B) Less than 3.0 (B)
3. What was your highest math course you completed? _____
4. Did you take a full year of math your senior year? **Y / N**
5. What grade did you receive in this course? _____
6. Have you *passed (C or better)* WR 121? **Y / N**

Academic Intentions

1. What are possible majors or careers you are considering? _____
2. Do you plan to transfer to a four-year university? **Y / N**

Placement by other measures:

Test / Class	Score / Grade	Placement
Calculus 1 or 2	A	MTH 251
	B	MTH 251
	C	MTH 251
	D or below	Go to Other Measures
Pre-Calculus	A	MTH 105/111/211/243
	B	MTH 105/111/211/243
	C / GPA higher than 3.0	MTH 105/111/211/243
	C / GPA lower than 3.0	MTH 95/MTH 98
	D or below	Go to Other Measures
Statistics/ Algebra II/ Integrated III	A	MTH 105/111/211/243
	B HS GPA 3.0 or higher	MTH 105/111/211/243
	B HS GPA lower than 3.0	MTH 95/MTH 98
	C or below	Go to Other Measures
Geometry / Financial	A	MTH 65 / MTH 98
	B	MTH 65 / MTH 98
	C or below	Go to Other Measures
ACT/SAT	23+ or 540+	MTH 105/111/211/243
	21-22 or 500-530	MTH 65/MTH 98
	17-20 or 400-490	MTH 60/MTH 98
	14-16 or 310-290	Go to Other Measures
Smarter Balanced	4	MTH 105/111/211/243
	3 **AND** took senior year math course	MTH 105/111/211/243

Writing Placement

Placement by other measures:

Test	Score	Placement
Smarter Balanced	4/3	Writing 121
HS GPA	3.0+	Writing 121
HS GPA	2.5 - 2.9	Writing 121 with WR 95
HS GPA	<2.5	Writing 90R
ACT/SAT	19+ or 470+	Writing 121
ACT/SAT	16-18 or 371-469	Writing 121 with WR 95
ACT/SAT	14-15 or 310-370	Writing 90R

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Math Placement _____

Writing Placement _____

Notes:_____

Multiple Measures at Southwestern Oregon Community College

Rev 03/21/19 Southwestern Oregon Community College is an equal opportunity employer and educator

Our research used student-level data to examine outcomes of students placed using multiple measures vs students placed using traditional methods

- Outcomes among all students who enrolled in English and by first English course:
  - Passed (A, B, C, or P) first English course
  - Enrolled in college English in first year
  - Passed college English in first year
- Outcomes among all students who enrolled in math and by first math course:
  - Passed (A, B, C, or P) first math course
  - Enrolled in college math in first year
  - Passed college math in first year
- Persistence to the second term
- Total student enrollment in developmental education and college courses

REL NORTHWEST

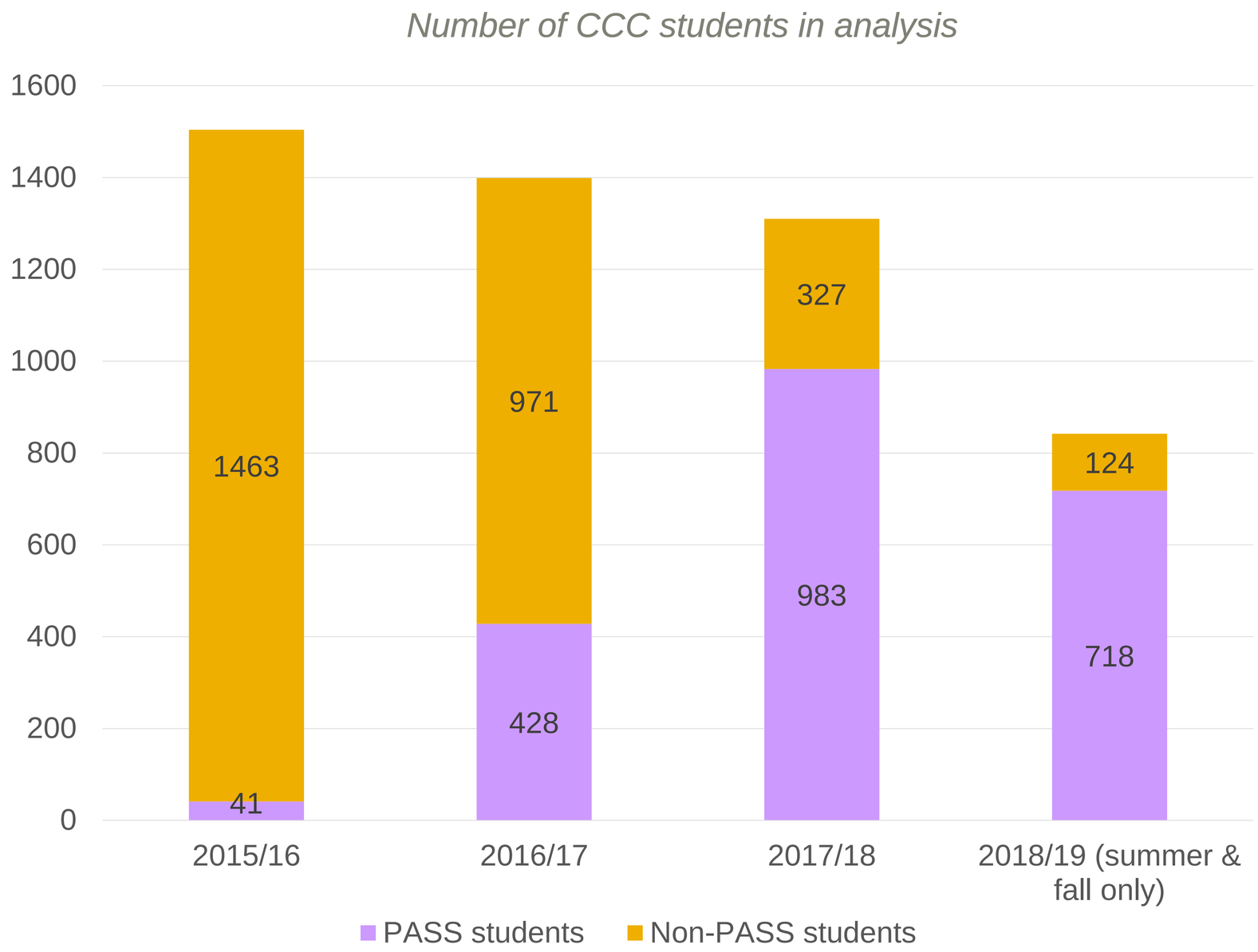
Our Focus Today

- Outcomes among all students who enrolled in English and by first English course:
  - Passed (A, B, C, or P) first English course
  - Enrolled in college English in first year
  - Passed college English in first year
- Outcomes among all students who enrolled in math and by first math course:
  - Passed (A, B, C, or P) first math course
  - Enrolled in college math in first year
  - Passed college math in first year
- Persistence to the second term
- Total student enrollment in developmental education and college courses

REL NORTHWEST

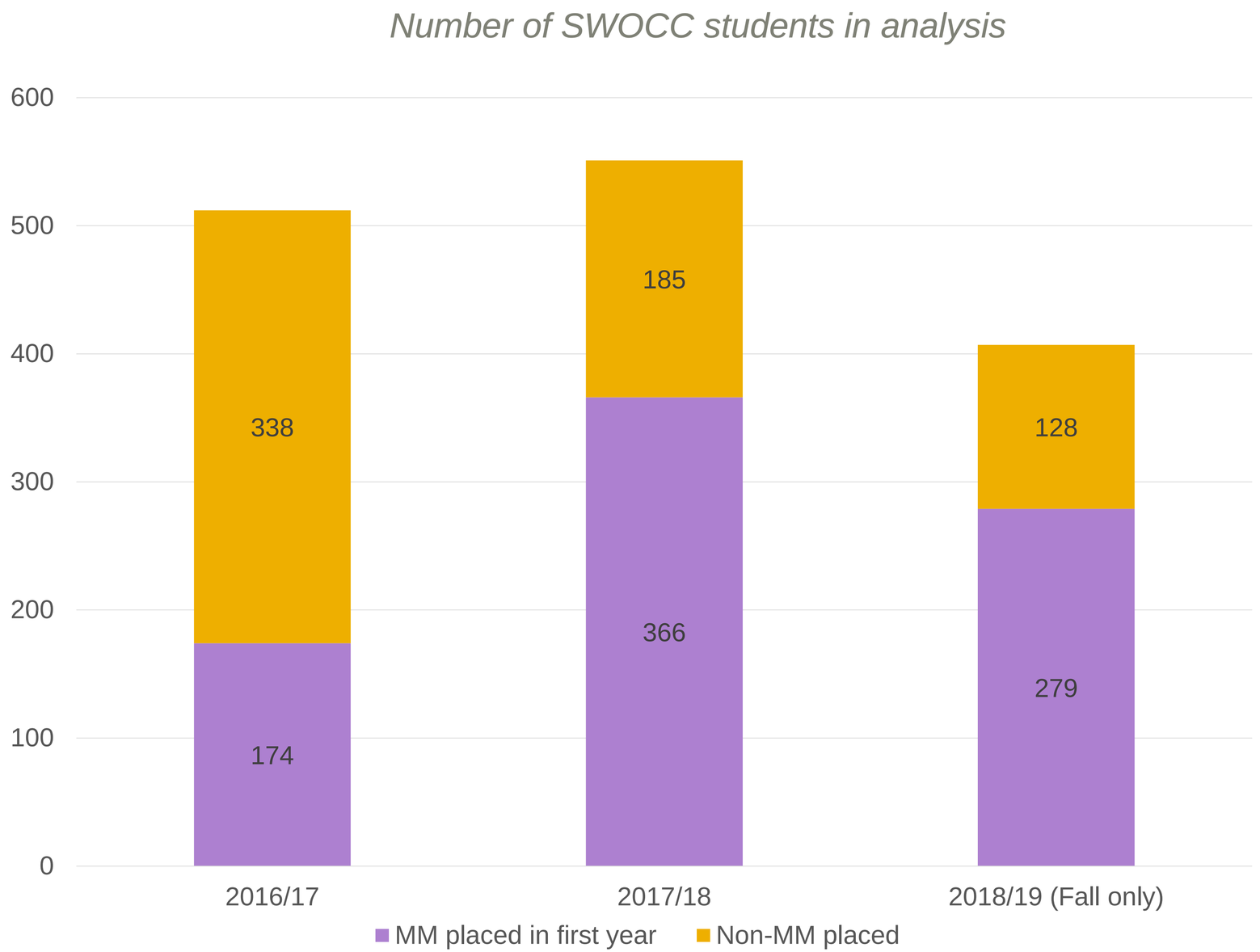
Clackamas CC Analysis Details

- Compares outcomes of students who entered in 2015/16-2018/19 and were PASS placed vs traditionally placed in their first term



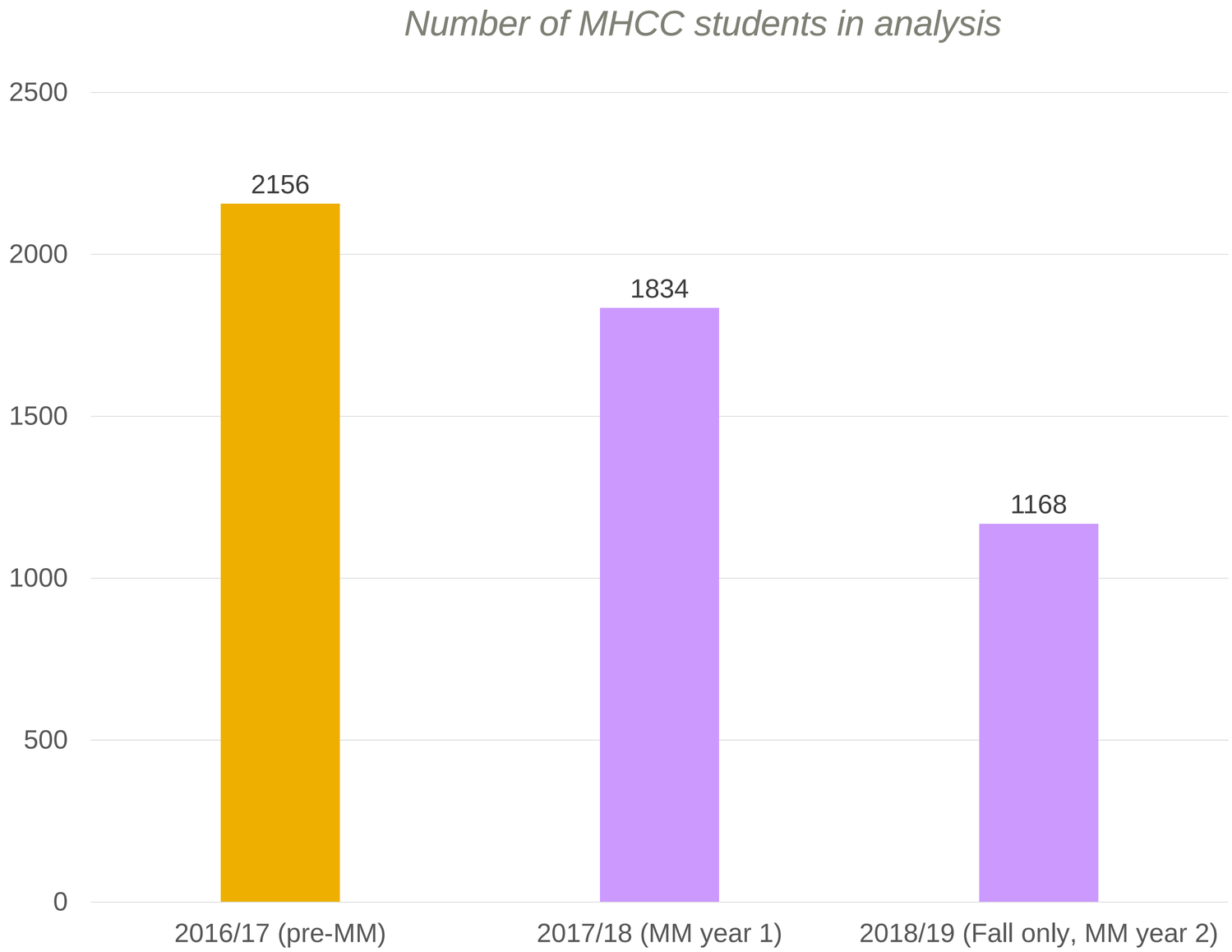
Southwestern Oregon CC Analysis Details

- Compares outcomes of students who entered in 2015/16-2018/19 who were multiple measures placed vs traditionally placed



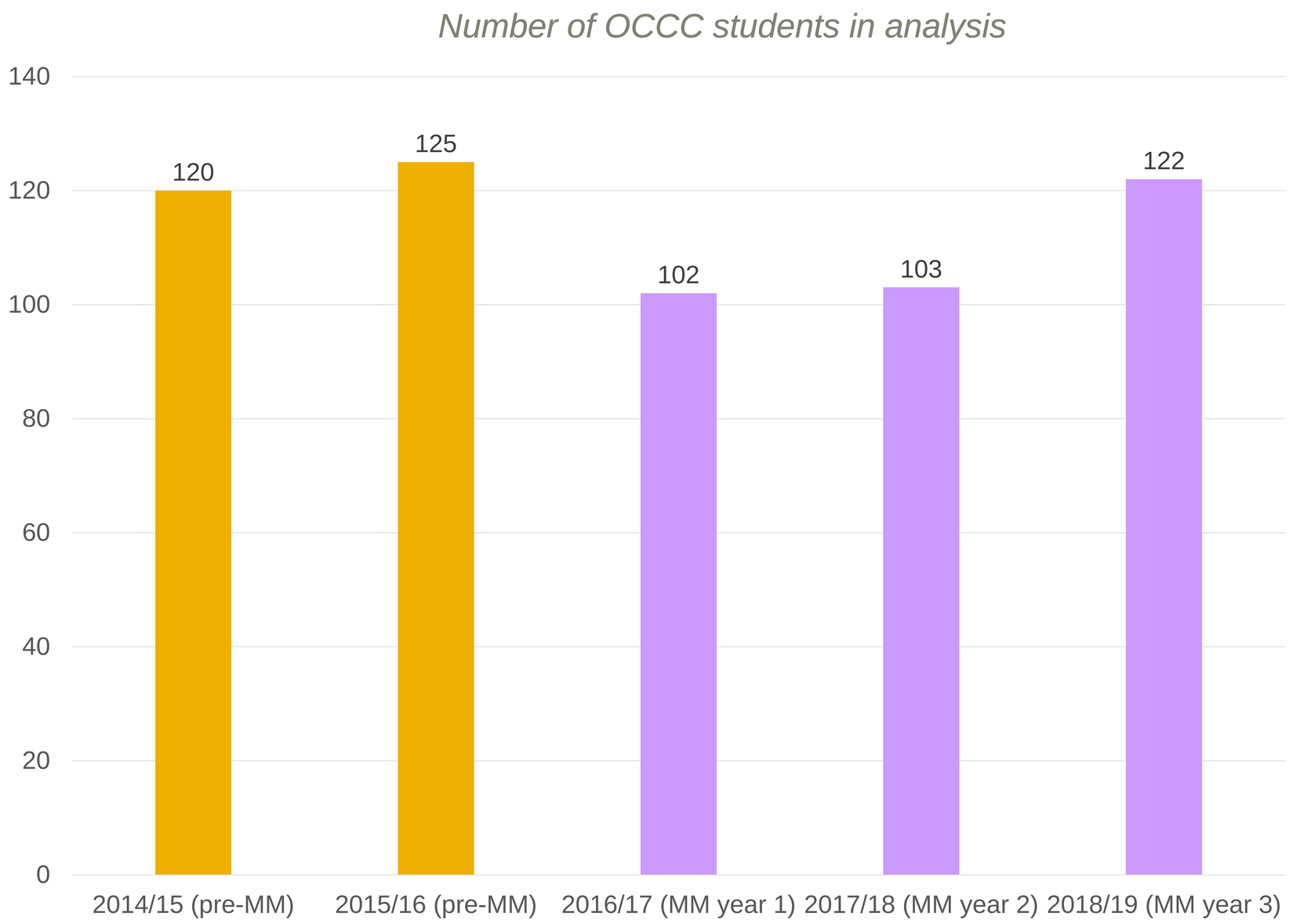
Mount Hood CC Analysis Details

- Compares outcomes of students who entered before multiple measures (MM) (2016/17) and during multiple measures (2017/18-2018/19)



Oregon Coast CC Analysis Details

- Compares outcomes of students who entered before multiple measures (2014/15-2015/16) and during multiple measures (2016/17-2018/19)



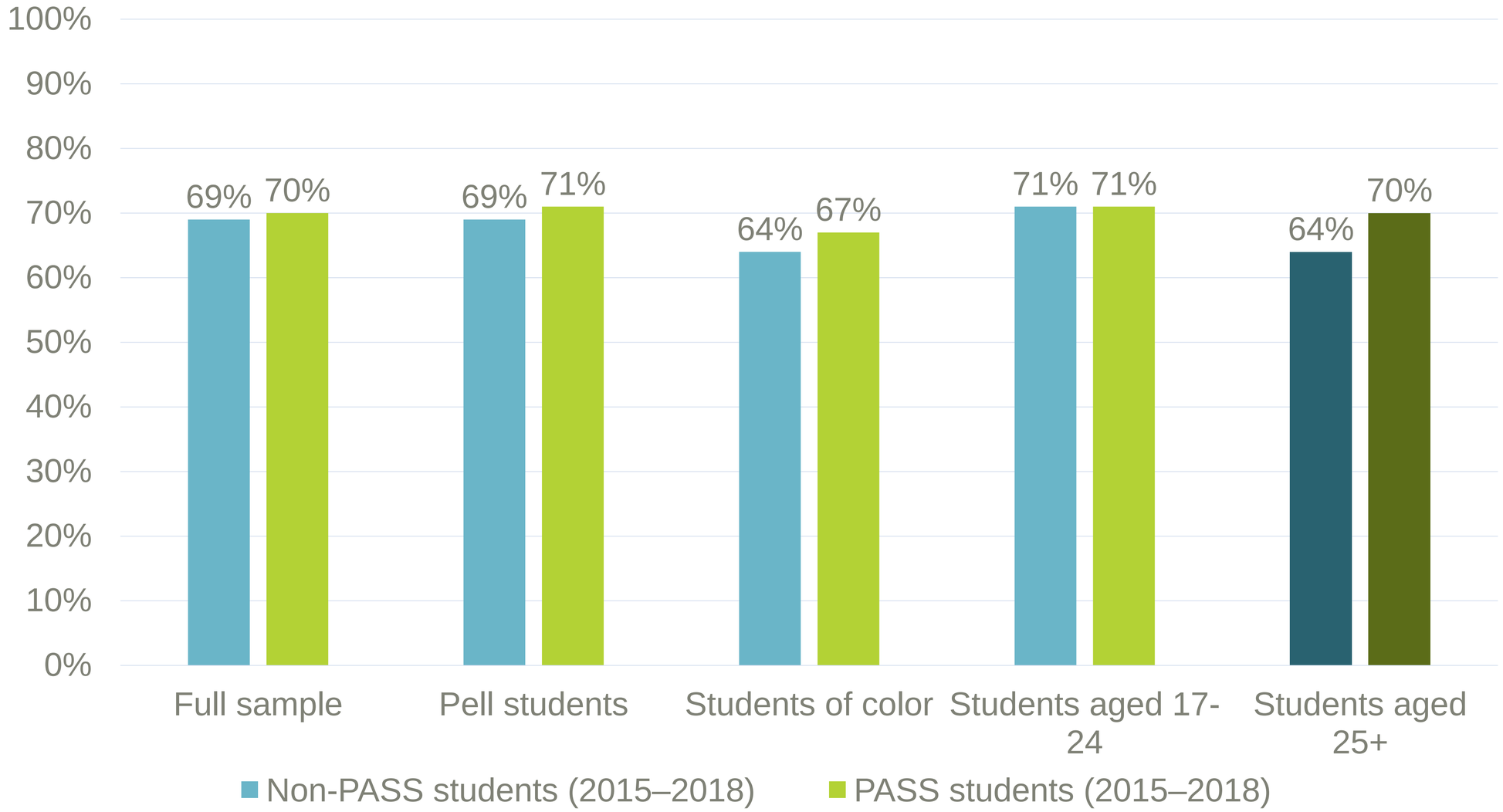
In English, students placed using multiple measures are doing the same or better than their traditionally placed peers across all colleges

- Across all four colleges, compared to their traditionally placed peers:
  - A similar proportion of multiple measures placed students passed their first English course
  - A similar (3 colleges) or higher (1 college) proportion of multiple measures placed students enrolled in college English in their first year
  - A similar (2 colleges) or higher (2 colleges) proportion of multiple measures placed students passed college English in their first year

REL NORTHWEST

Clackamas Community College

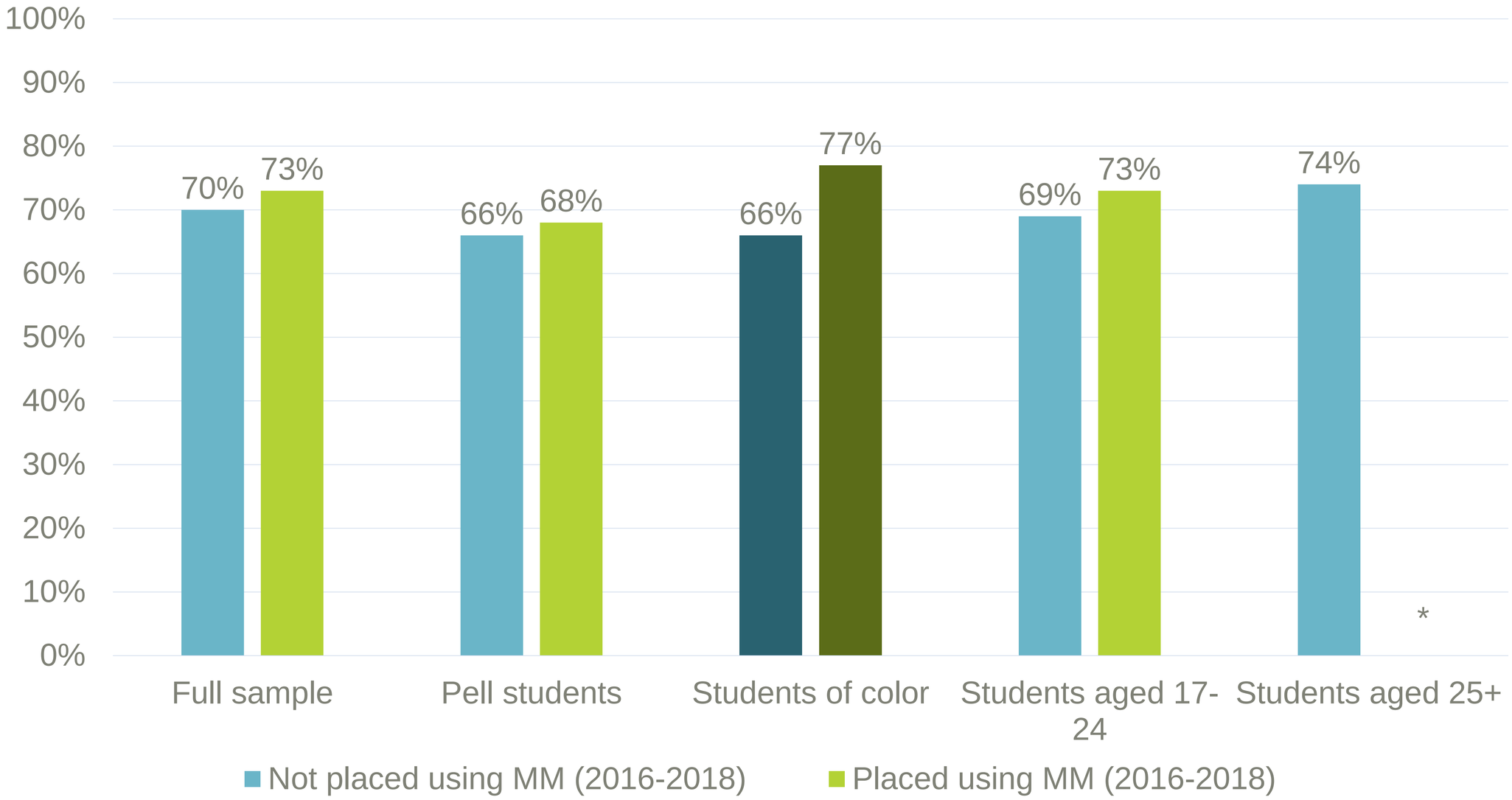
Percentage of students who passed college-level English in first year in college



REL NORTHWEST

Southwestern Oregon Community College

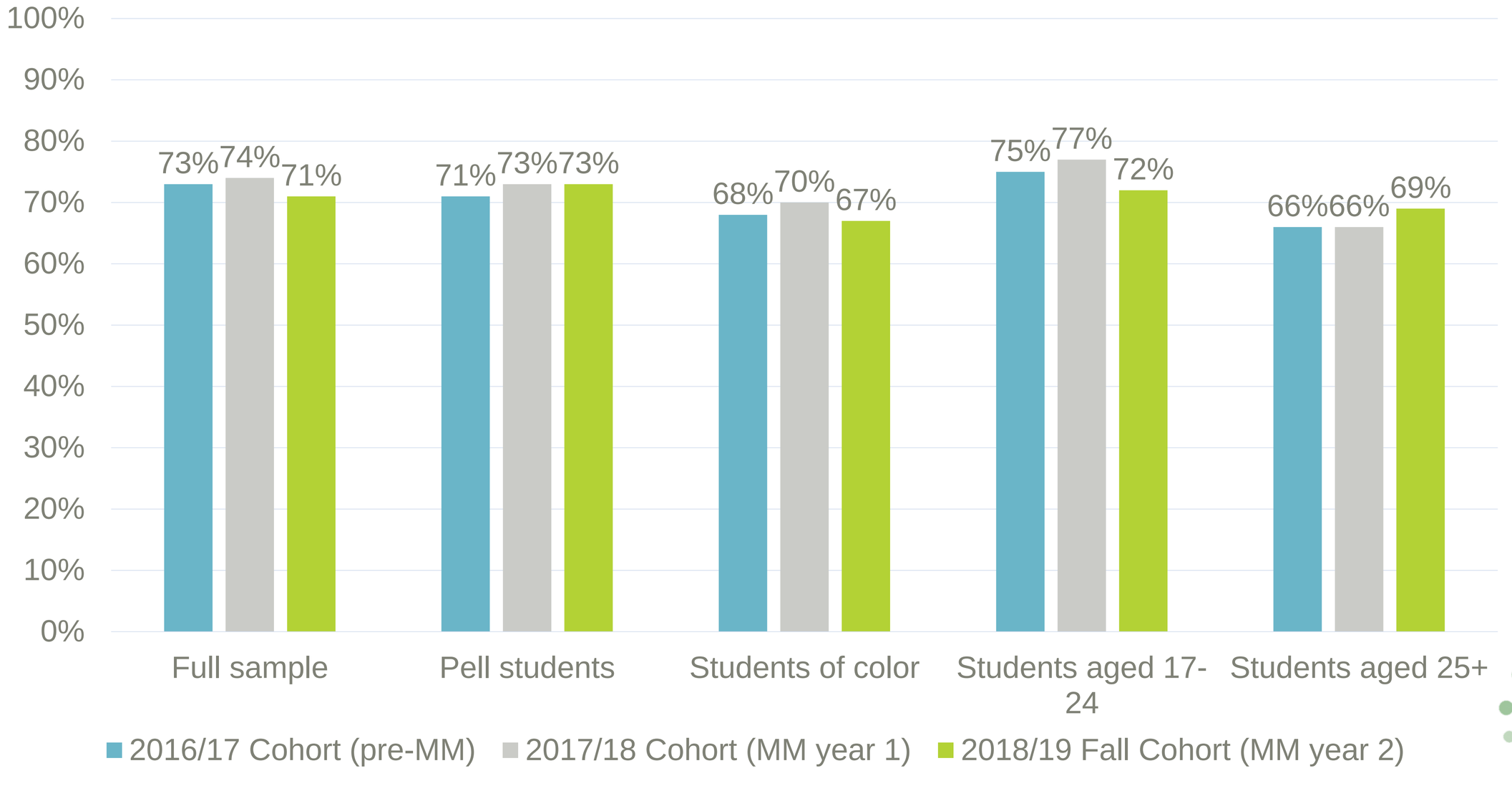
Percentage of students who passed college-level English in first year in college



REL NORTHWEST

Mount Hood Community College

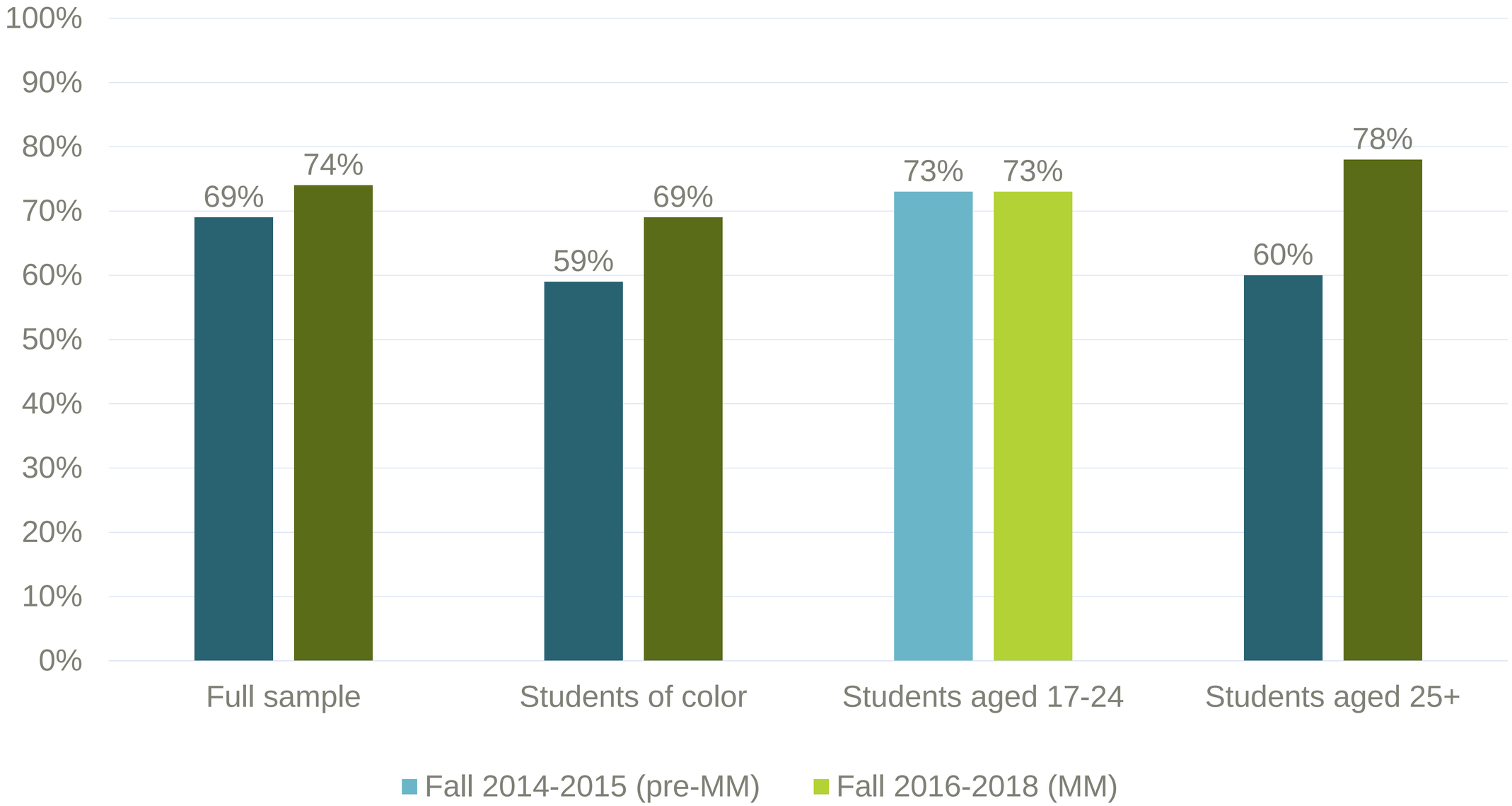
Percentage of students who passed college-level English in first year in college



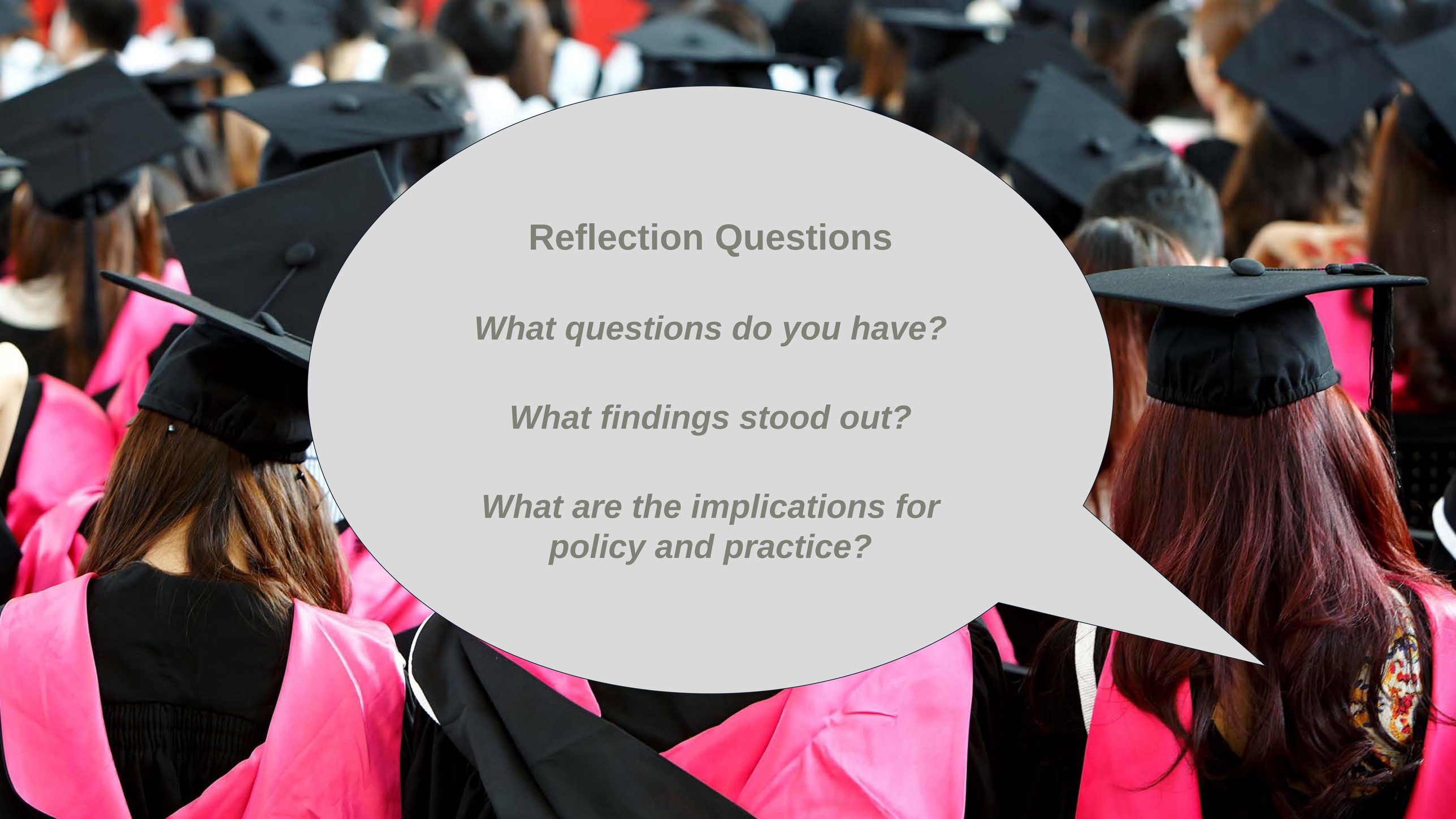
REL NORTHWEST

Oregon Coast Community College

Percentage of students who passed college-level English in first year in college



REL NORTHWEST



Reflection Questions

What questions do you have?

What findings stood out?

What are the implications for policy and practice?

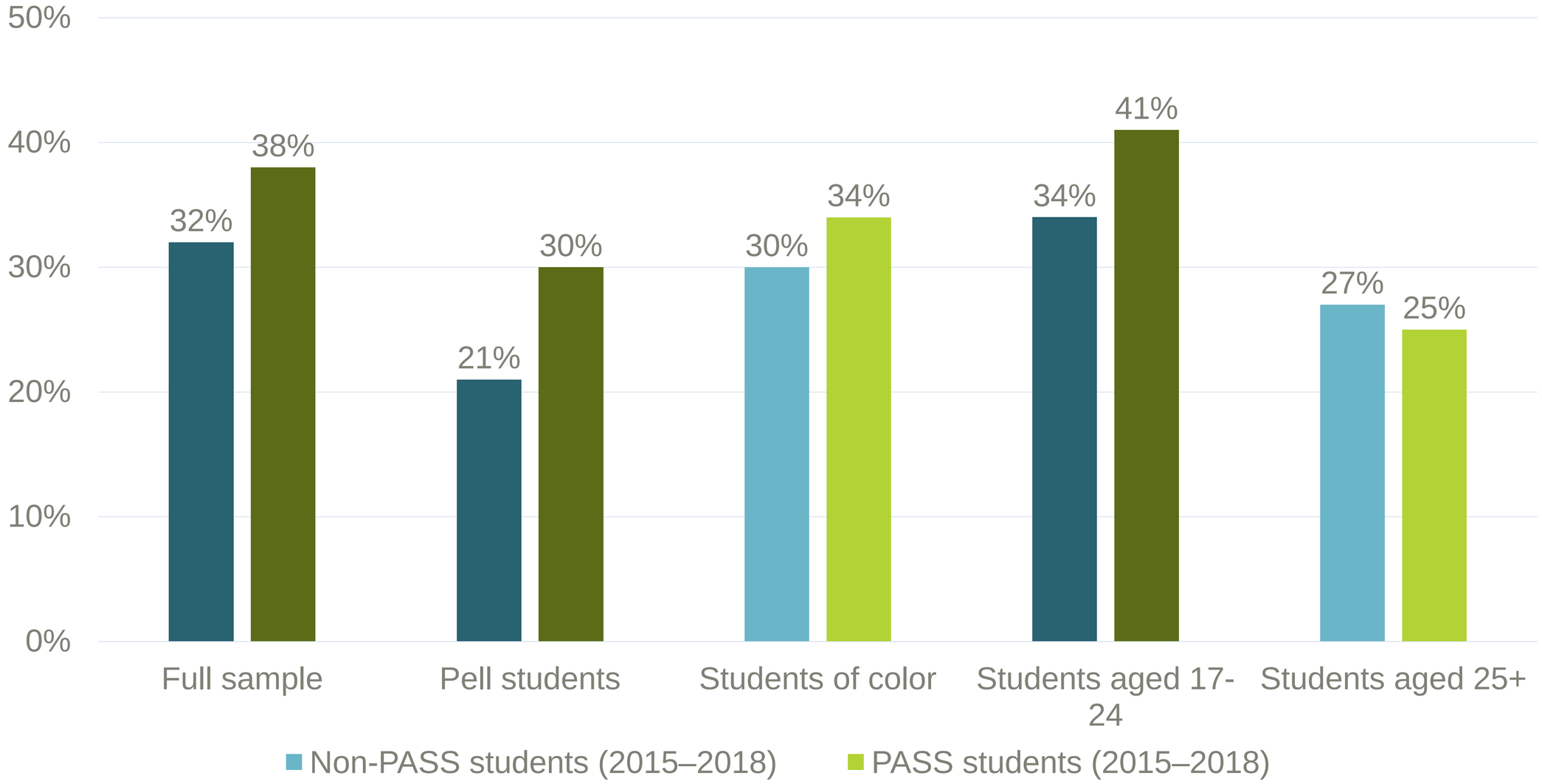
In math, while students placed using multiple measures may not be doing as well in their first math courses, a similar or higher proportion are passing college math

- Across all four colleges, compared to their traditionally placed peers:
  - A similar (1 college) or lower (3 colleges) proportion of multiple measures placed students passed their first math course
  - A similar (2 colleges) or higher (2 colleges) proportion of multiple measures placed students enrolled in college math in their first year
  - A similar (2 colleges) or higher (2 colleges) proportion of multiple measures placed students passed college math in their first year

REL NORTHWEST

Clackamas Community College

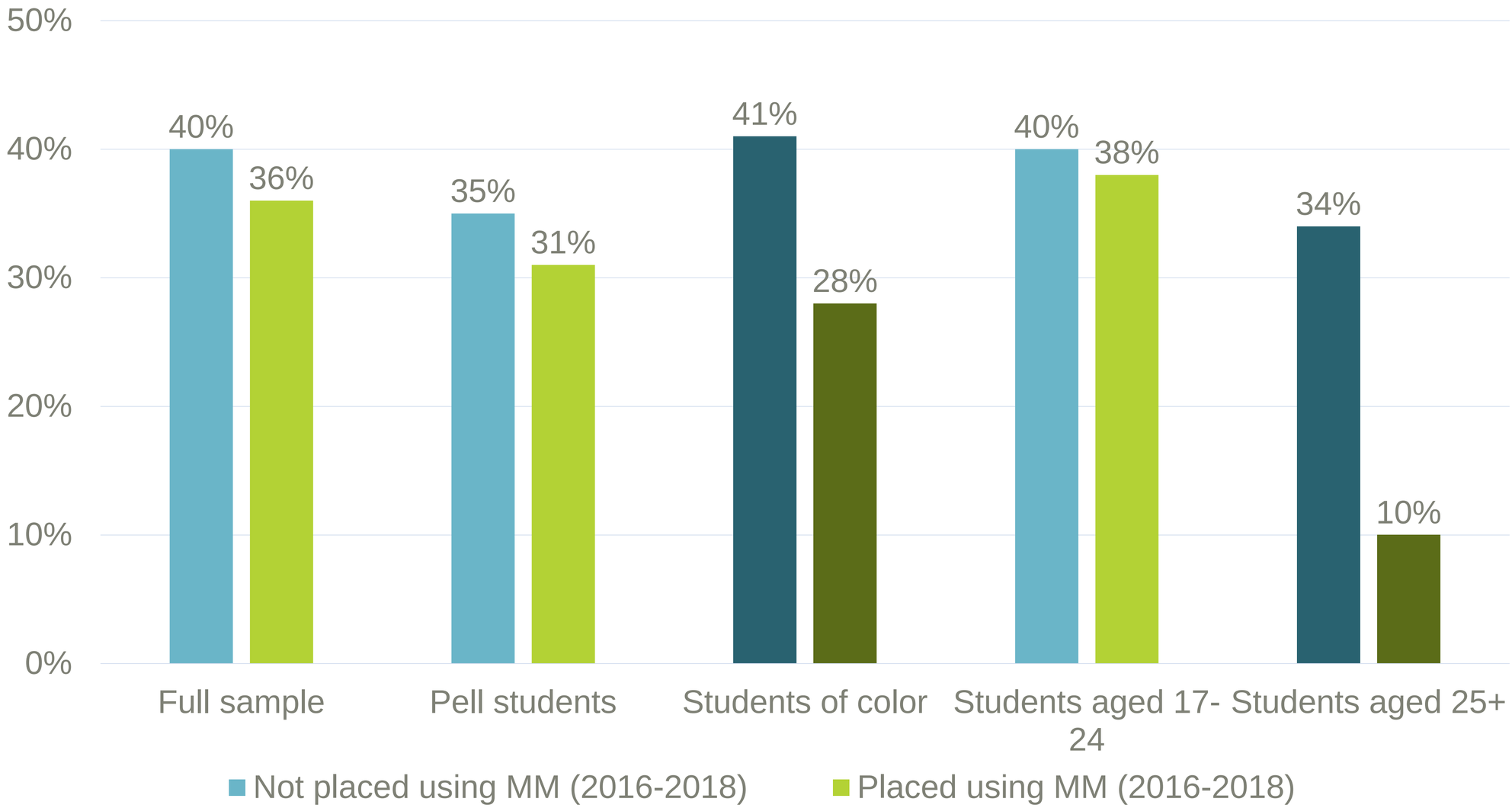
Percentage of students who passed college-level math in first year in college



REL NORTHWEST

Southwestern Oregon Community College

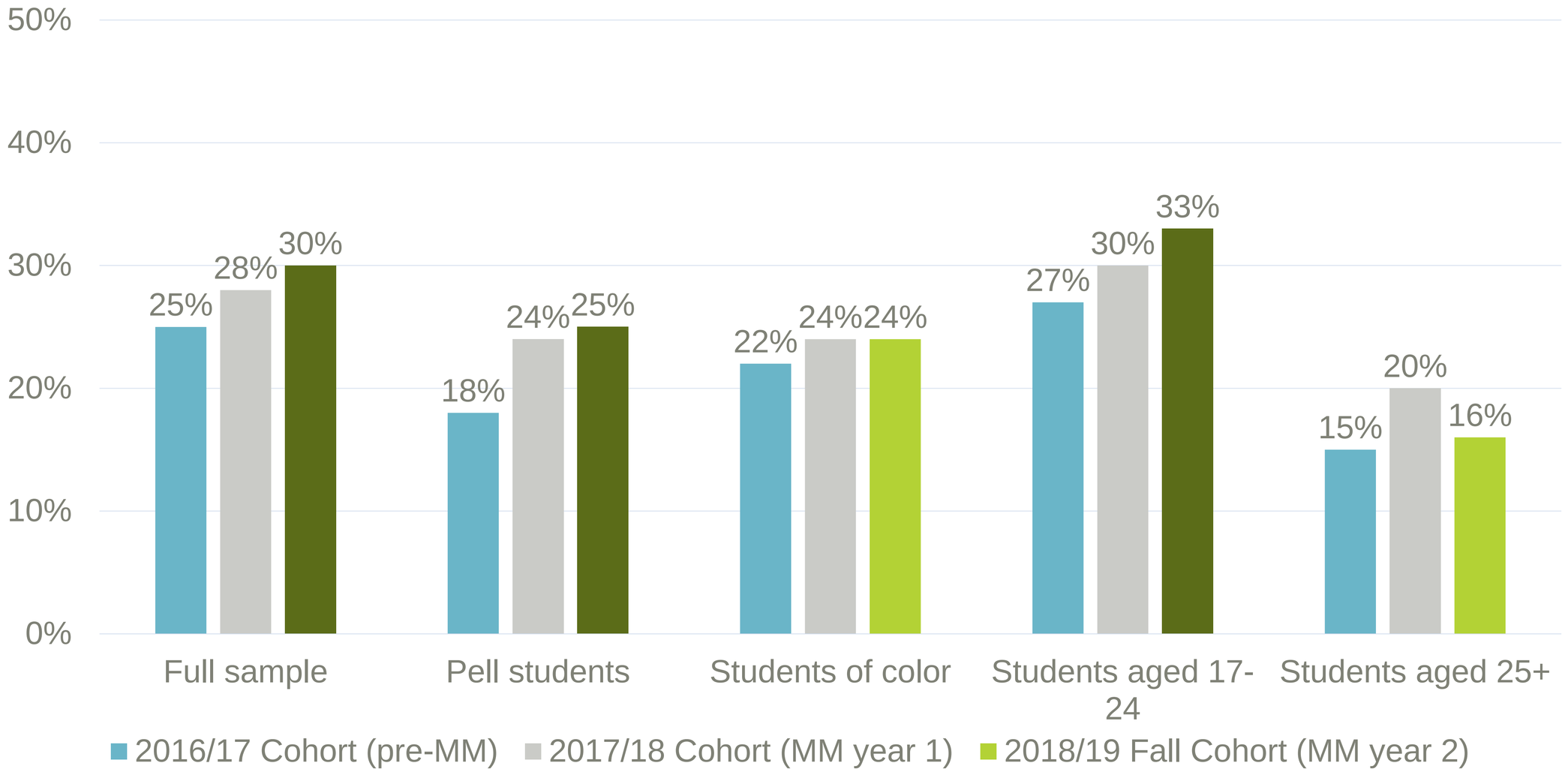
Percentage of students who passed college-level math in first year in college



REL NORTHWEST

Mount Hood Community College

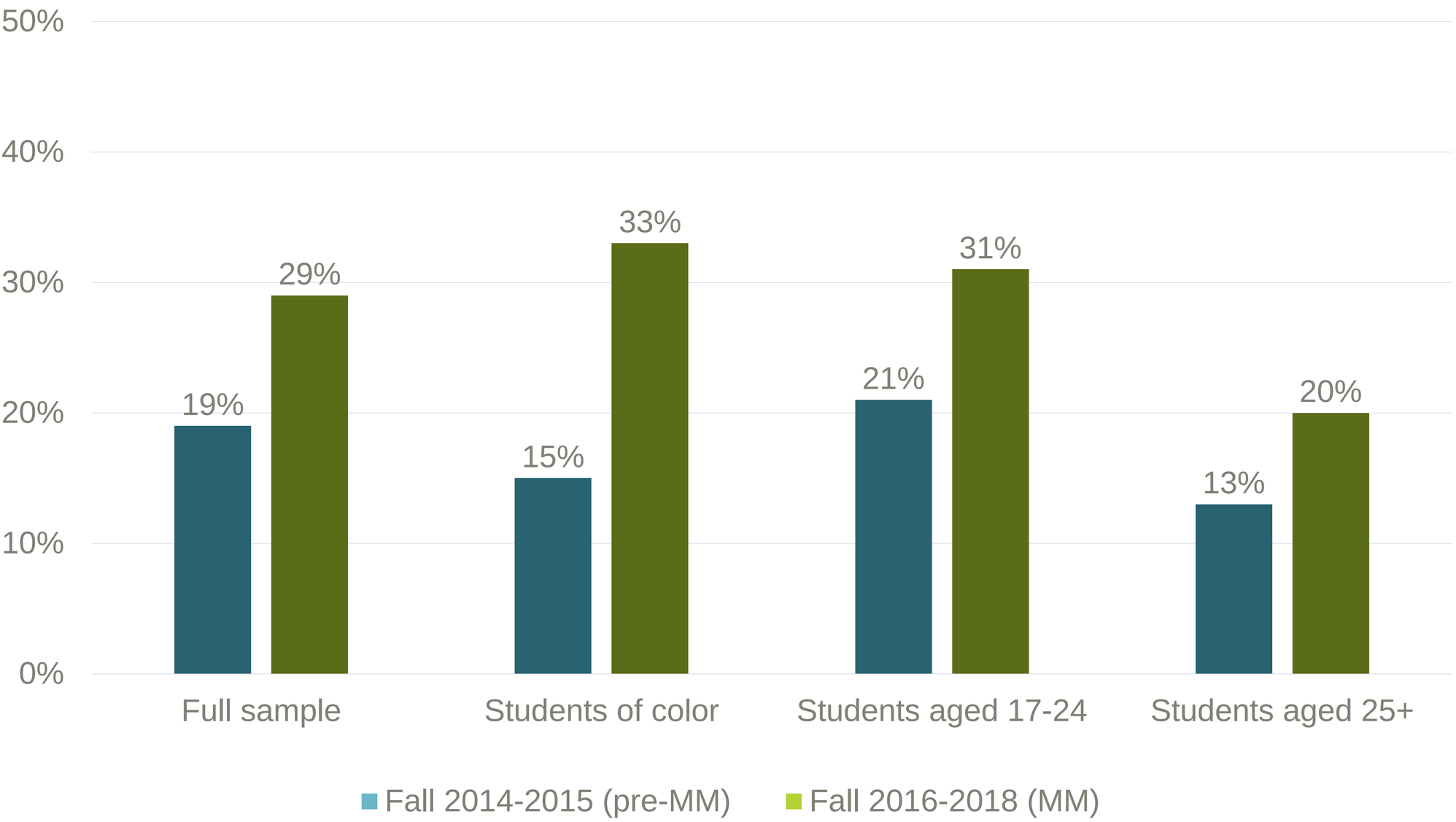
Percentage of students who passed college-level math in first year in college



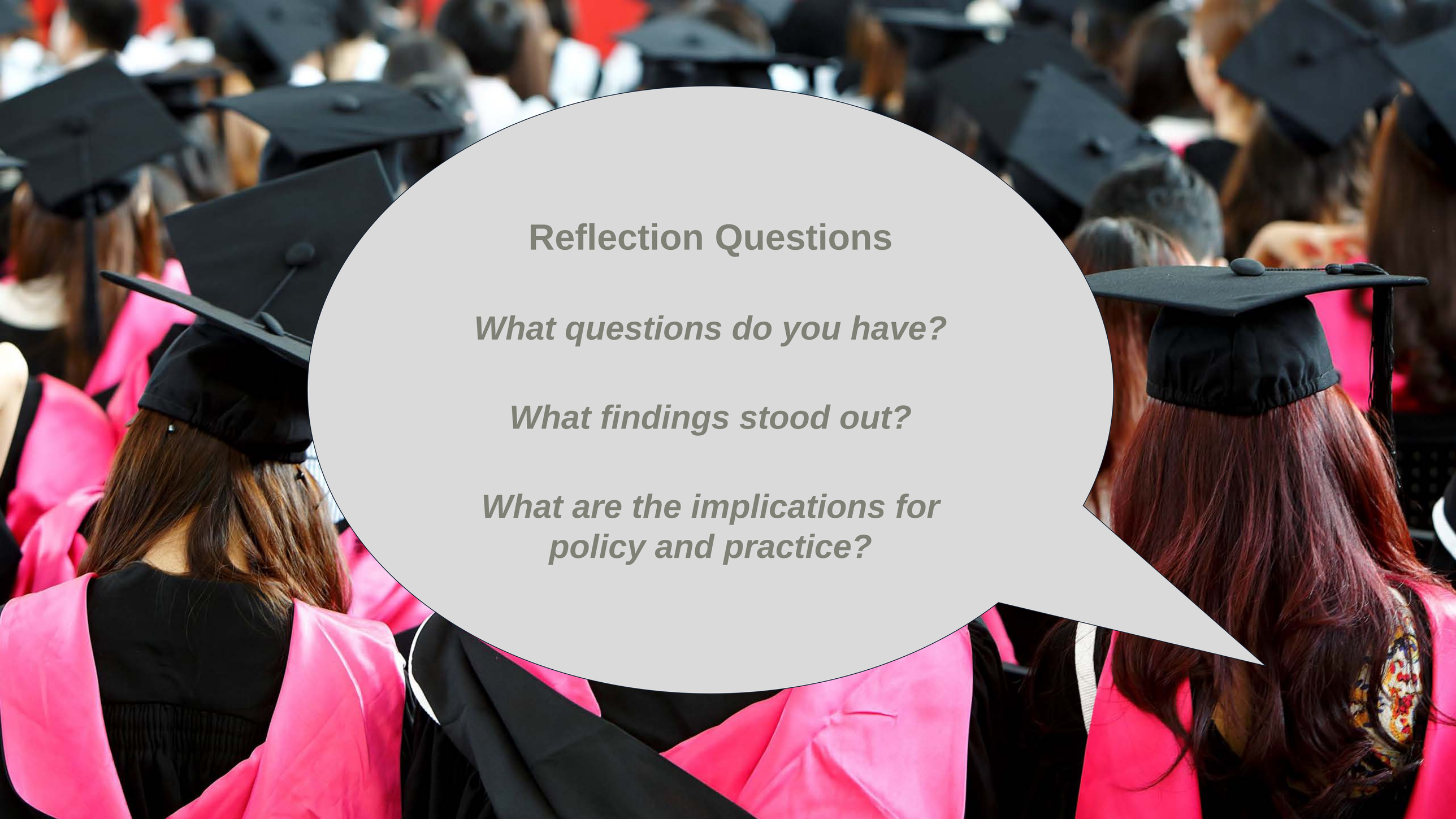
REL NORTHWEST

Oregon Coast Community College

Percentage of students who passed college-level math in first year in college



REL NORTHWEST



Reflection Questions

What questions do you have?

What findings stood out?

What are the implications for policy and practice?

Implications

- In most cases, a higher proportion of students placed using multiple measures or in years that multiple measures have been in use **are passing college-level math and English**

- In some cases, results are also positive for low-income students and students of color and suggest improvements in closing equity gaps

- At some colleges, early persistence is also improving

- Positive outcomes suggest students are being more accurately placed and saving time and money as they make progress toward their degree

REL NORTHWEST

Does multiple measures directly cause differences in outcomes?

- Differences in outcomes could be due to difference in students and/or cohorts

- At two colleges, we used propensity score matching and regression analysis to compare outcomes of multiple measures placed students and **similar** students not placed using multiple measures
  - For some outcomes, we found significant positive results, suggesting a more direct link between multiple measures and outcomes

REL NORTHWEST

Reflection Questions

What are the next steps for research?

How do you want to continue to work together?

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Southwestern Oregon Community College

Achieving the Dream Student Success Report

Spring 2019

Report shortened to illustrate equity data.

Southwestern Oregon Community College
PERSISTENCE: FALL-TO-SPRING AND FALL-TO-FALL, BY STUDENT SUBGROUPS

By Gender: Fall-to-Spring

	Female		Male	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	226	90%	190	89%
Fall 2015	254	92%	245	93%
Fall 2016	250	92%	194	94%
Fall 2017	298	92%	252	87%

By Gender: Fall-to-Fall

	Female		Male	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	143	57%	116	54%
Fall 2015	172	63%	144	55%
Fall 2016	188	69%	128	62%

By Race/Ethnicity: Fall-to-Spring

	Hispanic		Multi-Race		White	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	45	78%	26	93%	283	93%
Fall 2015	47	87%	29	94%	351	93%
Fall 2016	46	90%	34	94%	315	94%
Fall 2017	90	93%	37	84%	350	89%

By Race/Ethnicity: Fall-to-Fall

	Hispanic		Multi-Race		White	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-SP)	# Persist (FA-FA)	% Persist (FA-SP)	# Persist (FA-FA)	% Persist (FA-SP)
Fall 2014	28	78%	16	93%	185	93%
Fall 2015	27	87%	19	94%	228	93%
Fall 2016	33	90%	23	94%	228	94%

By Age Group: Fall-to-Spring

	<20		20 - 24		25 - 34		>= 35	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	312	91%	54	90%	30	88%	21	75%
Fall 2015	380	93%	56	93%	37	93%	26	87%
Fall 2016	343	94%	40	83%	31	91%	30	100%
Fall 2017	429	90%	47	82%	38	86%	36	92%

By Age Group: Fall-to-Fall

	<20		20 - 24		25 - 34		>= 35	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	196	57%	33	55%	19	56%	11	39%
Fall 2015	247	60%	30	50%	22	55%	17	57%
Fall 2016	237	65%	28	58%	26	76%	25	83%

By FTEIC Status: Fall-to-Spring

	FTEIC		Non-FTEIC	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	281	92%	136	85%
Fall 2015	319	92%	180	93%
Fall 2016	309	95%	135	89%
Fall 2017	386	91%	164	86%

By FTEIC Status: Fall-to-Fall

	FTEIC		Non-FTEIC	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	174	57%	85	53%
Fall 2015	209	61%	107	55%
Fall 2016	214	66%	102	68%

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College

SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012	
	Female	Male
Home Completion + 4-Year Degree	**10%** 29	**7%** 20
No Home Completion + 4-Year Degree	**9%** 25	**10%** 30
Associate/Cert Completion at Home Inst.	**25%** 74	**22%** 66
Associate/Cert Completion at Transfer Inst.	**5%** 16	**4%** 13
No Completion, Still Enrolled at Home Inst.	**3%** 8	
No Completion, Still Enrolled at Transfer Inst.	**7%** 20	**9%** 25
Dropped Out	**41%** 120	**48%** 140
Grand Total	**100%** 292	**100%** 294

By Gender
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010	
	Female	Male
Home Completion + 4-Year Degree	**7%** 18	**6%** 16
No Home Completion + 4-Year Degree	**14%** 36	**11%** 33
Associate/Cert Completion at Home Inst.	**22%** 58	**19%** 55
Associate/Cert Completion at Transfer Inst.	**6%** 17	**7%** 19
No Completion, Still Enrolled at Home Inst.	**1%** 3	**1%** 3
No Completion, Still Enrolled at Transfer Inst.	**5%** 13	**5%** 15
Dropped Out	**45%** 119	**51%** 146
Grand Total	**100%** 264	**100%** 287

By Race/Ethnicity
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012		
	White	Hispanic	Multi-Race
Home Completion + 4-Year Degree	**9%** 29	**12%** 4	**3%** 1
No Home Completion + 4-Year Degree	**8%** 26	**9%** 3	**10%** 3
Associate/Cert Completion at Home Inst.	**24%** 79	**18%** 6	**39%** 12
Associate/Cert Completion at Transfer Inst.	**5%** 16	**6%** 2	**6%** 2
No Completion, Still Enrolled at Home Inst.	**2%** 7		
No Completion, Still Enrolled at Transfer Inst.	**6%** 21	**6%** 2	**10%** 3
Dropped Out	**45%** 147	**50%** 17	**32%** 10
Grand Total	**100%** 325	**100%** 34	**100%** 31

By Race/Ethnicity
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010		
	White	Hispanic	Multi-Race
Home Completion + 4-Year Degree	**7%** 20	**6%** 2	
No Home Completion + 4-Year Degree	**12%** 37	**17%** 6	
Associate/Cert Completion at Home Inst.	**20%** 62	**11%** 4	**28%** 5
Associate/Cert Completion at Transfer Inst.	**7%** 20	**11%** 4	
No Completion, Still Enrolled at Home Inst.	**1%** 4	**3%** 1	
No Completion, Still Enrolled at Transfer Inst.	**6%** 17	**6%** 2	**17%** 3
Dropped Out	**47%** 144	**47%** 17	**56%** 10
Grand Total	**100%** 304	**100%** 36	**100%** 18

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Age
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012			
	<20	20 - 24	25 - 34	>= 35
Home Completion + 4-Year Degree	**11%** 40	**9%** 7	**4%** 2	
No Home Completion + 4-Year Degree	**10%** 39	**9%** 7	**13%** 7	**3%** 2
Associate/Cert Completion at Home Inst.	**25%** 96	**20%** 16	**27%** 15	**20%** 14
Associate/Cert Completion at Transfer Inst.	**4%** 15	**9%** 7	**4%** 2	**7%** 5
No Completion, Still Enrolled at Home Inst.	**1%** 4	**2%** 2	**4%** 2	
No Completion, Still Enrolled at Transfer Inst.	**9%** 33	**7%** 6	**7%** 4	**3%** 2
Dropped Out	**40%** 152	**45%** 37	**43%** 24	**67%** 47
Grand Total	**100%** 379	**100%** 82	**100%** 56	**100%** 70

By Age
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010			
	<20	20 - 24	25 - 34	>= 35
Home Completion + 4-Year Degree	**6%** 24	**5%** 4	**4%** 3	**6%** 3
No Home Completion + 4-Year Degree	**12%** 45	**16%** 12	**9%** 7	**15%** 8
Associate/Cert Completion at Home Inst.	**21%** 76	**12%** 9	**26%** 20	**21%** 11
Associate/Cert Completion at Transfer Inst.	**7%** 27	**4%** 3	**8%** 6	**4%** 2
No Completion, Still Enrolled at Home Inst.	**1%** 3	**3%** 2	**1%** 1	
No Completion, Still Enrolled at Transfer Inst.	**6%** 23	**5%** 4	**3%** 2	**2%** 1
Dropped Out	**46%** 172	**55%** 41	**49%** 37	**53%** 28
Grand Total	**100%** 370	**100%** 75	**100%** 76	**100%** 53

By FTEIC Status
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012	
	FTEIC	Non-FTEIC
Home Completion + 4-Year Degree	**8%** 32	**9%** 17
No Home Completion + 4-Year Degree	**9%** 36	**11%** 19
Associate/Cert Completion at Home Inst.	**23%** 94	**26%** 47
Associate/Cert Completion at Transfer Inst.	**3%** 12	**9%** 17
No Completion, Still Enrolled at Home Inst.	**2%** 8	
No Completion, Still Enrolled at Transfer Inst.	**7%** 29	**9%** 16
Dropped Out	**48%** 196	**36%** 64
Grand Total	**100%** 407	**100%** 180

By FTEIC Status
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010	
	FTEIC	Non-FTEIC
Home Completion + 4-Year Degree	**6%** 26	**5%** 8
No Home Completion + 4-Year Degree	**10%** 42	**19%** 30
Associate/Cert Completion at Home Inst.	**21%** 86	**19%** 30
Associate/Cert Completion at Transfer Inst.	**6%** 24	**9%** 14
No Completion, Still Enrolled at Home Inst.	**1%** 3	**2%** 3
No Completion, Still Enrolled at Transfer Inst.	**5%** 20	**6%** 10
Dropped Out	**52%** 215	**40%** 63
Grand Total	**100%** 416	**100%** 158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENTS' HIGHEST DEGREE ATTAINMENT AT THE END OF SIX AND EIGHT YEARS

Student status at the end of the *SIXTH* year after enrollment

	Fall 2010	Fall 2012
Completed a Bachelor's Degree	**14%** 82	**18%** 104
Completed an Associate Degree	**25%** 142	**23%** 135
Completed a Certificate	**3%** 15	**6%** 35
Still Enrolled	**9%** 52	**9%** 53
Not Enrolled Anywhere	**49%** 283	**44%** 260
Grand Total	**100%** 574	**100%** 587

Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010
Completed a Bachelor's Degree	**18%** 106
Completed an Associate Degree	**24%** 140
Completed a Certificate	**2%** 14
Still Enrolled	**6%** 36
Not Enrolled Anywhere	**48%** 278
Grand Total	**100%** 574

By Gender
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012	
	Female	Male
Completed a Bachelor's Degree	**18%** 54	**17%** 50
Completed an Associate Degree	**27%** 78	**19%** 57
Completed a Certificate	**4%** 12	**7%** 22
Still Enrolled	**10%** 28	**9%** 25
Not Enrolled Anywhere	**41%** 120	**48%** 140
Grand Total	**100%** 292	**100%** 294

By Gender
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010	
	Female	Male
Completed a Bachelor's Degree	**20%** 54	**17%** 49
Completed an Associate Degree	**27%** 72	**22%** 64
Completed a Certificate	**1%** 3	**3%** 10
Still Enrolled	**6%** 16	**6%** 18
Not Enrolled Anywhere	**45%** 119	**51%** 146
Grand Total	**100%** 264	**100%** 287

By Age
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	**21%** 79	**17%** 14	**16%** 9	**3%** 2
Completed an Associate Degree	**25%** 93	**23%** 19	**23%** 13	**14%** 10
Completed a Certificate	**5%** 18	**5%** 4	**7%** 4	**13%** 9
Still Enrolled	**10%** 37	**10%** 8	**11%** 6	**3%** 2
Not Enrolled Anywhere	**40%** 152	**45%** 37	**43%** 24	**67%** 47
Grand Total	**100%** 379	**100%** 82	**100%** 56	**100%** 70

By Age
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	**19%** 69	**21%** 16	**13%** 10	**21%** 11
Completed an Associate Degree	**26%** 97	**13%** 10	**28%** 21	**23%** 12
Completed a Certificate	**2%** 6	**3%** 2	**7%** 5	**2%** 1
Still Enrolled	**7%** 26	**8%** 6	**4%** 3	**2%** 1
Not Enrolled Anywhere	**46%** 172	**55%** 41	**49%** 37	**53%** 28
Grand Total	**100%** 370	**100%** 75	**100%** 76	**100%** 53

By FTEIC Status
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	**17%** 68	**20%** 36
Completed an Associate Degree	**20%** 83	**29%** 52
Completed a Certificate	**6%** 23	**7%** 12
Still Enrolled	**9%** 37	**9%** 16
Not Enrolled Anywhere	**48%** 196	**36%** 64
Grand Total	**100%** 407	**100%** 180

By FTEIC Status
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	**16%** 68	**24%** 38
Completed an Associate Degree	**24%** 100	**25%** 40
Completed a Certificate	**2%** 10	**3%** 4
Still Enrolled	**6%** 23	**8%** 13
Not Enrolled Anywhere	**52%** 215	**40%** 63
Grand Total	**100%** 416	**100%** 158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College

STUDENT STATUS AT THE END OF THE FOURTH YEAR AFTER INITIAL ENROLLMENT

Fall 2013 Cohort, First-Time-Ever-in College Students

Overall

	Fall 2014
Completed and Transferred to 4-Year Inst.	**16%** 50
Completed, Did Not Transfer	**22%** 68
Did Not Complete, Transferred to 4-Year Inst.	**21%** 65
Transferred to 2-Year Inst.	**13%** 41
Still Enrolled at Home Inst.	**2%** 7
Dropped Out	**25%** 75
Grand Total	**100%** 306

By Gender

	Fall 2014	
	Female	Male
Completed and Transferred to 4-Year Inst.	**18%** 31	**14%** 19
Completed, Did Not Transfer	**21%** 37	**23%** 31
Did Not Complete, Transferred to 4-Year Inst.	**23%** 40	**19%** 25
Transferred to 2-Year Inst.	**13%** 23	**14%** 18
Still Enrolled at Home Inst.	**2%** 3	**3%** 4
Dropped Out	**23%** 39	**27%** 35
Grand Total	**100%** 173	**100%** 132

By Race/Ethnicity

	Fall 2014		
	White	Hispanic	Multi-Race
Completed and Transferred to 4-Year Inst.	**18%** 34	**18%** 8	**11%** 2
Completed, Did Not Transfer	**26%** 50	**11%** 5	**6%** 1
Did Not Complete, Transferred to 4-Year Inst.	**21%** 41	**18%** 8	**17%** 3
Transferred to 2-Year Inst.	**9%** 18	**27%** 12	**22%** 4
Still Enrolled at Home Inst.	**2%** 4	**2%** 1	**6%** 1
Dropped Out	**23%** 44	**23%** 10	**39%** 7
Grand Total	**100%** 191	**100%** 44	**100%** 18

By Age Group

	Fall 2014			
	<20	20 - 24	25 - 34	>= 35
Completed and Transferred to 4-Year Inst.	**17%** 45	**5%** 1	**14%** 2	**18%** 2
Completed, Did Not Transfer	**20%** 51	**36%** 8	**36%** 5	**36%** 4
Did Not Complete, Transferred to 4-Year Inst.	**24%** 62	**9%** 2		**9%** 1
Transferred to 2-Year Inst.	**15%** 39	**5%** 1	**7%** 1	
Still Enrolled at Home Inst.	**2%** 5	**5%** 1	**7%** 1	
Dropped Out	**22%** 57	**41%** 9	**36%** 5	**36%** 4
Grand Total	**100%** 259	**100%** 22	**100%** 14	**100%** 11

Data Source
The information contained in this report originates from student enrollment data submitted to the National Student Clearinghouse (NSC). For more information about NSC, please visit http://www.nationalstudentclearinghouse.com.

Student Cohorts
Student cohorts in this report are defined as credential-seeking students, both full-time and part-time, who first enrolled at an ATD college in the fall semester. For example, the Fall 2017 cohort students are those who first enrolled at an ATD college between August 1, 2017 and September 30, 2017.

Due to the limitation that the degree-seeking indicator in the NSC data file is not consistently populated by colleges, ATD uses a proxy to define students' degree-seeking behavior through their enrollment history, which is also in alignment with the approach adopted by American Association of Community College's Voluntary Framework of Accountability (AACC's VFA). AACC defines degree-seeking as completing 12 credits in the first two years after initial enrollment. Accordingly, ATD includes students who completed 15 FTE weeks of enrollment (approximately 12 credit hours) in their first two years of enrollment (8 FTE weeks in the first year for the most recent cohort). For more details, please refer to "Weeks of Full-Time Equivalent (FTE) Enrollment" (below).

Detailed outcome information for five- and seven-year completion is not included in this report. With four-, six-, and eight-year completion metrics already provided for multiple cohorts, these additional completion times are not critical to understanding overall trends.

Top 3 Student Race/Ethnicity Groups
Outcome comparisons are provided for the three race/ethnicity groups with the largest student populations, as calculated from the subpopulation of students with known race/ethnicity in the most recent cohort (i.e., Fall 2017). Please note that these groups are ordered from largest to smallest in size in the report.

Persistence Fall-to-Spring
The student persisted at the home institution from the fall semester of first enrollment to the following spring semester, defined as either (a) having an enrollment record with at least one day of enrollment in the spring semester (January 1 to May 15) of the following calendar year, or (b) having completed a credential by that time.

Persistence Fall-to-Fall
The student persisted at the home institution from the fall semester of first enrollment to the following fall semester, defined as either (a) having an enrollment record with at least one day of enrollment in the fall semester (August 1 to December 31) in the following year, or (b) having completed a credential by that time.

Weeks of Full-Time Equivalent (FTE) Enrollment
The National Student Clearinghouse currently does not collect credit information (e.g., number of credits completed each semester) in the student enrollment data. Based on the number of days of enrollment and student participation status, NSC reports weeks of FTE enrollment. This measure is used as a proxy for course credits in this report.

Weeks of FTE enrollment is calculated by the number of days of enrollment (D) weighted by student's participation status (S) in a given period of time: (D*S)/7, where D equals a number of days a record spans (calculated as the difference between term begin date and term end date), and S equals a factor representing the enrollment status:

- Full Time (F) = 1.00
- Three Quarter Time (Q) = 0.75
- Half Time (H) = 0.50
- Less Than Half Time (L) = 0.25

The F, Q, H, and L statuses are indicated by the colleges as they submit student enrollment data to NSC.

At most community colleges, a semester is approximately 15 weeks and 12 credits are required for full-time enrollment. AACC's VFA defines degree-seeking students as those who have completed 12 credits in their first two years of enrollment. For the purpose of this report, degree-seeking is measured as completion of 15 weeks of FTE enrollment in the first two years after initial enrollment. For the most recent student cohort for which only one year of data is available, completion of 8 weeks of FTE enrollment in the first year is used as an indicator of degree-seeking.

Comparison to Prior Versions of the Report
This current version (2019) features cohorts and outcomes calculated in the same fashion as in the 2018 version, as confirmed by NSC. You may notice minor variations in cohort sizes for older cohorts, due to the dynamic nature of NSC data collection. Outcomes for these students can also change due to continuous updates of student information as submitted from institutions nationwide.

However, you will notice the largest difference in the Fall 2016 cohort. As of the 2018 report, students in this cohort only had a single year of outcomes available and degree-seeking was defined as having completed 8 weeks of FTE enrollment in one year. With an additional year of outcomes now present, degree-seeking for this cohort is now calculated as 15 weeks of FTE enrollment in two years. This updated information will naturally yield an updated cohort size.

Home
The ATD institution associated with a student as the place of enrollment at the time of cohort assignment—the institution named on the cover of this report. This term is used throughout the report alongside completion to indicate an activity that took place at this "original" institution.

Completion
The student received a certificate, associate's degree, or any other credential/award by the end of the specified reporting period (on or before August 14th of the reporting period). The credential reflects one received at the home institution unless otherwise specified in the category name (e.g., Associate/Certificate Completion at Transfer Institution).

Transfer
The student had at least one enrollment record at a four-year institution or two-year institution other than the originating institution by the end of the reporting period.

Still Enrolled
The student had at least one day of enrollment at a postsecondary institution in the last year of the reporting period.

Dropped Out
The student had not completed a credential or transferred to another institution, and had no enrollment record at any institution in the last year of the reporting period.

Disaggregated Data
This report presents student outcome data disaggregated by gender, race/ethnicity, age group, and FTEIC status. Data are not disaggregated by Pell status, remedial course enrollment, veteran status, or citizenship status due to the extremely low submission rate of those indicators.

Disaggregated data by race/ethnicity are not presented if less than 50% of a student cohort's race/ethnicity is reported (40% for cohorts prior to Fall 2012).

First-Time-Ever-in-College (FTEIC)
The student has no higher education history prior to the first fall enrollment reported in this report. Students who enter only with dual enrollment credit are also included in this category.

ATD Benchmark
ATD benchmarks are calculated as the average outcomes of all cohort students enrolled at ATD network colleges in the dataset.

State/Regional Benchmark
State benchmarks are calculated as the average outcomes of all ATD colleges in the state where the reporting ATD college is located. If there are fewer than five ATD colleges in the state, a regional benchmark is provided.

ATD follows the region assignment by the U.S. Department of Education:

New England: CT ME MA NH RI VT
Mid East: DE DC MD NJ NY PA
Great Lakes: IL IN MI OH WI
Plains: IA KS MN MO NE ND SD
Southeast: AL AR FL GA KY LA MS NC SC TN VA WV
Southwest: AZ NM OK TX
Rocky Mountains: CO ID MT UT WY
Far West: AK CA HI NV OR WA

In 2018-19, there were fewer than five ATD colleges in the Rocky Mountains region. Therefore, colleges in this region are included with Plains for benchmarking purposes.

Additional Data on Student Status

More detailed student completion and transfer data are presented in the table below, for colleges that are interested in regrouping such data.

	Three Years After Enrollment		Four Years After Enrollment
	Fall 2014	Fall 2015	Fall 2014
Completed, Did Not Transfer	113	114	104
Completed and Transferred to 4-Year Institution	59	57	81
Completed and Transferred to 2-Year Institution	3	9	5
Did Not Complete and Transferred to 4-Year Institution	84	89	100
Did Not Complete and Transferred to 2-Year Institution	80	77	67
Still Enrolled at Home Inst.	37	64	13
Dropped Out	90	129	96
Grand Total	**466**	**539**	**466**

	Six Years After Enrollment		Eight Years After Enrollment
	Fall 2010	Fall 2012	Fall 2010
Earned a Bachelor's or Higher Degree from Home Inst.			
Earned an Associate Degree from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.	24	49	34
Earned an Certificate from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.			
No Award from Home Inst. but Earned a Bachelor's or Higher Degree from a Transfer Inst.	58	55	72
Earned an Associate Degree from Home Inst., No Higher Degree from a Transfer Inst.	113	111	107
Earned a Certificate from Home Inst. and an Associate Degree from a Transfer Inst.		2	
No Award from Home Inst. But Earned an Associate Degree from a Transfer Inst.	29	22	33
Earned a Certificate from Home Inst., No Higher Degree from a Transfer Inst.	10	30	9
No Award from Home Inst. But Earned a Certificate from a Transfer Inst.	5	5	5
No Award but Still Enrolled at Home Inst.	7	8	6
No Award but Still Enrolled at a Transfer Inst.	45	45	30
No Award and Not Enrolled Anywhere	283	260	278
Grand Total	**574**	**587**	**574**

Questions

For questions about the data or student outcome calculation, please e-mail data@achievingthedream.org.

SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Course Pass Rates

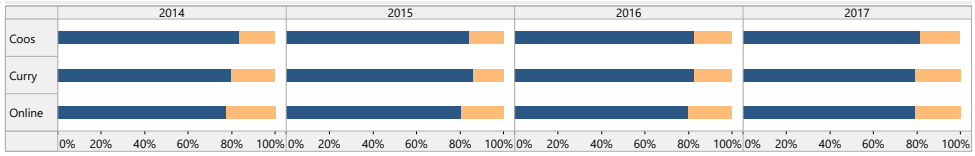
Year	Term	Location	Grade Status	Degree Code	Program Type	HS Student Status
Multiple values	All	All	Multiple values	Multiple values	All	N

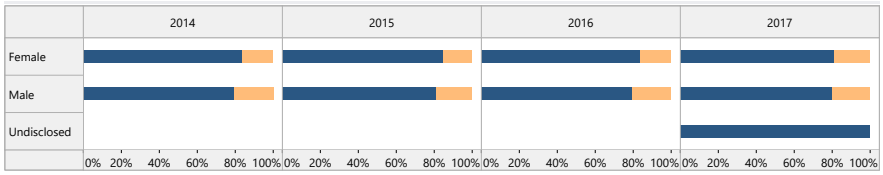
Data default represents all credit courses within Lower Division Collegiate, CTE and Developmental areas. Excludes "Audit" and Non-Graded Courses.

Default data excludes High School Accelerated Learning

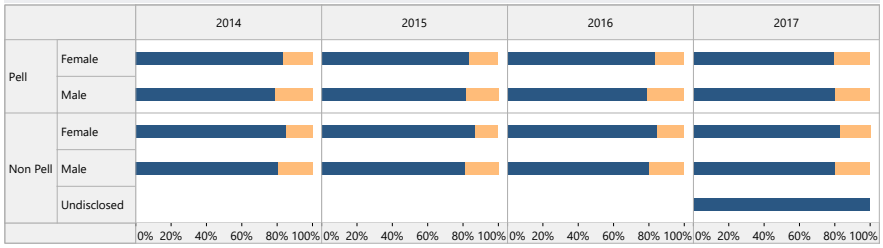
Reimbursement Code	Cohort	Pell Student	Athletic Sport
Multiple values	Multiple values	All	All

	2014	2015	2016	2017
Passing	82.0%	83.3%	82.1%	80.7%
NonPassing	18.0%	16.7%	17.9%	19.3%
Grand Total	100.0%	100.0%	100.0%	100.0%

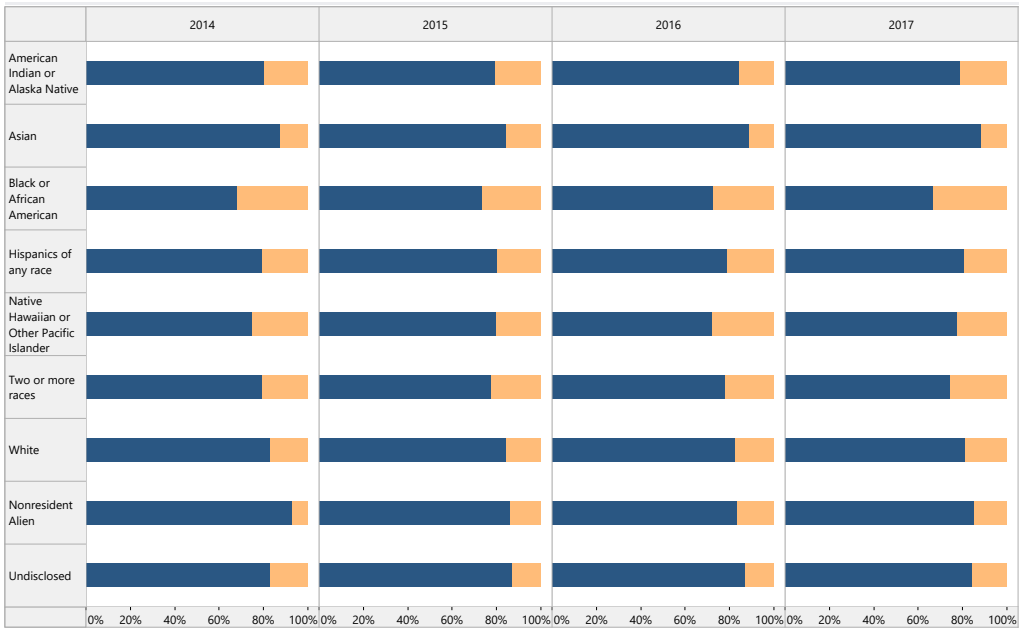




	Passing				NonPassing			
	2014	2015	2016	2017	2014	2015	2016	2017
Female	83.96%	85.03%	84.02%	81.15%	16.04%	14.97%	15.98%	18.85%
Male	79.49%	81.27%	79.68%	80.14%	20.51%	18.73%	20.32%	19.86%
Undisclosed				100.00%				

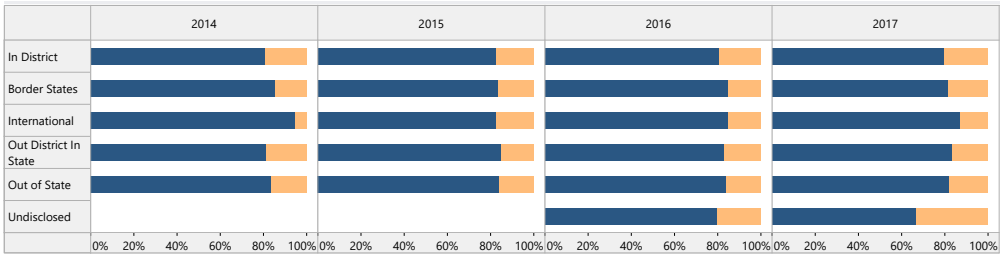


		Passing				NonPassing			
		2014	2015	2016	2017	2014	2015	2016	2017
Pell	Female	83.18%	83.45%	83.45%	79.58%	16.82%	16.55%	16.55%	20.42%
	Male	78.70%	81.64%	79.10%	80.14%	21.30%	18.36%	20.90%	19.86%
Non Pell	Female	85.05%	86.70%	84.58%	82.99%	14.95%	13.30%	15.42%	17.01%
	Male	80.23%	80.98%	80.11%	80.14%	19.77%	19.02%	19.89%	19.86%
	Undisclosed				100.00%				



	Passing				NonPassing			
	2014	2015	2016	2017	2014	2015	2016	2017
American Indian or Alaska Native	80.09%	79.35%	84.68%	79.04%	19.91%	20.65%	15.32%	20.96%
Asian	87.50%	84.76%	88.75%	88.54%	12.50%	15.24%	11.25%	11.46%
Black or African American	68.34%	73.30%	72.70%	66.93%	31.66%	26.70%	27.30%	33.07%
Hispanics of any race	79.75%	80.57%	79.09%	80.84%	20.25%	19.43%	20.91%	19.16%
Native Hawaiian or Other Pacific Islander	75.00%	80.00%	72.16%	77.50%	25.00%	20.00%	27.84%	22.50%
Two or more races	79.65%	77.98%	78.09%	74.67%	20.35%	22.02%	21.91%	25.33%
White	82.76%	84.31%	82.68%	81.17%	17.24%	15.69%	17.32%	18.83%
Nonresident Alien	93.18%	86.08%	83.46%	85.29%	6.82%	13.92%	16.54%	14.71%
Undisclosed	82.75%	87.23%	87.25%	84.55%	17.25%	12.77%	12.75%	15.45%

	Passing				NonPassing			
	2014	2015	2016	2017	2014	2015	2016	2017
In District	80.81%	82.58%	80.72%	79.52%	19.19%	17.42%	19.28%	20.48%
Border States	85.46%	83.27%	84.97%	81.83%	14.54%	16.73%	15.03%	18.17%
International	94.53%	82.62%	84.67%	87.29%	5.47%	17.38%	15.33%	12.71%
Out District In State	81.04%	85.12%	82.95%	83.35%	18.96%	14.88%	17.05%	16.65%
Out of State	83.58%	83.72%	84.00%	81.88%	16.42%	16.28%	16.00%	18.12%
Undisclosed			80.00%	66.67%			20.00%	33.33%



Passing = A, B, C, P/S, IB, IC Non Passing = D, F, NP/U, ID, IF, Withdrawals and Changed to Audit Passing NonPassing

Questions: Contact ir@socc.edu

Southwestern is an Equal Opportunity Educator and Employer

Student Engagement... Are you surprised by how students responded?

~85% of students indicated they received prompt written or oral feedback from instructors on performance

51%
Setting Clear Academic Goals with Advisor

47%
Understand Total Cost to Complete

Students Need an Effective Path to College Readiness and Completion

39%
Academic Skills and Preparation to Succeed

SENSE Survey Results Fall 2018

Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access

Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

75%
Day Courses Start Between 9 and 1

" I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Provide Timely Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."

Now You Know ... What students said

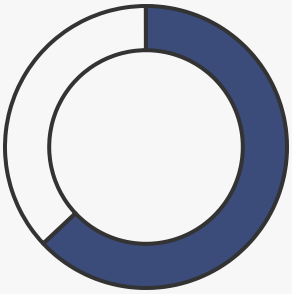
Southwestern Shines
Community College Leader
2017-18

SWiviA

#1 Among All Oregon Community Colleges

63%

Southwestern Achievement[1]



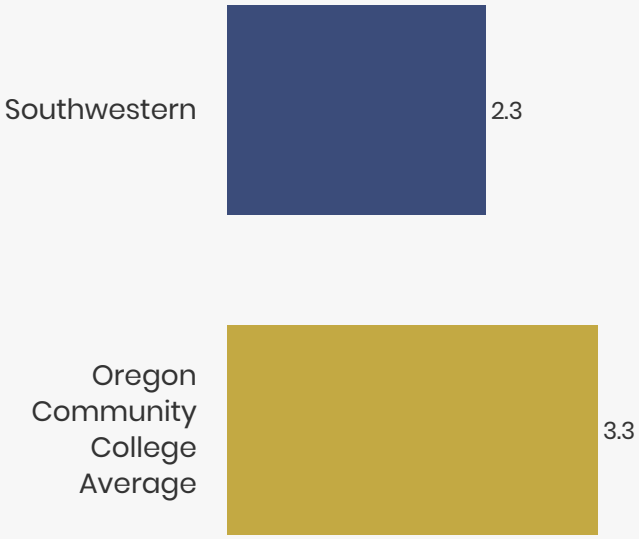
Percentages of new community college students who complete an associate degree or certificate, or transfer to a university within 4 years

Oregon Snapshot Data[1]

48%

Oregon Community College Average

Southwestern has the lowest time to completion among all Oregon Community Colleges



Longer time to completion, as measured in years, increases costs to students

Oregon Statewide Higher Education Snapshots[1]

[1] Source Data Links: Red Wording

Southwestern is an Equal Opportunity Educator and Employer

Printed: 6/04/2019

Questions? ir@socc.edu

Student Satisfaction Inventory

We asked . . . students answered

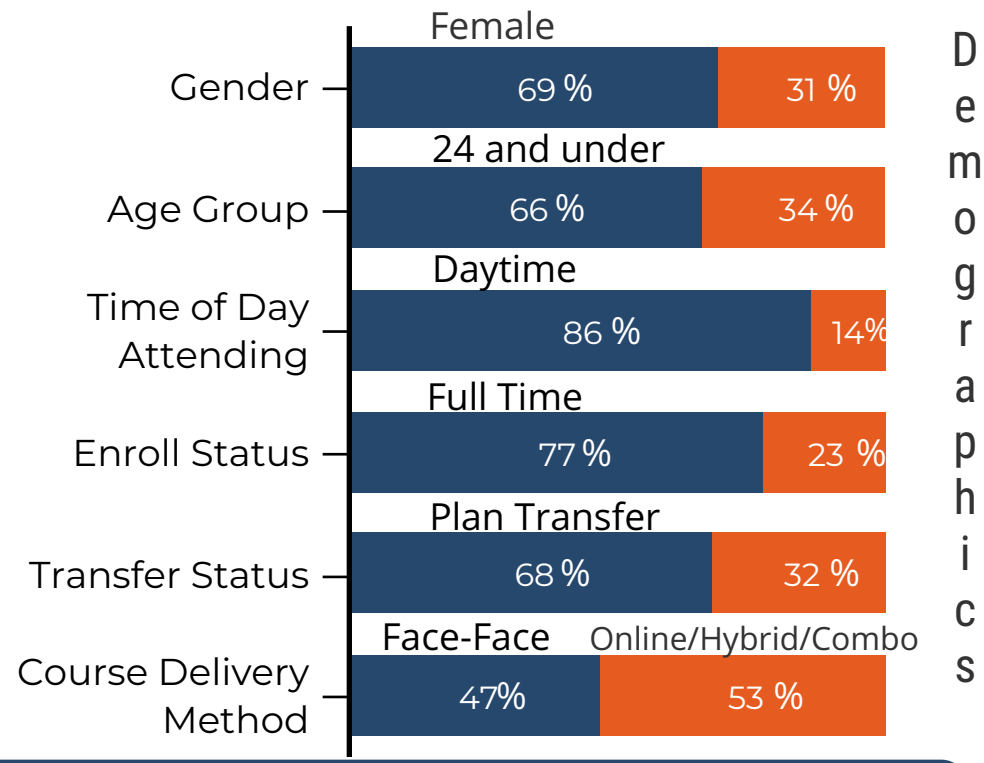
myLakerLink

Students are Very Satisfied/Satisfied With . . .

Important and Satisfied

85% + indicated very important or important **AND**
75% + were very satisfied or satisfied with the following services:

1. **myLakerLink enrollment services**
2. **Helpful Student First Stop Center**
3. **Tutoring service availability**

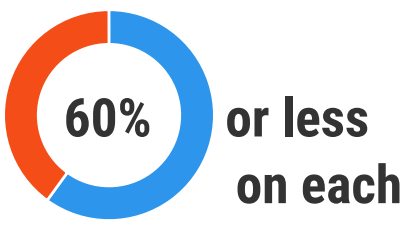


My instructor hasn't emailed me back???

Students Answered Highly Important with Low Satisfaction...

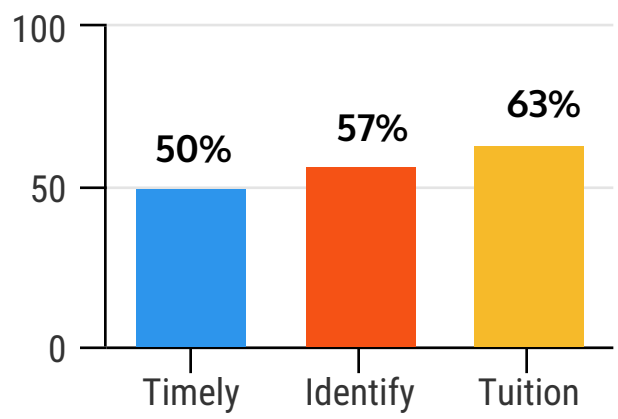
Program and Course Access

1. **Register** without conflicts
2. **Availability** of courses each term
3. **Whom** to contact about programs and services and ongoing **feedback**



60% or less on each

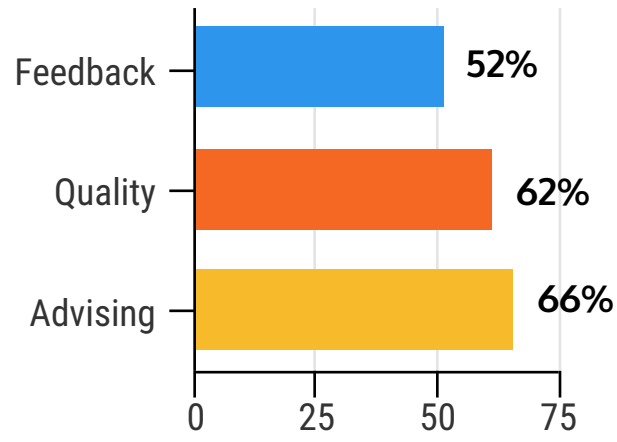
College Costs & Assistance



1. **Timely** financial award notification
2. **Identify** resources to fund education
3. **Tuition** paid is worthwhile investment

Feedback and Support

1. Timely instructor/academic **feedback**
2. **Quality** of instruction
3. **Advising** transfer information



Satisfaction Ratings: *Percentage Reporting Very Satisfied or Satisfied*

When faculty and staff focus on **enhancing** the student learning and service environments, **improvements made can influence student learning, engagement, and retention.**

SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Survey administered in spring 2017 to degree-seeking students enrolled in 6 + credits (22% response rate - 257 responded out of 1194 surveys sent). The survey is a Ruffalo Noel Levitz product.

Contact ir@socc.edu for more information. Survey funded by Title III grant funds.

Printed: 8/24/2017

Student Satisfaction .... Are you surprised by how students responded?

75% or more of students are satisfied with the first-stop services, tutoring availability and feel welcome at Southwestern!

50%
Timeliness of Financial Aid Awards

51%
Helpfulness of New Student Orientation

Students Expect Access to Program & Support Services

56%
Who to contact about program & services; identify financial resources

Student Satisfaction Inventory (SSI) Results Spring 2018

Paid for by Title III Funds

Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access

Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

51%
Satisfied with ongoing feedback about their progress toward their academic goals

68% or less
Satisfied with Academic Advising Services and Support

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Financial Aid and Academic Progress Information

" I like the campus. I do think advisors need to be a little bit more informed on programs."

"I love attending locally and seeing familiar faces coming to school. Financially I'm trying to figure out how to obtain my degree without access to financial aide because earning a degree will help my family in the long run in obtaining financial stability. Getting knowledge about how to obtain another means of going to college is vital and it seems those resources are extremely hard to come by."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

"More than anything I appreciate the fact that faculty and staff have all been super supportive and they show that they believe in the students of Southwestern!"

Now You Know ... What Students Said

Student Satisfaction .... Are you surprised by how students responded?

~75% of students are satisfied with access to faculty outside of the classroom and feel welcome at Southwestern!

50%
Access to Courses

53%
Quality of Class Instruction

Students Expect Access to Quality Learning

52%
Faculty Timely Feedback

Student Satisfaction Inventory (SSI) Results Spring 2018

Paid for by Title III Funds

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Plan for Success: Core Themes - LA: Learning and Achievement; A: Access

Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

27%
of LakerConnect messages resulted in direct student contact

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Faculty and Advisor Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

75%
Day Courses Start Between 9 and 1

" I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

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Learning Outcomes Assessment
Graduation & Success Rates

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75%
Day Courses Start Between 9 and 1

" I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."

Now You Know ... What Students Said

Student Satisfaction .... Are you surprised by how students responded?

75% or more of students are satisfied with the first-stop services, tutoring availability and feel welcome at Southwestern!

50%
Timeliness of Financial Aid Awards

51%
Helpfulness of New Student Orientation

Students Expect Access to Program & Support Services

56%
Who to contact about program & services; identify financial resources

Student Satisfaction Inventory (SSI) Results Spring 2018

Paid for by Title III Funds

Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access

Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

51%
Satisfied with ongoing feedback about their progress toward their academic goals

68% or less
Satisfied with Academic Advising Services and Support

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Financial Aid and Academic Progress Information

" I like the campus. I do think advisors need to be a little bit more informed on programs."

"I love attending locally and seeing familiar faces coming to school. Financially I'm trying to figure out how to obtain my degree without access to financial aide because earning a degree will help my family in the long run in obtaining financial stability. Getting knowledge about how to obtain another means of going to college is vital and it seems those resources are extremely hard to come by."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

"More than anything I appreciate the fact that faculty and staff have all been super supportive and they show that they believe in the students of Southwestern!"

Now You Know ... What Students Said

Student Satisfaction Inventory

We asked . . . students answered

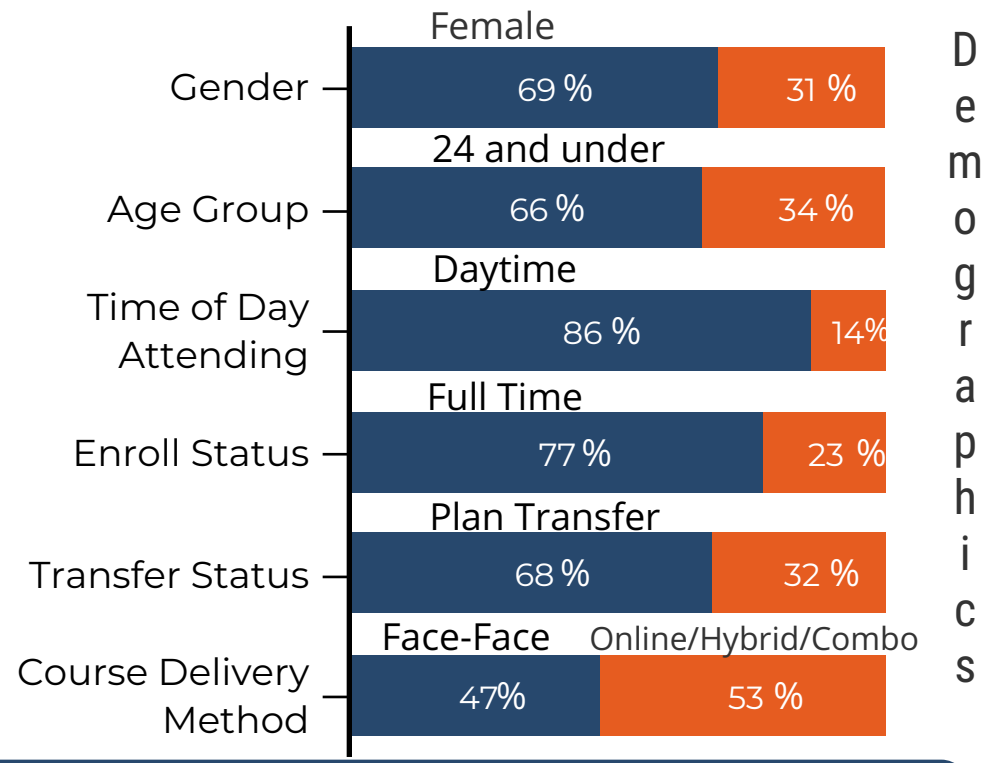
myLakerLink

Students are Very Satisfied/Satisfied With . . .

Important and Satisfied

85% + indicated very important or important **AND**
75% + were very satisfied or satisfied with the following services:

1. **myLakerLink enrollment services**
2. **Helpful Student First Stop Center**
3. **Tutoring service availability**

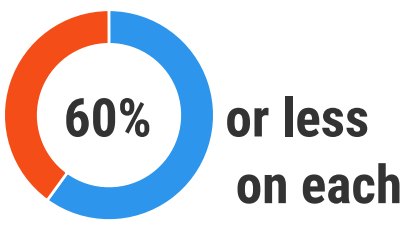


My instructor hasn't emailed me back???

Students Answered Highly Important with Low Satisfaction...

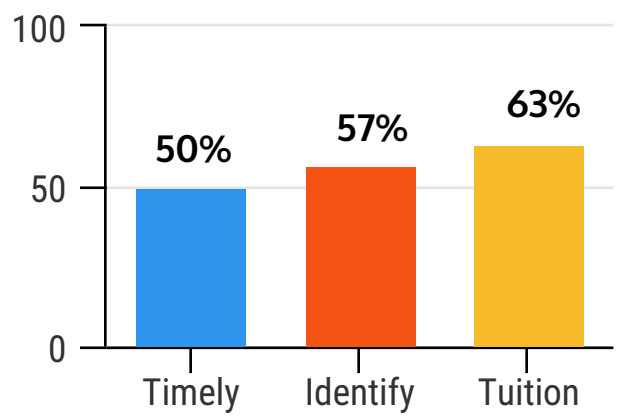
Program and Course Access

1. **Register** without conflicts
2. **Availability** of courses each term
3. **Whom** to contact about programs and services and ongoing **feedback**



or less on each

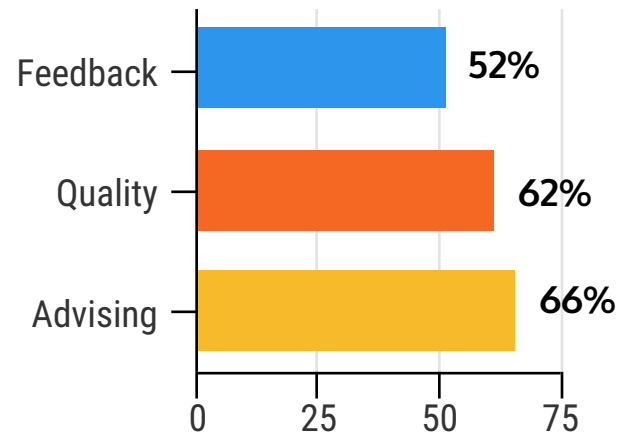
College Costs & Assistance



1. **Timely** financial award notification
2. **Identify** resources to fund education
3. **Tuition** paid is worthwhile investment

Feedback and Support

1. Timely instructor/academic **feedback**
2. **Quality** of instruction
3. **Advising** transfer information



Satisfaction Ratings: *Percentage Reporting Very Satisfied or Satisfied*

When faculty and staff focus on **enhancing** the student learning and service environments, **improvements made can influence student learning, engagement, and retention.**

SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Survey administered in spring 2017 to degree-seeking students enrolled in 6 + credits (22% response rate - 257 responded out of 1194 surveys sent). The survey is a Ruffalo Noel Levitz product.

Contact ir@socc.edu for more information. Survey funded by Title III grant funds.

Printed: 8/24/2017

Student Achievement 15 Years Later

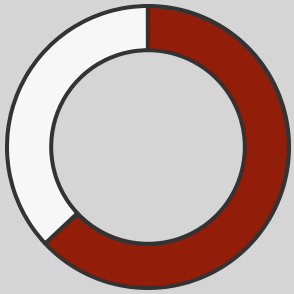
2004 2019

GRADUATION RATE

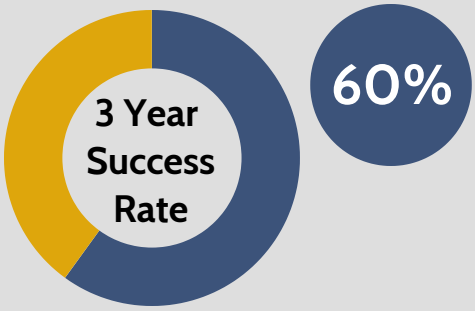
12% *41%*

GRADUATION AND TRANSFER RATE

41% *63%*



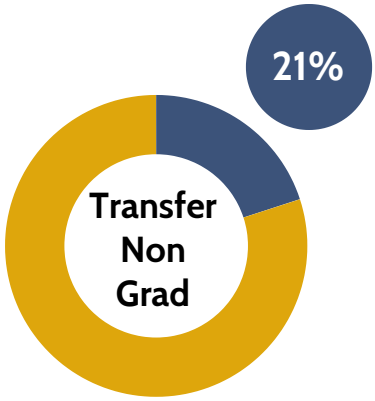
Student Success Reaches New Heights

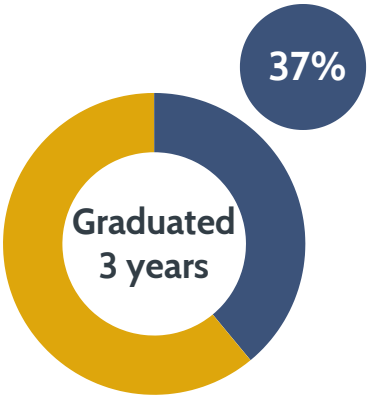


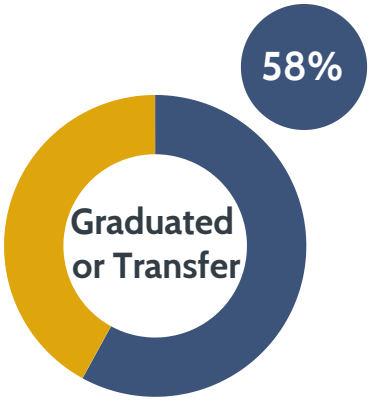
Southwestern

Student Success
Fall 2015 First Time Full Time Students

Three Year Success Rates







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Rates based on full-time first-time cohort students enrolled Fall 2015.
First-time-ever in college (FTEIC) is defined as never taking a college credit prior to college entry.

Fall 2015 Cohort: GAP Focus Areas

First-time ever in college (FTEIC) students
FTEIC low-income (Pell) students

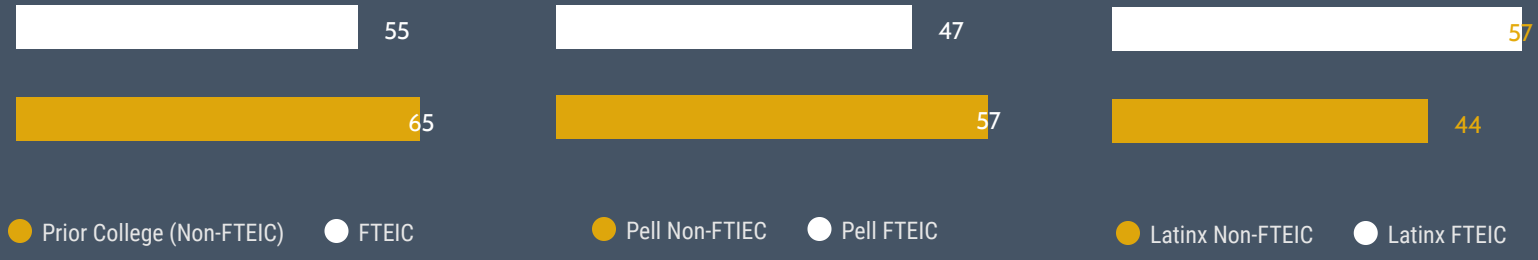
10 percentage points lower compared to Non-FTEIC

Latinx FTEIC Grad/Transfer Rates

88% FTEIC Athletes

38% FTEIC Non-Athletes

Fall 2015 Cohort Gap Comparisons: Graduation and Transfer Rates



Southwestern Student Success 2017-2018

#1 Among All Oregon Community Colleges

63%

Graduation and Transfer Rate

4 Year Rate

LOWEST TIME to completion

2.3 Years

$1,425,500 + Tuition/Fee Savings

925

High School Students

Affordability and Access

73% Latinx/Hispanic Students Graduated/Transferred

65% Other Minorities

48% Oregon Community College Students

64% Latinx/Hispanic Transfer Bachelor Degree Rate - 6 yrs

Higher Earnings Potential and **Lower Cost** of Degree

3.3 years Oregon CC/National CC Average

Reduces Student **Debt**

Source: Urban Institute

Accelerated Learning: High School Student Success

- $ 2 ,320,375 Savings at Oregon 4 Year College Average
- 11 Graduates: Southwestern & High School Simultaneously

5 Year Achievement and Savings Overview

$9,000,000+ Tuition and Fee Savings
55,000+ Credits Earned in **1,700**+ Courses
3,000+ Students

First Ever in College Achievement

Cohort Year and Rates 4 Years Later

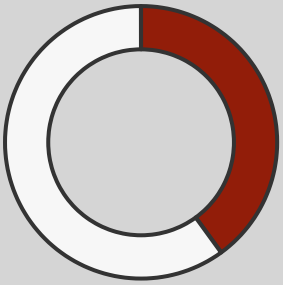
2007

2014

GRADUATION RATE

27%

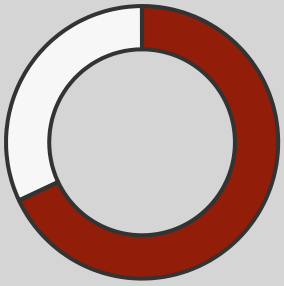
40%



GRADUATION AND TRANSFER RATE

61%

68%



2014 Cohort
Low Income: 65%
All Other Minorities: 67%
White: 69%
Latinx/Hispanic: **73%**

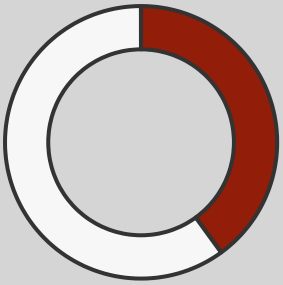
Latinx/Hispanic Achievement

Cohort Year and Rates 4 Years Later

2007 **2014**

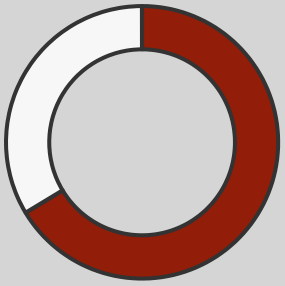
GRADUATION RATE

27% ***40%***



GRADUATION AND TRANSFER RATE

62% ***73%***



2014 Cohort
Low Income: 65%
All Other Minorities: 67%
First Ever College: 68%
White: 69%

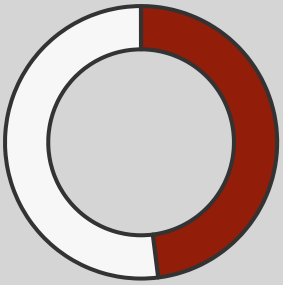
Low Income (Pell) Achievement

Cohort Year and Rates 4 Years Later

2007 2014

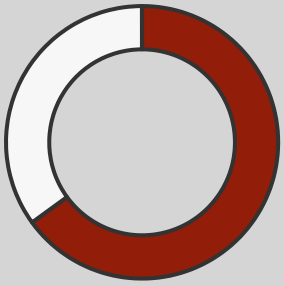
GRADUATION RATE

32% *48%*



GRADUATION AND TRANSFER RATE

58% *65%*



2014 Cohort
All Other Minorities: 67%
First Ever in College: 68%
White: 69%
Latinx/Hispanic: **73%**

Southwestern Student Success 2017-2018

#1 Among All Oregon Community Colleges

63%

Graduation and Transfer Rate

LOWEST TIME to completion in years

925

High School Students

Statewide Student Success

Oregon Community College (CC) Graduation and Transfer Rate

63% SWOCC Students graduate or transfer in 4 years

vs 48% Oregon CC Students

Graduation Rate 4 Years (2014 Cohort First Time Full Time)

41% SWOCC Students

vs 22% Oregon CC Students

vs 32% All Public Community Colleges

Lower Time to Completion Saves Students Money

2.3 years SWOCC Students

vs 3.3 years Oregon CC and National CC Average

Accelerated Learning: High School Student Success

- $ 1,425,501 Tuition and Fee Savings - Southwestern Costs
- ***$ 2 ,320,375*** Savings at Oregon 4 Year College Average
- 10,805 Credits Earned
- 3,461 Courses
- 11 Graduates: Southwestern & high school at same time

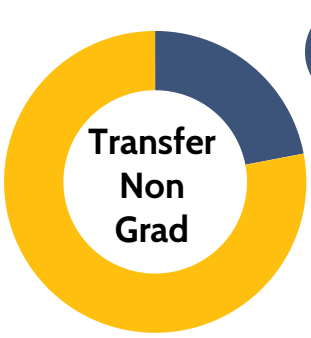
Student Success Reaches New Heights

75%

Southwestern

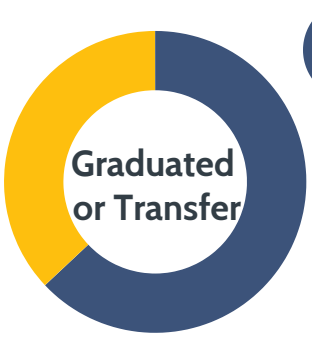
Student Success
Fall 2014 First Time Full Time Students

Three Year Success Rates



22%

41%



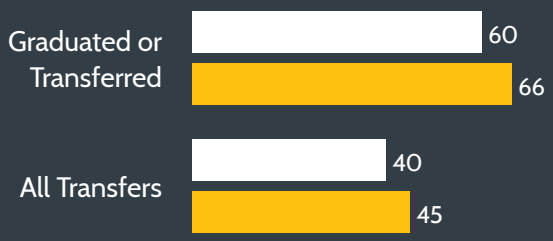
63%

Success rate refers to students who graduated, transferred or were still enrolled Fall 2017.
Rates based on full-time first-time cohort students enrolled Fall 2014.

Fall 2014 cohort combined graduation and transfer rate increased from prior years while ***closing gaps*** within key areas for minorities, low-income (Pell) and male students - a ***22 percentage point increase*** compared to the 2011 cohort.

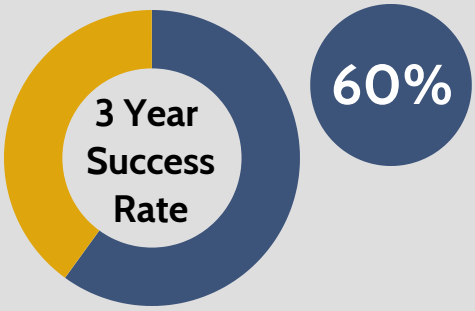
Latinx Pell recipients achieved the ***highest rate at 70%*** and an ***overall rate of 67%*** - a ***27 percentage point increase*** compared to the 2011 cohort.

Fall 2014 Cohort Gap Comparisons



White Minorities | Non Pell Pell | Female Male

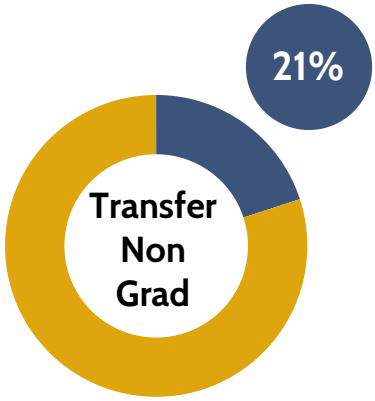
Student Success Reaches New Heights

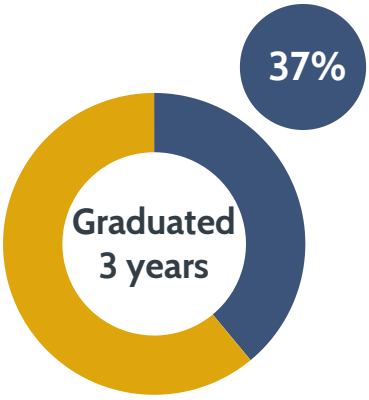


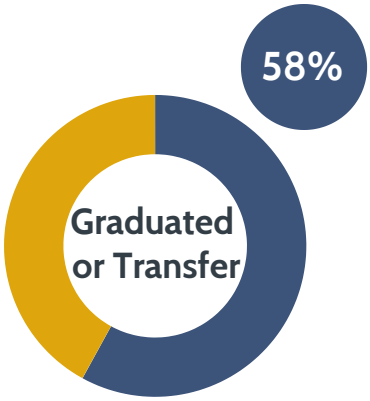
Southwestern

Student Success
Fall 2015 First Time Full Time Students

Three Year Success Rates







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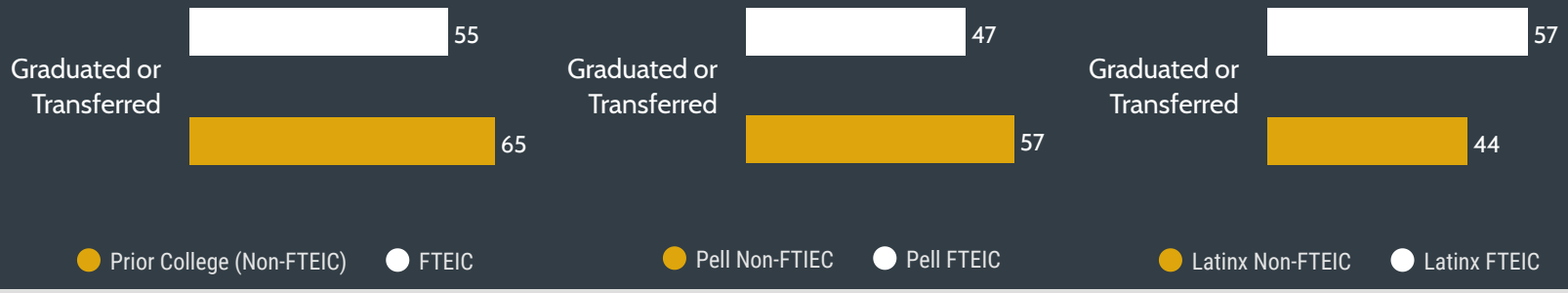

Student Achievement Overview

INSTITUTION: Southwestern Oregon Community college
Report date: 12/18/2019 Updated 12/23/2019

All FTEIC	**Fall 2010:**		**Fall 2011:**		**Fall 2012:**		**Fall 2013:**		**Fall 2014:**		**Fall 2015:**		**Fall 2016:**		**Fall 2017:**		**Fall 2018:**	
All credits are quarter credits	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%
Total FTEIC Students in cohort*	**409**	100%	**359**	100%	**364**	100%	**299**	100%	**298**	100%	**323**	100%	**251**	100%	**308**	100%	**258**	100%
Credit Momentum Metrics																		
Earned 9+ college credits in 1st term	**203**	49.6%	**163**	45.4%	**206**	56.6%	**162**	54.2%	**175**	58.7%	**195**	60.4%	**146**	58.2%	**175**	56.8%	**170**	65.9%
Earned 12+ college credits in 1st term	**124**	30.3%	**96**	26.7%	**125**	34.3%	**104**	34.8%	**114**	38.3%	**133**	41.2%	**92**	36.7%	**128**	41.6%	**115**	44.6%
Earned 36+ college credits in year 1	**97**	23.7%	**72**	20.1%	**100**	27.5%	**92**	30.8%	**100**	33.6%	**113**	35.0%	**81**	32.3%	**114**	37.0%	**109**	42.2%
Earned 45+ college credits in year 1	**41**	10.0%	**34**	9.5%	**47**	12.9%	**47**	15.7%	**47**	15.8%	**49**	15.2%	**29**	11.6%	**27**	8.8%	**34**	13.2%
Attempted 45+ credits (any level) in the first year	**109**	26.7%	**98**	27.3%	**98**	26.9%	**102**	34.1%	**84**	28.2%	**87**	26.9%	**58**	23.1%	**53**	17.2%	**60**	23.3%
Gateway Math and English Completion Metrics																		
Completed college math in year 1	**84**	20.5%	**74**	20.6%	**100**	27.5%	**77**	25.8%	**87**	29.2%	**103**	31.9%	**85**	33.9%	**110**	35.7%	**93**	36.0%
Completed college english in year 1	**206**	50.4%	**169**	47.1%	**195**	53.6%	**181**	60.5%	**163**	54.7%	**164**	50.8%	**160**	63.7%	**185**	60.1%	**176**	68.2%
Completed both college math and English in year 1	**77**	18.8%	**58**	16.2%	**85**	23.4%	**61**	20.4%	**69**	23.2%	**81**	25.1%	**78**	31.1%	**96**	31.2%	**72**	27.9%
Persistence and Retention KPI																		
Persisted from term 1 to term 2	**329**	80.4%	**292**	81.3%	**289**	79.4%	**253**	84.6%	**241**	80.9%	**267**	82.7%	**198**	78.9%	**247**	80.2%	**218**	84.5%
College Course Completion Metrics																		
Total College Credits Completed	**9,759**	83.3%	**8,115**	79.3%	**9,287**	83.7%	**8,224**	85.2%	**8,204**	86.7%	**9,009**	85.6%	**6,595**	83.4%	**8,132**	83.0%	**7,752**	85.3%
Total College Credits Attempted	**11,717**		**10,235**		**11,101**		**9,649**		**9,464**		**10,519**		**7,909**		**9,792**		**9,086**	
Developmental Course Completion Metrics																		
Total Developmental Credits Completed	**2,213**	67.4%	**2,042**	65.9%	**1,796**	65.6%	**1,714**	71.1%	**1,266**	65.1%	**1,588**	75.5%	**1,031**	73.6%	**694**	59.0%	**662**	57.9%
Total Developmental Credits Attempted	**3,281**		**3,097**		**2,738**		**2,409**		**1,946**		**2,103**		**1,401**		**1,177**		**1,143**	

Student Demographics

All Students	**Fall 2010:**		**Fall 2011:**		**Fall 2012:**		**Fall 2013:**		**Fall 2014:**		**Fall 2015:**		**Fall 2016:**		**Fall 2017:**		**Fall 2018:**	
	N	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%
Total FTEIC Students in cohort	**409**	100%	**359**	100%	**364**	100%	**299**	100%	**298**	100%	**323**	100%	**251**	100%	**308**	100%	**258**	100%
Placement unknown	**46**	11.2%	**18**	5.0%	**38**	10.4%	**15**	5.0%	**20**	6.7%	**23**	7.1%	**12**	4.8%	**68**	22.1%	**64**	24.8%
College-ready	**33**	8.1%	**22**	6.1%	**31**	8.5%	**27**	9.0%	**32**	10.7%	**35**	10.8%	**35**	13.9%	**37**	12.0%	**32**	12.4%
Referred to dev ed in 1 subject	**120**	29.3%	**106**	29.5%	**105**	28.8%	**99**	33.1%	**95**	31.9%	**108**	33.4%	**89**	35.5%	**97**	31.5%	**97**	37.6%
Referred to dev ed in 2 subjects	**98**	24.0%	**115**	32.0%	**102**	28.0%	**81**	27.1%	**73**	24.5%	**71**	22.0%	**51**	20.3%	**72**	23.4%	**45**	17.4%
Referred to dev ed in 3 subjects	**112**	27.4%	**98**	27.3%	**87**	23.9%	**77**	25.8%	**78**	26.2%	**86**	26.6%	**64**	25.5%	**34**	11.0%	**20**	7.8%
Females	**184**	45.0%	**183**	51.0%	**161**	44.2%	**153**	51.2%	**155**	52.0%	**152**	47.1%	**135**	53.8%	**142**	46.1%	**105**	40.7%
Traditional college age	**310**	75.8%	**271**	75.5%	**264**	72.5%	**241**	80.6%	**240**	80.5%	**273**	84.5%	**208**	82.9%	**262**	85.1%	**220**	85.3%
Total Full Time Students in cohort*	**348**	85%	**310**	86%	**322**	88%	**266**	89%	**265**	89%	**295**	91%	**224**	89%	**272**	88%	**236**	91%

Charts | Course Data | Pass Rates | Enrollment Data | Tips and Glossary

Year: Multiple values
Locations: Multiple values
Course_Area: MTH
Term: All
Course_Type: Multiple values
Course: All

Pass Rate: 55.24% – 77.62%

	Year Total	Summer	Fall	Winter	Spring
Year Rate	65.47%	68.11%	65.25%	65.99%	62.51%
2014	67.72%	67.81%	64.51%	69.26%	69.31%
2015	71.26%	71.55%	77.30%	67.81%	68.39%
2016	70.21%	77.62%	72.37%	70.94%	59.90%
2017	61.19%	68.31%	56.75%	60.28%	59.42%
2018	56.95%	55.24%	55.32%	61.68%	55.56%

		Year Rate	Day	Evening	Online	Undisclosed
2014	**Year Rate**	**67.44%**	**68.67%**	**86.60%**	**58.59%**	
	Summer	**67.81%**	74.44%	66.67%	56.00%	
	Fall	**64.51%**	64.86%	74.07%	60.19%	
	Winter	**69.26%**	70.27%	92.31%	58.33%	
	Spring	**69.31%**	71.53%	94.74%	58.50%	
2015	**Year Rate**	**71.77%**	**72.61%**	**71.57%**	**68.67%**	**100.00%**
	Summer	**71.55%**	77.50%	80.00%	64.52%	100.00%
	Fall	**77.30%**	77.54%	80.00%	75.00%	100.00%
	Winter	**67.81%**	68.37%	53.33%	67.35%	
	Spring	**68.39%**	69.23%	69.05%	66.43%	
2016	**Year Rate**	**69.50%**	**69.93%**	**63.41%**	**68.99%**	
	Summer	**77.62%**	82.35%	100.00%	74.76%	
	Fall	**72.37%**	73.89%	44.44%	68.66%	
	Winter	**70.94%**	69.90%	77.78%	74.11%	
	Spring	**59.90%**	59.83%	52.94%	60.87%	
2017	**Year Rate**	**59.53%**	**62.30%**	**82.93%**	**51.78%**	**66.67%**
	Summer	**68.31%**	82.61%		65.55%	
	Fall	**56.75%**	57.48%	85.71%	50.00%	
	Winter	**60.28%**	63.47%	80.00%	48.91%	
	Spring	**59.42%**	68.04%	82.35%	45.56%	66.67%
2018	**Year Rate**	**57.32%**	**60.26%**	**55.56%**	**47.64%**	**75.56%**
	Summer	**55.24%**	69.44%	50.00%	50.50%	
	Fall	**55.32%**	58.00%	28.57%	45.79%	
	Winter	**61.68%**	62.83%	68.42%	53.41%	68.97%
	Spring	**55.56%**	59.50%	50.00%	42.06%	87.50%

Questions?
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***Graded Classes Only* - Pass Rates:** Percentage of Passing Grades
Passing Grades = A, B, C, IB, IC, S, P
Denominator Grades: Passing Grades plus D, F, ID, IF, U, AU, W
AU = Changed to an audit after census date
W = Withdrawn

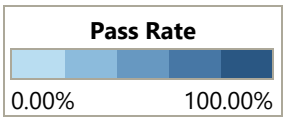
Pass Rate Location

		Grand Total	Coos and Douglas	Curry	Online
2014	**Year Rate**	**67.44%**	**69.52%**	**73.95%**	**57.72%**
	Summer	**67.81%**	75.00%	66.67%	56.00%
	Fall	**64.51%**	65.01%	71.74%	56.58%
	Winter	**69.26%**	71.66%	68.97%	58.33%
	Spring	**69.31%**	73.17%	84.38%	58.50%
2015	**Year Rate**	**71.77%**	**72.25%**	**76.52%**	**68.67%**
	Summer	**71.55%**	79.55%	80.00%	64.52%
	Fall	**77.30%**	77.56%	80.00%	75.00%
	Winter	**67.81%**	67.87%	68.29%	67.35%
	Spring	**68.39%**	67.67%	80.49%	66.43%
2016	**Year Rate**	**69.50%**	**69.32%**	**73.64%**	**68.99%**
	Summer	**77.62%**	82.14%	91.67%	74.76%
	Fall	**72.37%**	73.55%	71.05%	68.66%
	Winter	**70.94%**	69.37%	79.31%	74.11%
	Spring	**59.90%**	58.64%	64.52%	60.87%
2017	**Year Rate**	**59.53%**	**62.39%**	**69.37%**	**51.78%**
	Summer	**68.31%**	83.33%	81.82%	65.55%
	Fall	**56.75%**	57.31%	70.27%	50.00%
	Winter	**60.28%**	64.11%	60.61%	48.91%
	Spring	**59.42%**	68.37%	73.33%	45.56%
2018	**Year Rate**	**57.32%**	**60.83%**	**58.82%**	**47.64%**
	Summer	**55.24%**	66.67%	66.67%	50.50%
	Fall	**55.32%**	57.89%	50.00%	45.79%
	Winter	**61.68%**	63.86%	57.89%	53.41%
	Spring	**55.56%**	60.82%	64.71%	42.06%

Pass Rate broken down by Locations vs. Year and Term. The data is filtered on Course, Course_Area, Section, Discipline, Time_Status and Course_Type. The Course filter keeps 1,139 of 1,139 members. The Course_Area filter keeps MTH. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation and Developmental Math. The view is filtered on Year, Term and Locations. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed.

Pass Rate Course Table

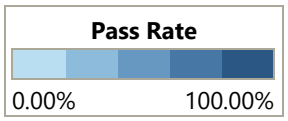
		2014	2015	2016	2017	2018
Year Rate		67.44%	71.77%	69.50%	59.53%	57.32%
MTH 20	**Course Rate**	52.51%	67.53%	69.36%	49.14%	46.72%
	Summer	57.14%	52.94%	83.33%	75.00%	41.18%
	Fall	52.88%	77.69%	72.55%	43.42%	49.12%
	Winter	54.17%	57.14%	66.67%	52.00%	50.00%
	Spring	47.83%	56.82%	47.06%	48.65%	41.38%
MTH 55	**Course Rate**	72.73%				
	Winter	72.73%				
MTH 60	**Course Rate**	52.50%	66.67%	63.95%	43.04%	38.38%
	Summer	54.55%	50.00%	73.91%	42.86%	29.41%
	Fall	57.69%	70.81%	73.00%	49.02%	38.89%
	Winter	50.48%	66.67%	58.46%	32.73%	43.40%
	Spring	42.42%	61.02%	46.67%	50.00%	34.88%
MTH 65	**Course Rate**	63.01%	67.27%	62.31%	38.73%	36.25%
	Summer	57.14%	80.00%	66.67%	25.00%	31.25%
	Fall	63.21%	83.08%	66.67%	35.29%	25.45%
	Winter	64.42%	52.70%	72.88%	38.33%	50.00%
	Spring	62.30%	66.20%	43.40%	48.65%	38.78%
MTH 80	**Course Rate**	100.00%	88.89%	83.33%	85.71%	87.50%
	Winter		88.89%	83.33%	85.71%	87.50%
	Spring	100.00%				
MTH 81	**Course Rate**	88.04%	73.56%	81.82%	70.45%	49.06%
	Summer	100.00%	83.33%	75.00%		
	Fall	77.27%	84.44%	84.00%	62.50%	63.33%
	Winter	90.48%	55.56%	84.21%	70.00%	50.00%
	Spring	90.00%	61.11%	80.00%	87.50%	9.09%
MTH 82	**Course Rate**	77.78%	66.67%	60.00%	53.33%	83.33%
	Winter	77.78%	66.67%	60.00%	53.33%	83.33%



Pass Rate broken down by Year vs. Course and Term. Color shows Pass Rate. The data is filtered on Section, Discipline, Locations, Course_Area, Time_Status and Course_Type. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed. The Course_Area filter keeps MTH. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation, Developmental Writing and Reading and Developmental Math. The view is filtered on Course, Year and Term. The Course filter keeps 1,139 of 1,139 members. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter.

Pass Rate Course Table

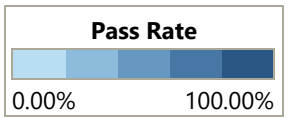
		2014	2015	2016	2017	2018
MTH 86	**Course Rate**	81.25%	100.00%	100.00%	100.00%	100.00%
	Fall	81.25%	100.00%	100.00%	100.00%	100.00%
MTH 95	**Course Rate**	72.32%	72.92%	73.37%	49.24%	46.24%
	Summer	76.19%	86.67%	78.95%	65.22%	52.38%
	Fall	62.50%	80.49%	85.71%	40.00%	39.73%
	Winter	78.08%	55.81%	70.59%	49.33%	43.75%
	Spring	72.97%	77.78%	62.50%	53.85%	56.82%
MTH 98	**Course Rate**		66.67%	63.49%	70.75%	75.20%
	Summer			80.00%	77.78%	90.91%
	Fall		68.00%	65.12%	67.50%	72.92%
	Winter		77.78%	58.33%	76.19%	73.81%
	Spring		52.17%	64.00%	66.67%	75.00%
MTH 105	**Course Rate**	72.00%	82.67%	68.52%	53.19%	64.65%
	Summer	76.92%	69.23%	75.00%	45.45%	43.75%
	Fall			66.67%	53.85%	78.26%
	Winter		80.77%	66.67%	63.33%	68.97%
	Spring	66.67%	88.89%	67.86%	44.44%	61.29%
MTH 111	**Course Rate**	68.35%	67.42%	59.58%	62.38%	63.64%
	Summer	73.33%	90.91%	86.67%	81.82%	69.23%
	Fall	68.38%	71.83%	61.64%	64.10%	67.77%
	Winter	62.26%	57.14%	60.66%	64.20%	61.54%
	Spring	71.62%	61.29%	47.69%	46.15%	38.10%
MTH 112	**Course Rate**	80.95%	76.11%	81.61%	77.31%	70.00%
	Summer	80.00%	73.68%	83.33%	78.57%	87.50%
	Fall	100.00%	100.00%	100.00%	100.00%	0.00%
	Winter	81.36%	83.33%	89.66%	75.68%	63.64%
	Spring	78.57%	44.44%	59.09%	77.78%	87.50%
MTH 199A	**Course Rate**		95.00%			



Pass Rate broken down by Year vs. Course and Term. Color shows Pass Rate. The data is filtered on Section, Discipline, Locations, Course_Area, Time_Status and Course_Type. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed. The Course_Area filter keeps MTH. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation, Developmental Writing and Reading and Developmental Math. The view is filtered on Course, Year and Term. The Course filter keeps 1,139 of 1,139 members. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter.

Pass Rate Course Table

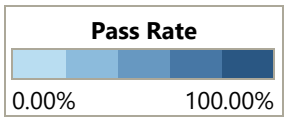
		2014	2015	2016	2017	2018
MTH 199A	**Fall**		100.00%			
	Winter		87.50%			
MTH 211	**Course Rate**		88.89%	100.00%	86.67%	52.94%
	Summer			100.00%		
	Fall		85.71%		85.71%	52.94%
	Winter		100.00%		100.00%	
MTH 212	**Course Rate**		100.00%	100.00%	86.67%	100.00%
	Summer			100.00%		
	Winter		100.00%		85.71%	100.00%
	Spring		100.00%		100.00%	
MTH 213	**Course Rate**		100.00%	100.00%	85.71%	83.33%
	Summer			100.00%		100.00%
	Fall			100.00%		
	Spring		100.00%		85.71%	81.82%
MTH 241	**Course Rate**	66.67%		87.50%		72.73%
	Winter	66.67%		87.50%		72.73%
MTH 242	**Course Rate**	66.67%		100.00%		
	Spring	66.67%		100.00%		
MTH 243	**Course Rate**	92.16%	84.26%	86.73%	72.19%	77.50%
	Summer				88.89%	80.00%
	Fall	100.00%	90.00%	93.33%	81.48%	96.15%
	Winter	89.29%	76.67%	84.00%	67.74%	69.57%
	Spring	88.89%	85.42%	84.48%	66.67%	72.13%
MTH 251	**Course Rate**	82.50%	92.00%	76.47%	74.42%	44.74%
	Summer				50.00%	
	Fall	82.14%	89.66%	71.43%	73.08%	44.00%
	Winter		100.00%		100.00%	
	Spring	83.33%	94.74%	100.00%	78.57%	46.15%



Pass Rate broken down by Year vs. Course and Term. Color shows Pass Rate. The data is filtered on Section, Discipline, Locations, Course_Area, Time_Status and Course_Type. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed. The Course_Area filter keeps MTH. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation, Developmental Writing and Reading and Developmental Math. The view is filtered on Course, Year and Term. The Course filter keeps 1,139 of 1,139 members. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter.

Pass Rate Course Table

		2014	2015	2016	2017	2018
MTH 251H	**Course Rate**				**60.00%**	**33.33%**
	Fall				60.00%	33.33%
MTH 252	**Course Rate**	**95.45%**	**66.67%**	**78.57%**	**95.24%**	**76.32%**
	Summer			75.00%		
	Fall	100.00%				
	Winter	95.24%	65.22%	80.00%	95.24%	76.32%
	Spring		100.00%			
MTH 253	**Course Rate**	**100.00%**	**83.33%**	**66.67%**	**69.23%**	**85.71%**
	Spring	100.00%	83.33%	66.67%	69.23%	85.71%
MTH 254	**Course Rate**	**82.76%**		**100.00%**	**85.71%**	**100.00%**
	Summer	100.00%				
	Fall	50.00%		100.00%	85.71%	100.00%
	Spring	100.00%		100.00%		
MTH 255	**Course Rate**	**100.00%**		**100.00%**	**100.00%**	**100.00%**
	Winter	100.00%		100.00%	100.00%	100.00%
MTH 256	**Course Rate**	**100.00%**	**100.00%**	**71.43%**	**100.00%**	**100.00%**
	Summer		100.00%			
	Spring	100.00%		71.43%	100.00%	100.00%
MTH 260	**Course Rate**					**100.00%**
	Spring					100.00%



Pass Rate broken down by Year vs. Course and Term. Color shows Pass Rate. The data is filtered on Section, Discipline, Locations, Course_Area, Time_Status and Course_Type. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed. The Course_Area filter keeps MTH. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation, Developmental Writing and Reading and Developmental Math. The view is filtered on Course, Year and Term. The Course filter keeps 1,139 of 1,139 members. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter.

Charts | Course Data | Pass Rates | Enrollment Data | Tips and Glossary

Year: Multiple values
Locations: Multiple values
Course_Area: MTH
Term: All
Course_Type: Multiple values
Course: Multiple values

Pass Rate: 43.93% – 75.61%

	Year Total	Summer	Fall	Winter	Spring
Year Rate	58.17%	61.64%	59.02%	57.51%	54.51%
2014	59.58%	60.42%	58.53%	61.88%	57.49%
2015	66.28%	64.52%	75.11%	62.46%	63.02%
2016	66.45%	75.61%	72.45%	65.60%	52.13%
2017	51.30%	61.33%	45.08%	45.98%	52.81%
2018	47.24%	46.34%	43.93%	51.61%	47.09%

		Year Rate	Day	Evening	Online	Undisclosed
2014	**Year Rate**	**59.49%**	**60.00%**	**83.75%**	**50.75%**	
	Summer	**60.42%**	67.86%	60.00%	48.57%	
	Fall	**58.53%**	58.07%	70.83%	56.58%	
	Winter	**61.88%**	62.08%	92.00%	51.32%	
	Spring	**57.49%**	57.75%	92.31%	45.57%	
2015	**Year Rate**	**67.80%**	**67.45%**	**70.79%**	**67.62%**	**100.00%**
	Summer	**64.52%**	68.18%	66.67%	61.76%	
	Fall	**75.11%**	74.29%	80.00%	75.90%	100.00%
	Winter	**62.46%**	63.14%	53.33%	62.16%	
	Spring	**63.02%**	59.15%	69.70%	66.67%	
2016	**Year Rate**	**66.45%**	**67.20%**	**58.06%**	**65.94%**	
	Summer	**75.61%**	85.71%	100.00%	70.97%	
	Fall	**72.45%**	74.81%	44.44%	67.86%	
	Winter	**65.60%**	63.24%	77.78%	69.32%	
	Spring	**52.13%**	50.53%	14.29%	56.98%	
2017	**Year Rate**	**48.58%**	**50.00%**	**80.95%**	**43.69%**	**66.67%**
	Summer	**61.33%**	84.21%		53.57%	
	Fall	**45.08%**	46.15%	85.71%	38.75%	
	Winter	**45.98%**	49.38%	75.00%	37.63%	
	Spring	**52.81%**	53.01%	83.33%	48.75%	66.67%
2018	**Year Rate**	**47.04%**	**50.31%**	**60.00%**	**40.21%**	
	Summer	**46.34%**	57.14%	50.00%	41.82%	
	Fall	**43.93%**	47.00%	33.33%	36.59%	
	Winter	**51.61%**	52.63%	73.33%	44.93%	
	Spring	**47.09%**	52.83%	66.67%	38.75%	

Questions?
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***Graded Classes Only* - Pass Rates:** Percentage of Passing Grades
Passing Grades = A, B, C, IB, IC, S, P
Denominator Grades: Passing Grades plus D, F, ID, IF, U, AU, W
AU = Changed to an audit after census date
W = Withdrawn

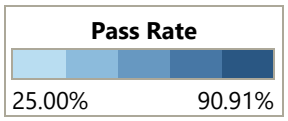
Pass Rate Location

		Grand Total	Coos and Douglas	Curry	Online	Undisclos..
2014	**Year Rate**	**81.91%**	**83.42%**	**81.07%**	**77.94%**	
	Summer	**87.00%**	92.74%	85.19%	79.00%	
	Fall	**81.38%**	81.59%	78.97%	81.14%	
	Winter	**81.21%**	82.45%	79.23%	77.66%	
	Spring	**81.79%**	84.47%	84.62%	74.70%	
2015	**Year Rate**	**83.15%**	**83.95%**	**84.69%**	**80.91%**	
	Summer	**86.28%**	92.46%	86.11%	76.99%	
	Fall	**83.37%**	83.77%	83.93%	82.06%	
	Winter	**83.36%**	83.51%	82.65%	83.00%	
	Spring	**81.81%**	82.48%	87.27%	79.66%	
2016	**Year Rate**	**81.63%**	**82.40%**	**78.76%**	**80.34%**	
	Summer	**86.12%**	93.23%	90.32%	77.39%	
	Fall	**81.14%**	81.74%	78.50%	79.90%	
	Winter	**80.98%**	80.49%	83.13%	81.84%	
	Spring	**81.55%**	82.66%	72.99%	80.46%	
2017	**Year Rate**	**79.96%**	**80.52%**	**75.84%**	**79.33%**	
	Summer	**84.05%**	93.68%	88.24%	77.67%	
	Fall	**77.48%**	77.21%	74.65%	78.50%	
	Winter	**79.67%**	79.67%	78.29%	79.82%	
	Spring	**82.06%**	83.58%	71.63%	80.38%	
2018	**Year Rate**	**80.40%**	**81.49%**	**77.60%**	**78.51%**	**100.00%**
	Summer	**80.86%**	91.01%	83.87%	73.73%	
	Fall	**79.26%**	79.51%	68.97%	79.70%	100.00%
	Winter	**82.17%**	82.87%	77.66%	80.96%	
	Spring	**79.66%**	80.77%	87.62%	76.90%	100.00%

Pass Rate broken down by Locations vs. Year and Term. The data is filtered on Course, Course_Area, Section, Discipline, Time_Status and Course_Type. The Course filter keeps 1,139 of 1,139 members. The Course_Area filter keeps 90 of 90 members. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation, Developmental Writing and Reading and Developmental Math. The view is filtered on Year, Term and Locations. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed.

Pass Rate Course Table

		2014	2015	2016	2017	2018
Year Rate		59.49%	67.80%	66.45%	48.58%	47.04%
MTH 20	**Course Rate**	52.51%	67.53%	69.36%	49.14%	46.72%
	Summer	57.14%	52.94%	83.33%	75.00%	41.18%
	Fall	52.88%	77.69%	72.55%	43.42%	49.12%
	Winter	54.17%	57.14%	66.67%	52.00%	50.00%
	Spring	47.83%	56.82%	47.06%	48.65%	41.38%
MTH 55	**Course Rate**	72.73%				
	Winter	72.73%				
MTH 60	**Course Rate**	52.50%	66.67%	63.95%	43.04%	38.38%
	Summer	54.55%	50.00%	73.91%	42.86%	29.41%
	Fall	57.69%	70.81%	73.00%	49.02%	38.89%
	Winter	50.48%	66.67%	58.46%	32.73%	43.40%
	Spring	42.42%	61.02%	46.67%	50.00%	34.88%
MTH 65	**Course Rate**	63.01%	67.27%	62.31%	38.73%	36.25%
	Summer	57.14%	80.00%	66.67%	25.00%	31.25%
	Fall	63.21%	83.08%	66.67%	35.29%	25.45%
	Winter	64.42%	52.70%	72.88%	38.33%	50.00%
	Spring	62.30%	66.20%	43.40%	48.65%	38.78%
MTH 95	**Course Rate**	72.32%	72.92%	73.37%	49.24%	46.24%
	Summer	76.19%	86.67%	78.95%	65.22%	52.38%
	Fall	62.50%	80.49%	85.71%	40.00%	39.73%
	Winter	78.08%	55.81%	70.59%	49.33%	43.75%
	Spring	72.97%	77.78%	62.50%	53.85%	56.82%
MTH 98	**Course Rate**		66.67%	63.49%	70.75%	75.20%
	Summer			80.00%	77.78%	90.91%
	Fall		68.00%	65.12%	67.50%	72.92%
	Winter		77.78%	58.33%	76.19%	73.81%
	Spring		52.17%	64.00%	66.67%	75.00%



Pass Rate broken down by Year vs. Course and Term. Color shows Pass Rate. The data is filtered on Section, Discipline, Locations, Course_Area, Time_Status and Course_Type. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed. The Course_Area filter keeps MTH. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps CTE Preparation, Developmental Writing and Reading and Developmental Math. The view is filtered on Course, Year and Term. The Course filter excludes MTH 80, MTH 81, MTH 82 and MTH 86. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter.

Charts | Course Data | Pass Rates | Enrollment Data | Tips and Glossary

Year	Locations	Course_Area
Multiple values	Multiple values	MTH

Term	Course_Type	Course
All	Multiple values	All

Pass Rate: 63.60% – 81.63%

	Year Total	Summer	Fall	Winter	Spring
Year Rate	73.41%	76.54%	71.71%	74.33%	71.06%
2014	77.98%	78.57%	74.15%	78.16%	81.05%
2015	77.35%	79.17%	79.02%	75.12%	76.12%
2018	68.38%	67.21%	68.61%	69.64%	68.05%
2016	73.33%	81.63%	68.83%	76.38%	66.49%
2017	70.00%	76.12%	67.92%	72.37%	63.60%

		Year Rate	Day	Evening	Online	Undisclosed
2014	**Year Rate**	**77.74%**	**77.80%**	**100.00%**	**74.62%**	
	Summer	**78.57%**	80.77%	100.00%	73.33%	
	Fall	**74.15%**	74.29%	100.00%	70.37%	
	Winter	**78.16%**	77.12%	100.00%	85.00%	
	Spring	**81.05%**	83.64%	100.00%	73.53%	
2015	**Year Rate**	**76.96%**	**78.29%**	**76.92%**	**70.90%**	**100.00%**
	Summer	**79.17%**	91.67%	100.00%	67.86%	100.00%
	Fall	**79.02%**	80.00%		72.41%	
	Winter	**75.12%**	74.09%		83.33%	
	Spring	**76.12%**	80.58%	66.67%	66.04%	
2016	**Year Rate**	**71.34%**	**69.98%**	**80.00%**	**74.85%**	
	Summer	**81.63%**	87.50%		80.49%	
	Fall	**68.83%**	68.51%		70.00%	
	Winter	**76.38%**	74.29%		91.67%	
	Spring	**66.49%**	65.12%	80.00%	67.31%	
2017	**Year Rate**	**68.79%**	**70.14%**	**85.00%**	**63.51%**	
	Summer	**76.12%**	75.00%		76.19%	
	Fall	**67.92%**	65.79%	85.71%	80.00%	
	Winter	**72.37%**	70.80%	100.00%	82.76%	
	Spring	**63.60%**	76.56%	81.82%	42.70%	
2018	**Year Rate**	**68.69%**	**69.16%**	**33.33%**	**65.81%**	**75.56%**
	Summer	**67.21%**	86.67%		60.87%	
	Fall	**68.61%**	68.02%	0.00%	76.00%	
	Winter	**69.64%**	68.60%	50.00%	84.21%	68.97%
	Spring	**68.05%**	69.60%	0.00%	51.85%	87.50%

Questions?
ir@socc.edu

***Graded Classes Only* - Pass Rates:** Percentage of Passing Grades
Passing Grades = A, B, C, IB, IC, S, P
Denominator Grades: Passing Grades plus D, F, ID, IF, U, AU, W
AU = Changed to an audit after census date
W = Withdrawn

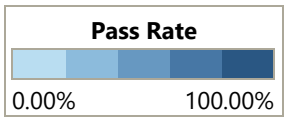
Pass Rate Location

		Grand Total	Coos and Douglas	Curry	Online
2014	**Year Rate**	**77.74%**	**77.41%**	**95.24%**	**75.73%**
	Summer	**78.57%**	80.77%	100.00%	73.33%
	Fall	**74.15%**	73.74%	85.71%	
	Winter	**78.16%**	77.12%	100.00%	85.00%
	Spring	**81.05%**	83.64%	100.00%	73.53%
2015	**Year Rate**	**76.96%**	**78.02%**	**83.33%**	**70.90%**
	Summer	**79.17%**	93.75%	100.00%	67.86%
	Fall	**79.02%**	79.68%	87.50%	72.41%
	Winter	**75.12%**	73.63%	81.82%	83.33%
	Spring	**76.12%**	79.84%	78.95%	66.04%
2016	**Year Rate**	**71.34%**	**69.49%**	**80.65%**	**74.85%**
	Summer	**81.63%**		87.50%	80.49%
	Fall	**68.83%**	68.97%	57.14%	70.00%
	Winter	**76.38%**	73.84%	100.00%	91.67%
	Spring	**66.49%**	64.29%	84.62%	67.31%
2017	**Year Rate**	**68.79%**	**69.35%**	**85.42%**	**63.51%**
	Summer	**76.12%**	50.00%	100.00%	76.19%
	Fall	**67.92%**	64.06%	94.44%	80.00%
	Winter	**72.37%**	71.30%	66.67%	82.76%
	Spring	**63.60%**	75.61%	87.50%	42.70%
2018	**Year Rate**	**68.69%**	**69.57%**	**61.90%**	**65.81%**
	Summer	**67.21%**	83.33%	100.00%	60.87%
	Fall	**68.61%**	68.37%	0.00%	76.00%
	Winter	**69.64%**	68.53%	62.50%	84.21%
	Spring	**68.05%**	71.64%	62.50%	51.85%

Pass Rate broken down by Locations vs. Year and Term. The data is filtered on Course, Course_Area, Section, Discipline, Time_Status and Course_Type. The Course filter excludes MTH 80, MTH 81, MTH 82 and MTH 86. The Course_Area filter keeps MTH. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation and Developmental Writing and Reading. The view is filtered on Year, Term and Locations. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed.

Pass Rate Course Table

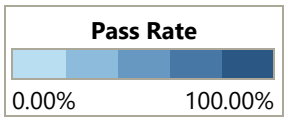
		2014	2015	2016	2017	2018
Year Rate		77.74%	76.96%	71.34%	68.79%	68.69%
MTH 105	**Course Rate**	72.00%	82.67%	68.52%	53.19%	64.65%
	Summer	76.92%	69.23%	75.00%	45.45%	43.75%
	Fall			66.67%	53.85%	78.26%
	Winter		80.77%	66.67%	63.33%	68.97%
	Spring	66.67%	88.89%	67.86%	44.44%	61.29%
MTH 111	**Course Rate**	68.35%	67.42%	59.58%	62.38%	63.64%
	Summer	73.33%	90.91%	86.67%	81.82%	69.23%
	Fall	68.38%	71.83%	61.64%	64.10%	67.77%
	Winter	62.26%	57.14%	60.66%	64.20%	61.54%
	Spring	71.62%	61.29%	47.69%	46.15%	38.10%
MTH 112	**Course Rate**	80.95%	76.11%	81.61%	77.31%	70.00%
	Summer	80.00%	73.68%	83.33%	78.57%	87.50%
	Fall	100.00%	100.00%	100.00%	100.00%	0.00%
	Winter	81.36%	83.33%	89.66%	75.68%	63.64%
	Spring	78.57%	44.44%	59.09%	77.78%	87.50%
MTH 199A	**Course Rate**		95.00%			
	Fall		100.00%			
	Winter		87.50%			
MTH 211	**Course Rate**		88.89%	100.00%	86.67%	52.94%
	Summer			100.00%		
	Fall		85.71%		85.71%	52.94%
	Winter		100.00%		100.00%	
MTH 212	**Course Rate**		100.00%	100.00%	86.67%	100.00%
	Summer			100.00%		
	Winter		100.00%		85.71%	100.00%
	Spring		100.00%		100.00%	
MTH 213	**Course Rate**		100.00%	100.00%	85.71%	83.33%
	Summer			100.00%		100.00%



Pass Rate broken down by Year vs. Course and Term. Color shows Pass Rate. The data is filtered on Section, Discipline, Locations, Course_Area, Time_Status and Course_Type. The Section filter keeps 3,298 of 3,741 members. The Discipline filter keeps 23 of 23 members. The Locations filter keeps Coos and Douglas, Curry, Online and Undisclosed. The Course_Area filter keeps MTH. The Time_Status filter keeps Day, Evening, Undisclosed and Online. The Course_Type filter keeps LDC, CTE Preparation and Developmental Writing and Reading. The view is filtered on Course, Year and Term. The Course filter keeps 1,139 of 1,139 members. The Year filter keeps 2014, 2015, 2016, 2017 and 2018. The Term filter keeps Fall, Spring, Summer and Winter.

Pass Rate Course Table

		2014	2015	2016	2017	2018
MTH 213	**Fall**			100.00%		
	Spring		100.00%		85.71%	81.82%
MTH 241	**Course Rate**	**66.67%**		**87.50%**		**72.73%**
	Winter	66.67%		87.50%		72.73%
MTH 242	**Course Rate**	**66.67%**		**100.00%**		
	Spring	66.67%		100.00%		
MTH 243	**Course Rate**	**92.16%**	**84.26%**	**86.73%**	**72.19%**	**77.50%**
	Summer				88.89%	80.00%
	Fall	100.00%	90.00%	93.33%	81.48%	96.15%
	Winter	89.29%	76.67%	84.00%	67.74%	69.57%
	Spring	88.89%	85.42%	84.48%	66.67%	72.13%
MTH 251	**Course Rate**	**82.50%**	**92.00%**	**76.47%**	**74.42%**	**44.74%**
	Summer				50.00%	
	Fall	82.14%	89.66%	71.43%	73.08%	44.00%
	Winter		100.00%		100.00%	
	Spring	83.33%	94.74%	100.00%	78.57%	46.15%
MTH 251H	**Course Rate**				**60.00%**	**33.33%**
	Fall				60.00%	33.33%
MTH 252	**Course Rate**	**95.45%**	**66.67%**	**78.57%**	**95.24%**	**76.32%**
	Summer			75.00%		
	Fall	100.00%				
	Winter	95.24%	65.22%	80.00%	95.24%	76.32%
	Spring		100.00%			
MTH 253	**Course Rate**	**100.00%**	**83.33%**	**66.67%**	**69.23%**	**85.71%**
	Spring	100.00%	83.33%	66.67%	69.23%	85.71%
MTH 254	**Course Rate**	**82.76%**		**100.00%**	**85.71%**	**100.00%**
	Summer	100.00%				
	Fall	50.00%		100.00%	85.71%	100.00%
	Spring	100.00%		100.00%		



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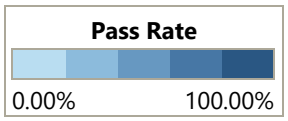
Pass Rate Course Table

		2014	2015	2016	2017	2018
MTH 255	**Course Rate**	**100.00%**		**100.00%**	**100.00%**	**100.00%**
	Winter	100.00%		100.00%	100.00%	100.00%
MTH 256	**Course Rate**	**100.00%**	**100.00%**	**71.43%**	**100.00%**	**100.00%**
	Summer		100.00%			
	Spring	100.00%		71.43%	100.00%	100.00%
MTH 260	**Course Rate**					**100.00%**
	Spring					100.00%



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