



ACHIEVEMENT

Achieved 59.4% =



CORE THEME

Learning and Achievement

OBJECTIVE INDICATOR

LA.1: Students demonstrate progress

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

Indicator Thresholds

Green: $\geq 60\%$ Yellow: 48% up to 60% Red: $< 48\%$

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 have nearly achieved our target of 60% or greater. We achieved 59.4% which is a 2.6% increase from 56.8% in 2012-2013. Developmental Math (Math 20, 70, 94, and 95) pass rate is 58.25% or “C” or better (A, B, C) and Writing (Writing 0525 and 90) recorded passing grades of “C” or better (A, B, C), 67.3% as reported to the State for calculation in the Achievement Compact.

Since Southwestern Dev. Ed. math sequences are different than the sequence in other Oregon community colleges. Southwestern has restructured their aligning with other colleges in course numbers and outcomes. Beginning Fall 2014, the new course numbering for developmental math will be MTH 20 Basic Mathematics, MTH 60 Algebra I, MTH 65 Algebra II, and MTH 95 Intermediate Algebra rather than MTH 70 Elementary Algebra, MTH 94 Intermediate Algebra I, and MTH 95 Intermediate Algebra II.

To increase pass rates of Dev. Ed. writing courses, the writing department continues to examine 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

To increase pass rates the following things out of the math department’s` control continue to be addressed.

- Many of the students who are struggling are not properly placed by the placement test.
- The college needs to establish strategies to make class attendance mandatory.
- 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.

Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2
 No changes planned for next year.

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

Unit Planning

Provide increased tutoring and supplemental instruction in courses to provide more one-on-one instruction to students. Continue to develop learning-centered curriculum and delivery approaches. Continue to collect and analyze data particularly in developmental math and writing concerning student success and completion rates. Continue to refine measureable course learning outcomes and multiple assessments. Continue to discuss the implementation of recommendations made by the Developmental Education Redesign work group.

Budget Impact

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

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

Achievement Analysis

It is significant that we have nearly achieved our target of 60% or greater. We achieved 59.4%. It is also significant that 1137 students passed developmental math and writing classes during 2013-2014, up 99 additional students from the previous year. It is also significant that the math department have restructured the developmental course numbering and outcomes to align more closely with other Oregon community colleges.

During the 2013-2014 year, Southwestern participated in CCWD's Developmental Education Redesign work group. Billie Shannon became an instrumental participate as a

member of the steering committee, and Sharon Miller, Bev Segner, and Rod Keller were participants. The 17 Oregon community colleges developed developmental education recommendations which during 2014-2015 institutions will discuss recommendation implementations within individual institutions. Some of the recommendations include the following:

- Create an alternate non-STEM pathway appropriate for the student population and mission of each college. These pathways would offer courses that prepare students to succeed in a college-level liberal arts mathematics course such as Math 105 Contemporary Mathematics.
- Agree that Math 105 Contemporary Mathematics fulfills the Baccalaureate Core Requirement in Mathematics for all non-STEM four-year degrees at all Oregon public colleges.
- Integrate reading and writing courses.
- Combine levels of reading or writing (i.e. Reading 80 with Reading 90).
- Provide an option of a reading and writing developmental course co-requisite with a college-level course.
- Develop and implement tutoring and other supplemental instruction practices to support successful retention and completion of all developmental education students.
- Create a mandatory advising process for all developmental education students.
- Use multiple measures to place students, including non-cognitive measures; the GED, Smarter Balanced, Advanced Placement and IB exams, Engage, high school transcripts and/or grade point average.
- Use common “decision zones” for placement, with decision zones defined as a range of scores and non-cognitive measures that would indicate placement at a specific level and result in increased placement in college-level courses.
- Identify common course outcomes for similar courses in developmental education and gateway English and math courses.

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:

Student Course Completion report: Generated date for LDC, CTE, and Remedial Courses thus removing all continuing education courses and non-credit courses.

ABOUT THE DATA

The report and chart information was prepared and coordinated by Ross Tomlin, Vice President of Instruction and Student Services and Robin Bunnell, Institutional Researcher.

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

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

Measurement of this indicator was based on the Achievement Compact, a measure identified by Oregon Community Colleges as a state requirement. The threshold was derived from the five-year pattern of course achievement and setting the green acceptable level at a rate that required improvement and exceeded national levels. The yellow threshold was set to identify the minimum acceptable achievement level for any one year and represents 12 points below the acceptable level. The measurement and thresholds require yearly review to ensure the indicator provides meaningful and applicable data to be used in decision making, specifically for planning and budget development.

Requirements

NWCCU Accreditation; Achievement Compact, Achieving the Dream, ITS Plans.

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

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