



ACHIEVEMENT

Achieved 14.2% =



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 required reporting data

Indicator Thresholds

Green: 10% or greater

Yellow: 8% up to 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 295](#) unique students during the academic year 2013-14, representing 14.1% 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 (2,071 students), an increased representation of students of 1.3% from 2012-13. The Achievement Compact target of 250 two-year degrees that was set for 2013-2014 was exceeded by 135. Overall, there has been a 69.9% increase in the number of degrees/certificates conferred to students compared to 2009-2010.

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 will continue to be implemented.
- Declared majors are not always current.

For the 2014-15 year, we will review this SI and determine if changes might be warranted for next year. In order to improve student completion, a Strategic Enrollment Master Plan (SEMP) was developed last year to provide a framework to recruit and support students to enhance enrollments and retention. The emphasis for last year and this coming year was on retention. Strategies were developed and implemented at the end of last year that have shown to be successful, as retention from spring 2013 to spring 2014 was up over 9%, and retention was significantly higher from spring 2014 to fall 2014. The SEMP will be expanded upon by the SEMP committee in fall 2014 for implementation the rest of the academic year.

New certificates and degrees are being developed. Four new AAS/AS degrees and 16 new certificates are being

offered in 2014-15, with another 3-4 new programs and multiple certificates planned for 2015-16.

Certainly, the number of certificates and degrees available will affect the results. Developing diverse new programs with good job opportunities available to graduates will give students choices and encourage them to stay with it and complete. Additionally, focusing our efforts on increasing success and transition of developmental students to college level should increase completions not only in the CTE area, but with AAOT/AS completions and transfers.

Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2

Changes will be considered to this SI for 2015-16 to further refine the thresholds by comparing with other community colleges.

Planned Projects

Strategic Objective – LA1: Students demonstrate progress

Projects – LA1.2: Improve developmental writing completion and progress toward college-level

LA1.3: Improve developmental math completion and progress toward college-level

LA1.4: Improve student-athlete retention and progress toward completion

Strategic Objective – LA2: Students complete certificates, degrees, and transfer

Project – LA2.1: Plan for additional dual-enrolled opportunities designed to meet state-wide goals for Achievement Compacts

Strategic Objective – A1: Students access varied learning opportunities

Project – A1.1: Improve student achievement through new or enhancing programs or classes

Unit Planning

CTE: Advising strategies continue to be 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.

LDC/Dev. Ed: To increase completion and retention we continue to offer self-paced developmental math courses using the Hawkes software. We continue the process of combining WR 0525 with WR 90, with the hope that WR 0525 can be phased out this year. In addition, new ATD initiatives are being piloted this year where HD 100 and WR 90 cohorts are linked together. The college will also be looking at all of the statewide developmental education redesign recommendations to decide which ones should be implemented in 2015-16, again with the intent to increase retention and completion and help developmental students to get successfully past developmental classes as soon as possible.

Budget Impact

Budget Impact identifies the budget requests needed in the future year(s) to support the planned changes.

Budget requests tied to projects/goals from the fall planning process by programs and from the Deans Team will be prioritized in December 2014 for inclusion in the budget planning process for 2015.

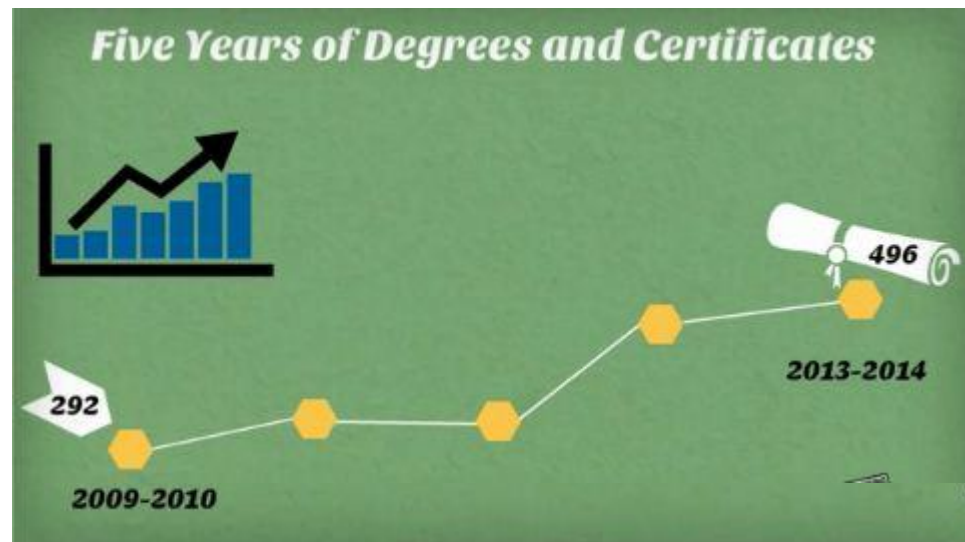
Achievement Analysis

Southwestern conferred a total of 496 degrees and certificates to a total of 295 students during the 2013-2014 academic year with 385 two-year degrees conferred. 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.

Auto awarding was implemented last year and had a big impact on the number of completion awards. That process has been fully implemented and the college has caught up awarding past completions. The numbers of completions should be fairly representative of the completions for this academic year, but auto awarding will be continued.

There continues to be a large gender gap with 66% of degrees/certificates awarded to females who represent approximately 55% of the student population. Minorities are well represented at 13%, slightly higher than the 9%-10% representation among all degree-seeking students. It was noted that 57% of the graduates were 24 or younger which is representative of the degree-seeking student population. The five-year trend of increasing the number of degrees/certificates may slow in the next few years as auto-awarding of degrees/certificates is fully implemented. Significant increases since 2009-2010 of more than 200 degrees/certificates conferred were noted.



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>

Assessment Software: Success Indicators 2013-14 folder

Data References:

Graduates by Major Report 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 and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Dr. Ross Tomlin, Vice President of Instruction and Student Services.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

How to measure this indicator was determined by looking at the 5 years of historic completion data and Achievement Compact Targets. Thresholds were selected based on the upper rates historically achieved coupled with the projected Achievement Compact Target trends. The increased completion rates reported in 2012-2013 and in 2013-2014 reflect the results of the newly implemented practice of auto awarding credentials. The threshold should be reviewed annually to adjust to the continued impacts of the auto awarding practices.

Requirements

NWCCU Accreditation; Program Accreditation; Program Review.

For more detailed information, contact the Institutional Research office - ir@socc.edu

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