

**ACHIEVEMENT**

Achieved 55.6% = **Yellow**

CORE THEME

Learning and Achievement

OBJECTIVE

LA.1: Students demonstrate progress

INDICATOR

LA.1.1: Success Indicator 44 - Remediation

Measured by the percentage of students passing remedial Math or English courses with a C grade or better compared to the three year average.

Indicator Thresholds

Green: 60% or greater

Yellow: Between 48% and 60%

Red: Below 48%

Purpose and Meaning

This milestone indicates student progress in preparing for success by completing remedial instruction to develop skills needed to succeed in college gateway courses and beyond.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

We did not achieve our target of 60% or greater. We achieved 55.6%. Developmental Math (Math 20, 70, 94, and 95) and Writing (Writing 0525 and 90) recorded passing grades of “C” or better (A, B, C) in 2012-2013 of 60.09% as reported to the State for calculation in the Achievement Compact. State reporting includes within the category of passing grade students who were assigned an “R” (recommended repeat, however, the pass rate falls to 55.62% when the “R” grade is removed from the calculations.

In order to increase pass rates the following things out of the math department’s` control need to be addressed:

- Many of the students who are struggling were not properly placed by the placement test. Once students have placed into a class it is almost impossible to convince them to move to a lower class.
- The college needs to establish strategies to enforce classroom attendance.
- There is a segment of students who disappear as soon as financial aid checks are disbursed. These students are showing up as failures when they may have never had any intention on their part to complete the course.
- Many of the colleges using the emporium model are showing excellent results for active students. However, many colleges are still striving to solve the persistence problem.
- Success in Dev. Ed. math courses requires a B grade to pass. Students must pass each chapter exam at 80% before they are able to move onto the next chapter.
- The more Dev. Ed. math courses students must progress through the more dropout points students must pass through to succeed. For instance, if students were to start in MTH 20, they would have to complete 20 credits of challenging courses before they even begin college-level math. Students become discouraged and discontinue.
- Southwestern Dev. Ed. math sequences are different than the sequence in other Oregon community colleges. Southwestern is working on aligning with other colleges in course numbers and outcomes.
- The math department continues to gather data on completion rates of courses through MTH 20 through MTH 111.

In order to increase pass rates of Dev. Ed. writing courses, the writing department anticipates the following:

- Accelerated Dev. Ed. writing course will lead students more quickly into gateway writing courses (WR 121, 122, 123) which helps students meet prerequisites for most other college transfer courses.
- By collapsing WR 0525 Sentence Fundamentals within WR 90 Paragraph Fundamentals students may be able to bypass the five-credit WR 0525. However, some extremely underprepared students may need WR 0525 for additional instruction and practice.
- By collapsing WR 90 Paragraph Fundamentals into WR 121 English Composition students may be able to satisfy the requirements for both courses in one term.
- Dev. Ed. writing students must have additional academic support in terms of one-on-one conferencing.
- Writing faculty continue to gather data concerning student completion rates through WR 0525 through WR 123.
- Students who develop college level writing skills and progress through gateway writing courses are more likely to persist and complete their degree or certificate.

FACTORS AFFECTING RESULTS/PROGRESS

Achievement of this indicator is directly impacted by the multiple numbers of exit points Dev. Ed. students must successfully pass to prepare for college-level math and writing courses. Additionally the high level of performance standards in math (students must pass at an 80%) places great emphasis on competency and proficiency. Both Dev. Ed. math and writing require significant institutional support through additional qualified instructors, smaller sections, one-on-one conferencing and instruction, and learning-centered curriculum and delivery.

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

Provide increased tutoring and supplemental instruction in courses to provide more one-on-one instruction to students. Additionally continue to develop learning-centered curriculum and delivery approaches.

Budget Impact

Tutoring and supplemental instruction are relatively inexpensive strategies to provide additional support to Dev. Ed. students.

Achievement Analysis

There is definite improvement in the number of students earning A's and B's in the Hawkes-based courses taught through the Math Learning Center (MLC) with the percentage exceeding a 7% increase. These students are moving into Math 94 and have a reported success rate of over 64% for winter 2013 and an 11% increase over the five year average and a 7% increase over the prior year. The prevalence of the "R" grade reflects student success, but at a slower rate. They just need more time to complete the courses. These students are allowed to return the next quarter (with a new registration) to complete what they started. This should lead to success in follow-on math courses.

An instructor teaching a Math 94 section (22 students) this term has been comparing test results for students who went through the MLC for Math 70 vs. those who did not. The

MLC students have been averaging 5 – 15% points higher on each test. Although this is a small sample it shows hope that we are moving in the right direction.

The instructors have seen many successes. At the end of the seventh week of class (winter 2013), out of two Math 70 classes (40 students), seven students have already completed Math 70 with an A or B as a final grade. Of those, two were finishing Math 70, having started fall quarter. These students each spent 50 – 90 hours actively using the Hawkes software. In addition they attended a classroom session weekly and took all tests well before they were due.

For the most part the students who come to class regularly and put in the time are succeeding. Some who really struggle with math are requiring a second quarter to complete a class. However, these are the students who would have been taking a class two or even three times or more to pass in a traditional classroom. For the most part, the students who are failing are not attending class and are putting minimal effort into the class. There is a small group of students who get discouraged and quit. This is the group that most needs to be addressed in increasing pass rates and acceleration.

The Dev. Ed. writing instructors are working to accelerate paragraph-level courses to also include essay-level writing. This allows the collapsing of courses. However, significant effort must be made to work individually with students, particularly those who are at the lower levels of being underprepared for college writing.

The English writing faculty are teaming together to gather data on success and completion rates of all its students. For example, fall term 2013, all WR 121 students have written a diagnostic in-class essay from the same writing prompt, and all teachers will use the same rubric to assess the essays. We will begin to establish benchmark scores and standards for WR 121 courses. This data, in turn, will provide target standards for WR 90 students to meet to prepare for college-level writing.

DATA DOCUMENTATION

Documentation Posted:

S OCC 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 Success Indicators; posted on the network at:

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ABOUT THE DATA

The report and chart information was prepared and coordinated by Rod Keller, Dean Lower Division Collegiate and Developmental Education and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Rod Keller, Dean Lower Division Collegiate and Developmental Education.

Requirements

NWCCU Accreditation; Achievement Compact, Achieving the Dream

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