



ACHIEVEMENT

Achieved 62.04% =



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: $\geq 60\%$ or 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 achieved our target of 60% or greater. We achieved 62.04% which is greater than the 61.22% in 2013-2014, a slight increase. Developmental Math (Math 20, 60, 65, and 95) pass rate is 61.51% (748/1216) of “C” or better (A, B, C) and Writing (Writing 80 and 90) recorded passing grades of “C” or better (A, B, C), 64.81% (151/233) as reported to the State for calculation in the Achievement Compact.

This academic year 2014-2015 is the first year Southwestern Dev. Ed. math sequences align with other Oregon community colleges in course numbers and outcomes. Starting Fall 2014 new course numbering for developmental math is 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.

Additionally, this year WR 0525 Sentence Fundamentals has been renumbered WR 80 to align more numerically with WR 90 Sentence Paragraphs. The year previous, WR 0525 was restructured to be a 3-credit class rather than a 5-credit class.

This year, Nikki Armstrong has become the director of the math learning center. During this time, she and the math department have effectively worked together to evaluate, assess, update, and restructure courses and procedures to streamline processes.

For instance, the math support classes to assist mostly Dev. Ed. Math students have been clarified. A Math Support Course is a supplementary course designed to teach students techniques for successfully completing Math courses, specifically developmental Math courses. SWOCC offers three Math Support Courses: MTH 199A: Excelling in Mathematics, HD 111: Study Skills for Math Success, and HD 0529: Math Success. These courses are regularly offered during the academic year in the Mathematics Department and the Human Development Department. The courses address different challenges students encounter when enrolled in a Math course. Both courses are transferrable for elective college credit and are listed as supportive courses for financial aid.

Southwestern also participates with the Oregon Community College Association’s (OCCA) Dev. Ed. Redesign group. We have committed to do the following:

- Work with OCCA in creating a placement redesign work group to make recommendations to improve students' knowledge of content, format, polices, and purpose of placement and design study materials that include guidance about how to review for the exam.
- Make it possible for students to take WR 90 without taking WR 80, thus eliminating one extra course. Also a few students have had the option of completing WR 121 while in WR 90.
- Updated all Dev. Ed. Course outcomes to make them more clear and measurable and to align outcomes to program and college outcomes.
- Create a Student Success committee to coordinate Dev. Ed. Activities with reading, writing, math, and student services.
- Create a course outline for MTH 98 to prepare students for MTH 105.

FACTORS AFFECTING RESULTS/PROGRESS

- The score of 75% rather than 80% to successfully pass Dev. Ed. Math module exams promises to have a positive effect. However, we have not been able to gather preliminary data to determine if this change has affected course completion rates or had an impact on success in subsequent

BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING

- Through Perkins funding, culinary Dev. Ed. Math OCCI students will have a math tutor.
- Some discussion that athletes and housing students will also have access to a math tutor.
- We continue to provide free Dev. Ed. Math and Writing tutoring through the Tutoring Center and the Writing Center.

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

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

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. Implement fully MTH 98 as Dev. Ed Math course preparing students for MTH 105. 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.

Achievement Analysis

It is significant that we have achieved our target of 60% or greater. We achieved 62.04%. A total of 899 students passed developmental math and writing classes during 2014-15, down 238 fewer 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 2014-2015 year, Southwestern continued to participate in OCCA's Developmental Education Redesign work group. Some of the recommendations Southwestern is incorporating include the following:

- Created 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.
- Agreed that Math 105 Contemporary Mathematics fulfills the Baccalaureate Core Requirement in Mathematics for all non-STEM four-year degrees at all Oregon public colleges.
- Combined levels of reading or writing (i.e. Reading 80 with Reading 90).
- Developing and implementing tutoring and other supplemental instruction practices to support successful retention and completion of all developmental education students.
- Creating a mandatory advising process for all developmental education students.
- Exploring 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.
- Identify common course outcomes for similar courses in developmental education and gateway English and math courses.

The Math Department has also examined and assessed the Hawkes Learning Systems software used in the Math Learning Center implemented in Fall 2011. The assessment reveals that Hawkes has limitations. These include:

- Verbose and confusing language in the Learn sections of the software.
- Use of a linear progression of topics which increases students' time to completion.
- Frequent lack of clarity in instructions for questions in Certify and Test.
- Lack of personalized feedback for students.
- Feedback from assessments is superficial and non-personalized.
- Tests are mis-graded due to dependency structure of questions.
- Supplemental resources are ancillary, not integrated, and do not well-support the content.
- Frequent overlaps of content in sections and questions in the question bank.
- Tests are non-adaptive in addressing repeat attempts.
- Lack of diagnostic test to assess students' current topic knowledge.
- Lack of access to data.
- Inferior customization of Quizzes and Tests compared to other software options.
- Frequent technical issues, including platform incompatibility, as the web-based software in newly implemented.
- Student cost from \$90-\$240.

Because of Hawkes' limitations, Southwestern has approved the adoption of ALEKS software for Fall 2015. ALEKS solves the following problems:

- Uses simplified language and instructions more appropriate for students with developmental reading skills.

- Uses modularization, allowing an individualized student experience.
- Requires students to produce authentic mathematical input instead of selecting a multiple-choice answer.
- Access to diagnostic assessments that evaluate specific skills linked to content modules to ensure students only take the modules in which they have skill deficiencies.
- Use of artificial intelligence to map the details of each students' knowledge.
- Adaptive initial diagnostic assessment.
- Access to a secondary placement measure to fine-tune math placement test scores and make use of multiple-measure placement.
- Student cost from \$68-\$128.

Additional changes that have taken place in Dev. Ed. Math during 2014-2015 include the following:

- The math learning center has an established attendance policy for students to encourage more regular attendance.
- Success in Dev. Ed. Math courses now requires a 75% to pass, which is different than the required 80% to pass.
- Students to qualify for an incomplete must demonstrate steady progression through the course and maintain classroom attendance.

Support Courses:

MTH 199A: Excelling in Mathematics Students enrolled in courses in the Math Learning Center or online are highly encouraged to enroll in MTH 199A. This course is designed and taught by Math Department faculty - the same faculty teaching your math courses - and covers specific techniques and skills to be successful and thrive in the emporium model classroom of the Math Learning Center and online. Students with math anxiety, veterans, and students with disabilities should register as topics specific to these populations will be discussed. Students concurrently enrolled in MTH 20 or MTH 60 while taking MTH 199A will earn a 5% grade increase on all of their exams for completing exam reflections and the MTH 199A course successfully.

HD 111: Study Skills for Math Success. This course facilitates students to become successful math learners and critical thinkers. Students are exposed to a variety of math study skills, problem solving skills, and systems of logic which are put into immediate through group and individual exercises. Students assess their own learning styles and develop increased comfort in alternative learning situations. Students also self-identify possible math and/or test anxiety which may be artificially reducing their math grades. Students are encouraged to be concurrently enrolled in a math course so that the skills learned can be put into immediate practice.

HD 0529: Math Success. This course covers many of the same concepts as HD 111, yet it does not require homework or count as elective credit.

Although MTH 199A was offered first offered as a pilot course Spring 2015, we will offer multiple sections beginning Fall 2015.

DATA DOCUMENTATION

Documentation Posted:

S OCC Mission Fulfillment Reports Website at: SOCC Mission Fulfillment Reports Website at:

https://mylakerlink.socc.edu/ICS/icsfs/SI_44_Report_2014_2015.pdf?target=b79bf141-166e-469b-8e0d-02e5fdce091a

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 was prepared and coordinated by Rod Keller, Dean of Lower Collegiate and Developmental Education and Robin Bunnell, Institutional Researcher.

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

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

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

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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