



ACHIEVEMENT

Achieved 18.87% =



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 students who earn degrees and certificates relative to the total program student enrollment from internal reports and state required reporting data

Indicator Thresholds

Green: 10% or greater

Yellow: Between 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 413 students during the academic year 2014-15, representing 18.87% 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 (2,189 students), an increased representation of students by 4.4% from 2013-14 and 5.7% from 2012-13. The Achievement Compact target of 225 two-year degrees that was set for 2014-2015 was exceeded by 261 with a total of 486 degrees awarded to 312 students. Overall, there has been nearly a 265% increase in the number of degrees/certificates conferred to students compared to 2009-2010 (296 compared to 781).

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.

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 than in past years. There will be goals set for the college regarding student success in Fall 2015 and projects identified to move the college toward accomplishing those goals. We will work to develop a SI for each goal if one is not already in place. The college will also start a new Student Success Committee in 2015-16 to coordinate all student success initiatives. Enrollments are up significantly in Fall 2015 from Fall 2014 which tends to indicate that many of the retention efforts and starting new programs and new certificates is working. Three new AS degrees and 10 new certificates are being offered

in 2015-16, with another 3-4 new programs and multiple certificates planned for 2016-17, especially in the Allied Health fields in preparation for the new Health and Science Building which will be built in the next 5 years.

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.

The top six degree programs with the most graduates in 2014-15 were AAOT, AS, AGS, AAS Culinary, AAS Baking and Pastry, and Nursing. These were not a surprise. For pathway certificates, the top programs were Culinary, Baking and Pastry, Welding Technician, and Welding Assistant., adding up to over half of the 223 pathway certificates that were awarded. This in part is due to the development of new certificates in both programs.

FACTORS AFFECTING RESULTS/PROGRESS

Again, all the retention efforts that have been implemented on campus are beginning to bear fruit. We will continue these efforts and work to organize them even more efficiently and effectively with the initiation of the new Student Success Committee. The other effort contributing to the rise in completions includes all the new degrees, certificates, and pathway certificates that are being developed each year. We will be continuing to develop and offer new degrees and certificates to supplement existing programs and start new programs in fields that have high demand for graduates with those skills.

BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING

Budget requests tied to projects/goals from the fall planning process by programs and from the Deans Team will be prioritized in December 2015 for inclusion in the budget planning process for 2015. This will include new programs, expanded programs, new faculty positions, new equipment, etc. The budget development process will include 2 years ahead.

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

For the 2015-16 year, we plan to make changes with the measure and thresholds for this SI. It is important for several of our SIs that we compare our progress with these indicators to other schools in our region or nationally. Potential change is to measure to the graduation rates as an aggregate for first time full time, part time and for entering students as reported to IPEDS. The threshold could be developed as a comparison to other community colleges in Oregon. The new thresholds for 2015-16 will be determined by the end of Fall 2015 and the report updated accordingly.

Update 2/26/2016

The title of the indicator shall read ***Graduation Rate*** effective in 2015-2016 as this more accurately reflects the measurement and is consistent with community college nomenclature.

By measuring the cohort graduation rate, an accurate gauge of student completion may be assessed compared to the prior measurement that only looked at the number of awards in a given year. Cohort graduation rates are derived from data reported to the Integrated Postsecondary Educational Data System (IPEDS) by all federally funded degree granting institutions allowing for state and national comparable data. As a consistent gauge of how well students are completing their degree/certificate, the thresholds reflect a comparison to Oregon community colleges with expected rates to exceed the community college average. The new measurement and thresholds are:

Measured by the cohort 4 year graduation rate of first-time freshman as reported to IPEDS.

Thresholds: Green: ≥ 3 percentage points above Oregon CC average
Yellow: Between 3 percentage points below to 2 percentage above Oregon CC average
Red: > 3 percentage points below the Oregon CC average

Planned Projects

Strategic Objective – LA1: Students demonstrate progress

Project – 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 a new software - Aleks. 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 could be implemented this year, again with the intent to increase retention and completion and help developmental students to get successfully past developmental classes as soon as possible.

Another push this year will be to develop additional AS degrees with signed articulations with Oregon universities. We can now offer actual majors with AS and AAOT degrees, so there will be signed articulations with several universities for degree majors in both AS and AAOT degree templates. This should help draw new students to the college and will provide a more seamless advising process to help keep students on track toward completion and increase retention even more.

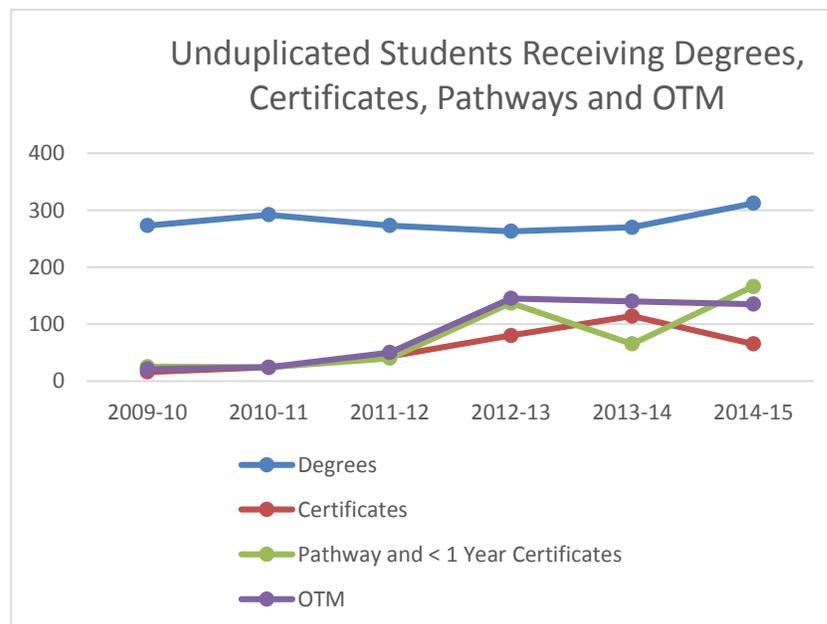
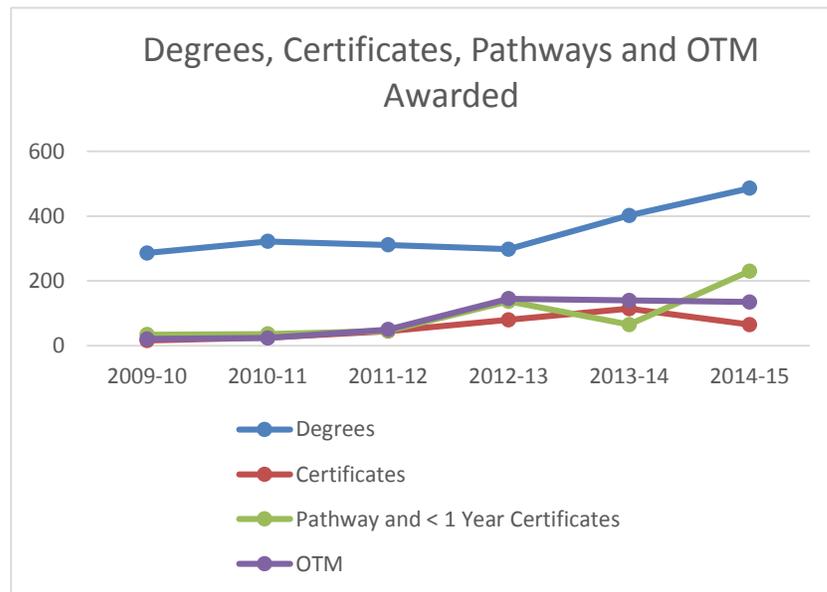
Achievement Analysis

Southwestern conferred a total of 551 degrees and one-year certificates to a total of 342 students during the 2014-2015 academic year with 486 two-year degrees conferred to 312 students. 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 two years ago 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 college was able to award Culinary Certificates for the past few years when it was discovered the certificates had been

approved by the state but never conferred to students. The numbers of completions should be fairly representative of the completions for this coming academic year, but auto awarding will be continued. That is one reason the number of certificates awarded in 2014-15 declined from 2013-14. The sharp increase in pathway certificate awards is mostly due to new pathway certificates being added to existing programs. This benefits students when going for a job, and increases retention by having students achieve completions while working toward a longer term certificate or degree.

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 with nearly 400 more degrees/certificates conferred were noted.



DATA DOCUMENTATION

Documentation Posted:

SOCC Mission Fulfillment Reports Website at: SOCC Mission Fulfillment Reports Website at:
https://mylakerlink.socc.edu/ICS/icsfs/SI_11_Completion_2014_2015.pdf?target=1d0cd15b-7b59-4ba0-9395-ab48df35e146

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

The title of the indicator shall read Graduation Rate effective in 2015-2016 as this more accurately reflects the measurement and is consistent with community college nomenclature.

By measuring the cohort graduation rate, an accurate gauge of student completion may be assessed compared to the prior measurement that only looked at the number of awards in a given year. Cohort graduation rates are derived from data reported to the Integrated Postsecondary Educational Data System (IPEDS) by all federally funded degree granting institutions allowing for state and national comparable data.

As a consistent gauge of how well students are completing their degree/certificate, the thresholds reflect a comparison to Oregon community colleges with expected rates to exceed the community college average.

2014-15 and Prior Determination Information: 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