



# Southwestern Oregon Community College

## Success Indicator 28 Progress: Credits Earned

2012- 2013

### ACHIEVEMENT

Achieved 29% = **Green**

### CORE THEME

Learning and Achievement

### OBJECTIVE

LA.1: Students demonstrate progress

### INDICATOR

LA.1.2: Success Indicator 28 – Progress: Credits Earned

Measured by the percentage of program students earning 30 college credits in the academic year

### Indicator Thresholds

Green: 23% or greater      Yellow: Between 18% and 23%      Red: Below 18%

### Purpose and Meaning

This momentum point is a measurable educational attainment that was empirically correlated with the completion of a milestone and progress toward a meaningful outcome by research conducted in Washington state by Lienbach and Jenkins (2008). 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 education's success. This indicator offers a measure of student progress toward achievement on an annual basis.

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

A total of 1,491 earned 15 credits or more while 762 students earned 30 credits or more during 2012-13. There were 1365 students who earned 15 credits or more (excludes college now dual credit, tech prep, and enhanced options) earning over 45,600 credits. Students who earned 30 credits or more totaled 760 (excludes college now dual credit, tech prep, and enhanced options) earning a total of close to 32,000 credits. There were a total of 2,639 program students sometime within the academic year

The 760 students earning 30 credits or more represents 28.8% of the 2639 program students enrolled sometime during the 2012-2013 academic year. This result represents a "Green" level of achievement for the 2012-2013 academic year.

Planned projects for the next academic year include the continued work of Achieving the Dream focusing on reducing the time to complete remedial math and writing as well as additional activities to promote student success and achievement. Activities include the rollout of Commit to Complete, increased early alert notifications, enhanced student orientation program, and a focus on student engagement by faculty and staff.

### Planning Priorities

**Strategic Goal - 3:** Maintain and develop quality learning opportunities to encourage student success and achievement.

**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

Program review will incorporate analysis of this SI within individual program areas to identify areas of concern.

## Budget Impact

No needed resources are identified at this time. Improvement in this measure will result in a positive impact on the budget through retention and persistence.

## Achievement Analysis

In order to delve into this data on a program or degree level, program student enrollment data will be aligned with this credit completion data for 2013-2014 so as to provide specific data to evaluate for individual populations.

Achievement Compact Targets for 2012-13: 1350 and 700 – both were met

---

## 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 data extract for end of term reports; developed views within Tableau for Achievement Compact and located on the network at: \\itt\institutionalresearch\institutionaleffectiveness\successindicators\SI\_28\_Progress

## ABOUT THE DATA

The report and chart information was prepared and coordinated by Diana Schab, Dean Career and Technical Education and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied Diana Schab, Dean Career and Technical Education and Robin Bunnell, Institutional Researcher.

## Requirements

NWCCU Accreditation; Achievement Compact, Achieving the Dream.

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