



### ACHIEVEMENT

Achieved 16% = 

### CORE THEME

Learning & Achievement

### OBJECTIVE

LA.2: Students complete certificates, degrees, and transfer

### INDICATOR

LA.2.3: Success Indicator 46 – Transfer

Measured by the number of program students who transfer to four-year institutions relative to the total program student enrollment from transfer data reports

### Indicator Thresholds

Green:  $\geq 14\%$       Yellow: 10% up to 14%      Red:  $< 10\%$

### Purpose and Meaning

Measures student achievement gauged by the transfer rate and reflects student attainment of a personal educational milestones.

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

Students who attended in 2013-14 and transferred from SWOCC and attended a four-year public or private college in 2014-15 represent 16.4% of the program students or 340 total students (2,071 students in 2013-14), although the target for the Achievement Compact of 400 was not met for students who transferred by the following fall (348 all transfers). Of the transfer students, 71% (240) transferred to an Oregon 4-year colleges (public and private) representing 11.6% of program students. A total of 164 students transferred to 2-year colleges during the year (some students also transferred to a 4-year college during the year). The IPEDS transfer out rate for the Fall 2012, first-time full-time cohort (students who did not graduate or no longer enrolled as of Fall 2014) was 20%. Several ongoing efforts across campus include strategies to support student success and achievement, including transfer to other institutions: Achieve the Dream and Commit to Complete; Student Support Services support for transfer students; focus on 40/40/20 Oregon commitment to increase graduates and transfer students to support the ultimate goal that 20% of Oregonians earn a bachelor degree who are between the ages of 18 and 24.

The college has also developed a new Student Success Committee which will report to College Council. This committee will coordinate all campus initiatives that relate to improving student success, including work on increasing transfer percentages. Also, starting in Fall 2015, the college has received a 5 year Title III grant that will focus on Student Services and improving retention and completion, including transfer. Work will be done to implement an eCatalog, an eScheduler, improve and enhance student advising, perform a lean audit on the student service processes, improve the tutoring and writing center, and more.

## FACTORS AFFECTING RESULTS/PROGRESS

Much of the progress in this area is due to the many retention and completion initiatives being implemented across campus.

## BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING

There is a cost to implementing most of the student success initiatives. The Title II grant will cover most of the cost of many of the initiatives over the next 5 years that will help increase student success, including retention and completion, which includes increasing the transfer rate.

The revised planning process in 2015-16 will generate project lists from departments, programs, and offices that will include student success initiatives and these will be built into the 2016-17 budget through a prioritization process with the Deans and VPI&SS in December through early winter 2016.

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

Changes are anticipated for the 2015-16 reporting cycle due to change in state required key performance metrics or possibly other state metrics utilized in the state funding model. Another consideration is to set the threshold and measurement to mirror the IPEDS reported data that is based on a cohort of first-time full-time students as this would more accurately reflect transfer-out rates, and to possibly compare to regional or national standards for community college transfers to universities in rural colleges. A decision will be made after consideration of state metrics and academic discussions.

*Updated 2/26/2016*

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

By measuring the cohort transfer rate, an accurate gauge of student transfer success may be assessed compared to the prior measurement that only looked at the number of students who transferred in a given time period. Cohort transfer 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 at what rate students transfer, 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:  $\geq 3$  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

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**Planning Priorities**

**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:

Maintain and develop quality learning opportunities to encourage student success and achievement.

**Project – LA2.1:** Plan for additional dual-enrolled opportunities designed to meet state-wide goals for Achievement Compacts

**Unit Planning**

**List what was planned in 14-15 as this links the priorities above to the planning – replace wording that follows from prior year.**

**Campus Wide:** Initiatives associated with Achieve the Dream, Commit to Complete, and the Achievement Compact targets all will enhance student transfer.

**LDC/CTE:** Existing AS articulations agreements are being updated

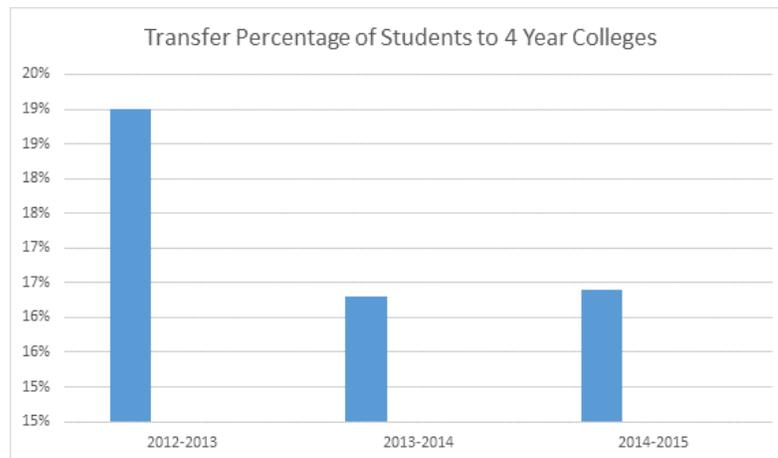
and new agreements are being developed to ease student transfer. The Instructional Council approved a process where all AS degrees approved for the SWOCC catalog must have a signed, formal articulation agreement. These agreements should greatly enhance our completion rates as well as transfer rates as students are taking classes that will all be accepted at face value by the university they are transferring into.

**LDC:** Transfer sequences will be reviewed for alignment and articulation with OUS schools as part of Program Review.

### Achievement Analysis

Disaggregated data is not available from the State at this time. Future data to analyze will be available as all transfer data is loaded into the Jenzabar system in the next year.

Last year, the transfer rate was 16%, so the college is holding at this level for this measure. The College feels there will be further improvement in the coming years due to the many retention and completion initiatives being implemented. This should only further improve with the new Student Success Committee being implemented in 2015-16. Graph showing transfer rates over past three years is below:



Students primarily transferred to an Oregon 4-year college with Arizona, California, Nevada and Washington listed in the top 5 states. 62% were females who transferred to a 4 year college and 38% were male. For all transfers, 59% were female, 40% male and 1% undisclosed.

The student demographics of degree-seeking students: 57% female and 41% male (2% undisclosed) Hispanics who transferred represented nearly 8% of the transfer students, over 38% of the Hispanic degree/certificate student population in 2013-14. The remaining race/ethnicity categories mirrored the overall program student population percentages.

Since completion is important to the college, the data shows that 136 (40%) of the 340 students that transferred to a university in 2014-15 graduated from Southwestern with an AAOT, AAS, AS/ASOT or AGS degree. This means that the majority (60%) of those transfer students left SWOCC with no degree. This is an area the Student Success Committee will study in 2015-16 to try and improve. Since the rate of transfer

students obtaining a Bachelor degree after leaving a community college is low, students that leave without a completion put themselves at a disadvantage. If transferring to an Oregon public university, it means the four-year school can pick and choose what credits they accept from the student. With an AAOT degree, the public Oregon university is required to accept the entire set of courses which can be a big advantage to them.

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## DATA DOCUMENTATION

### ***Documentation Posted:***

Portal: Resource Center Core Themes – Objectives – Success Indicator Page:

[https://mylakerlink.socc.edu/ICS/Resource\\_Center/Core\\_Themes\\_-\\_Objectives\\_-\\_Success\\_Indicators.jnz?portlet=Handouts\\_2014-09-17T12-15-51-67](https://mylakerlink.socc.edu/ICS/Resource_Center/Core_Themes_-_Objectives_-_Success_Indicators.jnz?portlet=Handouts_2014-09-17T12-15-51-67)

Assessment Software: Success Indicator 46 Report – execute report for specified year

### ***Data References:***

Transfer data captured from NSC annually, data extracted from Jenzabar with supporting documentation located on the network at: [\\itt\institutionalresearch\institutionaleffectiveness\successindicators\SI\\_46StudentTransfer](\\itt\institutionalresearch\institutionaleffectiveness\successindicators\SI_46StudentTransfer)

## ABOUT THE DATA

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

Contributions to the narrative were supplied by Rod Keller, Dean Lower Division and Development Education and Robin Bunnell, Institutional Researcher.

## DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

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

By measuring the cohort transfer rate, an accurate gauge of student transfer success may be assessed compared to the prior measurement that only looked at the number of students who transferred in a given time period. Cohort transfer 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 at what rate students transfer, the thresholds reflect a comparison to Oregon community colleges with expected rates to exceed the community college average.

2014-15 Determination Information: How to measure this indicator was determined by looking at the five-year pattern of transfer information that was utilized to establish the Achievement Compact target. The thresholds represents the trend percentage from the achievement compact when compared to program students. 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; Program Review.

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