

**ACHIEVEMENT**

Achieved 12.8% = **Green**

**CORE THEME**

Learning & Achievement

**OBJECTIVE**

**LA.2:** Students complete certificates, degrees, and transfer

**INDICATOR**

**LA.2.1: Success Indicator 11 - Completion**

Measured by the number of degrees and certificates awarded relative to the total program student enrollment from internal reports and state OCCURS data

**Indicator Thresholds**

Green: 10% or greater

Yellow: Between 8% and 10%

Red: Below 8%

**Purpose and Meaning**

Measures student achievement gauged by degree or certificates awarded and reflects student attainment of a personal educational milestones.

### WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

Southwestern conferred degrees and certificates to 338 unique students during the academic year 2012-13, representing 12.8% of students who were enrolled in a degree or certificate program and attended more than 1 credit applicable toward a degree or certificate during the academic year (2,639 students).

When reviewing the completion data at the program level, several conditions were noted that impact the use of the current indicator:

- completions in CTE areas may be significantly different than that of LDC.
- the indicator measure is number of degrees and certificates awarded relative to the program student enrollment – however, this is not a one to one relationship and to measure in this manner does not represent the proportion of students who earned degrees/certificates.
- auto-award of degrees and certificates has not been fully implemented.
- Declared majors are not always current.

For the 2013-14 year, we will more clearly define this achievement indicator and consider changing the SI to clearly measure the defined achievement. In order to improve student completion, a Strategic Enrollment Master Plan is being developed to provide a framework to recruit and support students to enhance enrollments and retention. Additionally, we are adopting the final policies and procedures to fully implement auto-awarding of degrees and certificates.

### FACTORS AFFECTING RESULTS/PROGRESS

During the 2012-2013 academic year, several AAS Pathway Programs began to conduct certificate audits for program students and the practice of auto-awarding earned credentials. As a result, Southwestern increased the number of pathway certificates award by more than ten-fold from the previous year and the number of one-year certificates of completion by three-fold.

### Changes to Indicator Measurement – Response to NWCCU Accreditation Recommendation

It was noted that the indicator measure is number of degrees and certificates awarded relative to the program

student enrollment – however, this is not a one to one relationship and to measure in this manner does not represent the proportion of students who earned degrees/certificates. For the 2013-14 year, we will consider changing the SI to clearly measure the defined achievement and thresholds established. Campus-wide discussions will be initiated by Instructional Council so that we will more clearly define this achievement indicator and desired thresholds.

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### Planning Priorities

**Strategic Goal - 3** - Support the student success completion agenda through the Achievement Compact and Achieving the Dream.

**Annual Priority - 3.1:** Facilitate programs and services to support student achievement and success.

**Institutional Planned Accomplishment - 3.1A:** Improve student achievement through new or enhancing programs or classes

### Unit Planning

**CTE:** Advising strategies are being developed and implemented to promote deliberate and planned achievement of pathway certificates that can be conferred at milestones of achievement in student quests to successfully complete long-term education goals of both 1-year certificates of completion and Pathway AAS degrees; development of an advising community to support student achievement through consistent advising guidance and through program advising events; Conduct quarterly degree audits of student progress and auto-award credentials in timely fashion; Develop new relevant pathway certificates aligned with industry needs.

**LDC/Dev. Ed:** To increase completion and retention we are applying strategies from Achieving the Dream to encourage student success. Some of these strategies associated with developmental math and writing courses include the self-paced Hawkes math emporium model that allows for one-on-one instructor help with students within the lab three days a week and one day a week in lecture classroom. Developmental math students achieve proficiency by passing all unit exams with an 80% or higher. More students are getting Bs than within the traditional model. Because it is self-paced, a few students have been able to complete MTH 20 early in the term and begin working on MTH 70. In developmental writing courses, we're piloting accelerating WR 0525 into WR 90 by encouraging struggling students to work individually with the instructor or within the writing center.

### Budget Impact

Budget needs for specific ADT strategies will be developed and presented for consideration during the 2014-2015 Budget development process. Likewise, the completion of our Strategic Enrollment Master Plan may identify strategies to enhance student retention and completion that may require funding in subsequent years.

### Achievement Analysis

Southwestern conferred a total of 477 degrees and certificates to a total of 338 students during the 2012-2013 academic year. This indicates that many students were conferred multiple credentials during the single academic year. A review of pathway certificate recipients indicates that the majority of pathway certificates were

conferred at the same time as the parent pathway AAS or one-year Certificate of Completion.

Much of the significant increase in the number of awarded pathway and one-year certificates can be attributed to the award of credentials earned in earlier periods of the students' education. It is critical that a fully implemented program of pathways design and advising coupled with fully implemented program of credential auto-awarding. Not only will this enhance student success but also will allow Southwestern to maintain the certificate award levels even after the backlog of prior nonawarded completions has been remedied.

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## DATA DOCUMENTATION

### *Documentation Posted:*

SOCC Mission Fulfillment Reports Website at: SOCC Mission Fulfillment Reports Website at:

<http://www.socc.edu/ie/pgs/success-indicators/index.shtml>

TracDat Assessment Software: Success Indicators 2012-13 folder

### *Data References:*

OCCURS student extract data; tabulated within Tableau for student enrollment by major; extracted to the Completion\_Data\_Compilation file stored on the network located at:

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## ABOUT THE DATA

The report and chart information was prepared and coordinated by Dr. Ross Tomlin, Vice President of Instruction and Student Services, Diana Schab, Dean Career and Technical Education, and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Dr. Ross Tomlin, Vice President of Instruction and Student Services and Diana Schab, Dean Career and Technical Education.

## Requirements

NWCCU Accreditation; Program Accreditation; Program Review.

For more detailed information, contact the Institutional Research office - [ir@socc.edu](mailto:ir@socc.edu)