SOUTHWESTERN COLLEGE

Student Outcome and Achievement Review (SOAR) Committee

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Introduction

The Student Outcomes and Achievement Review (SOAR) Committee, established by act of the Shared Consultation Council in Spring 2013, facilitates institution-wide dialogue and assessment of Student Learning Outcome (SLO) and Student Achievement data and evidence in order to support student learning, to pursue institutional excellence, and to guide institution-wide self-reflective dialogue for continuous quality improvement.

In support of the College mission and strategic priorities, the SOAR Committee reviews, discusses, interprets, and assesses institutional student learning outcome (ISLO) and student achievement results for use in institutional dialogue as it relates to the improvement of student learning, student achievement, educational quality, and institutional effectiveness. The members of the committee represent district constituents and all share the common goal of using data to inform decision-making and improve student achievement. Specifically, the SOAR Committee reviews institutional-level student learning outcome and achievement data in order to provide analysis and recommendations regarding its findings to the SCC. SCC members are provided SOAR committee findings to assist decision-making and the SOAR committee provides its recommendations district-wide to assist and guide program review efforts.

Contributors to this report:

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Section 1: Student Outcome and Achievement Review Committee

Committee Structure

The Student Outcomes and Achievement Review (SOAR) Committee is comprised of faculty, classified professionals, administrators, members of the district's research team, and students, when available. As a standing committee of the Shared Consultation Council, the SOAR Committee's membership reflects the four constituent groups established by Governing Board Policy 2510 Shared Planning and Decision-making as well as committee members with expertise relevant to the purpose of the committee.

Creation of the SOAR Report

To prepare the SOAR report, committee members met monthly to engage in collegial discussions regarding the data sets found in this report, specifically Institutional Student Learning Outcomes Data, Institution Set Standards as determined by Eligibility Requirement #11 of the Accrediting Commission for Community and Junior Colleges (ACCJC), and the Student Success Scorecard for the California Community College's Chancellor's Office

Using the Results of Student Learning Outcomes and Achievement Data for Planning and Decision-making

The primary method for integrating student achievement and student learning outcome data into planning is through the annual program review process. The intent of the program review process is to promote student-centered educational and service excellence by engaging all college units in self-examination and self-improvement. The review process is founded in achievement and outcomes data as well as being broad-based, accessible, and integrated into other college-wide processes, such as accreditation, long-term strategic planning and short-term goal-setting, and budget development. To support the use of institutional outcomes and achievement data in planning, the SOAR report is provided to constituents and presented to the Shared Consultation Council in a timely way to inform decision-making processes.

The SOAR Report and The California Community College Chancellor's Office's (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) Recommendation

In response to SB 860 and SB 876, the California Community College Chancellor's Office has developed the Institutional Effectiveness Partnership Initiative (IEPI). The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and, most importantly, enhance the system's ability to effectively serve students. The following is taken from the Institutional Effectiveness Partnership Initiative FAQ:

"Per statute, each college is required to adopt a framework of indicators and colleges will set goals for indicators from the four areas of the indicators:

- student outcomes (student achievement),
- accreditation status,
- fiscal viability, and
- state and federal programmatic compliance.

College goals must be posted on the Chancellor's Office web site by June 30, 2015. "

Given this new requirement, at the end of the Spring 2015 semester the SOAR Committee took on the task of establishing a goal for the Successful Course Completion Institution-Set Standard. Currently, our district calculates Institution-Set Standards (ISS) by finding 95% of a 5-Year Average. Based on this calculation, our predicted Successful Course Completion rate for the 2013-14 year is 65.2%.

In order to establish a benchmark to be used to determine whether the District meets our institution-set goal, the committee agreed that the actual value should fall within 10% (5% above and below) our Standard of 65.2%. This decision establishes a range of successful course completion between 61.9% and 68.5%. Our actual Successful Course Completion rate for 2013-14 was 66.6%, which falls within our range for meeting our Institution-Set Standard; therefore the **SOAR committee recommends that the District report to the CCCCO an institutional Successful Course Completion goal of 68.5% for the coming academic year**. Programs should review their own course completion average using data found in the Data Dashboard and determine what goals, actions, or additional resources are needed to assist the district to reach its course completion goals and include those in their 2015-2016 program review.

The SOAR Report and Accreditation

The SOAR report is created in the context of and in response to several accreditation requirements. One element of this report is the analysis of Institutional Student Learning Outcomes. This data reflects the extent to which students are being exposed to and are achieving proficiency in those skills and abilities considered important for all students regardless of their expected achievement outcome (i.e. a degree, a certificate, life-long learning, etc.). Our accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC), is clear that to meet the standards set by member institutions the college district must engage in district wide dialog regarding student learning outcomes (Standards I.B.2 and II.A.11). Reviewing ISLO data sets the stage for questions regarding the availability of a wide variety of curriculum experiences to support the breadth of the institutions expected learning outcomes as well as the necessary resources to support students in achieving those outcomes. In addition to requiring ISLO data discussions to be conducted district wide, the ACCJC requires districts to establish institution-set standards for student achievement, appropriate to the college district's mission, to assess how well it is achieving those standards (Standard I.B.3). These benchmarks are

reviewed regularly to determine how the district is achieving its own standards and what program changes may be made.

Section 2: Review of Past SOAR Report Recommendations

As the SOAR Committee is maturing and defining its purpose within the SWC shared planning and decision-making structure led by the Shared Consultation Council, the committee has made changes to the content and purpose of the SOAR report. Unlike last year's document, this report includes data and findings for the district's Institution Set Standards. Also, the function of this report has been more clearly defined as a data resource to inform the coming year's program review and budget development cycle. The document continues to serve as an opportunity for districtwide dialog regarding student learning and achievement data as well as a catalyst for discussions within departments during the program review process.

In the 2014 report, the SOAR committee communicated various findings and ideas for follow-up regarding student learning and achievement as measured through institutional student learning outcomes and the district's Student Success Scorecard. These findings were presented to SCC; however, due to the newness of the report, the committee and SCC did not effectively integrate those recommendations into planning. The goal for the next cycle is to more clearly identity in the document the findings and analysis by the committee and recommendations which SCC will be asked to adopt and then monitor for progress. Actionable recommendations are presented in the SOAR Report Action Implementation Grid in the appendix of this document.

Section 3: Overall Recommendations for the Institution

As a shared planning and decision-making committee of the SCC, SOAR has made several recommendations to improve overall shared planning processes based on its experience completing the SOAR Report:

1. **Cross-Reference Planning Documents**: The process to prepare all planning documents should begin with an analysis of existing planning documents in order to avoid overlap duplication of efforts. This also provides additional support for recommendations and creates a synergy around creative ideas.
2. **Data Dissagregtaion:** A revision to the ACCJC standards now requires to disaggregate SLO assessment data by population subgroup (Standard I.B.6). In order to comply with this standard, the district and faculty should discuss the implications of this change on faculty and staff workload.
3. **Include Program Data:** the Committee agreed to investigate the usefulness and viability of including program outcome and achievement data as part of its annual report.

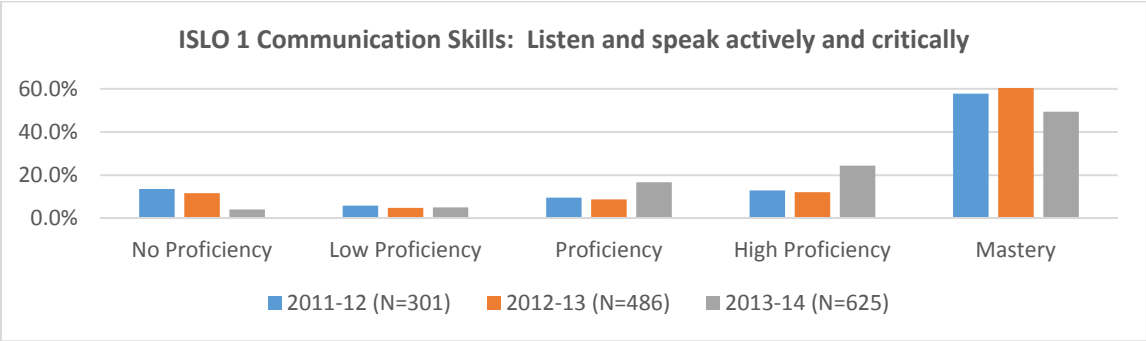
Section 4: Review of Institutional Student Learning Outcomes (ISLOs) Data

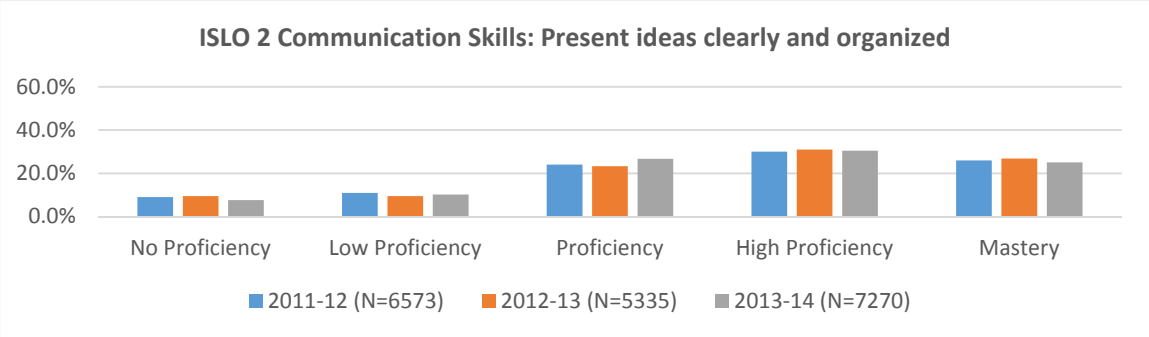
Institutional Learning Outcomes (ISLOs) are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. ISLOs are the collective expression of the learning environment the district offers to any enrolled student. Institutional student learning outcomes are designed to help guide individual departments and disciplines in the development of student learning outcomes for programs and courses and services, and to help shape the decision-making processes of the college.

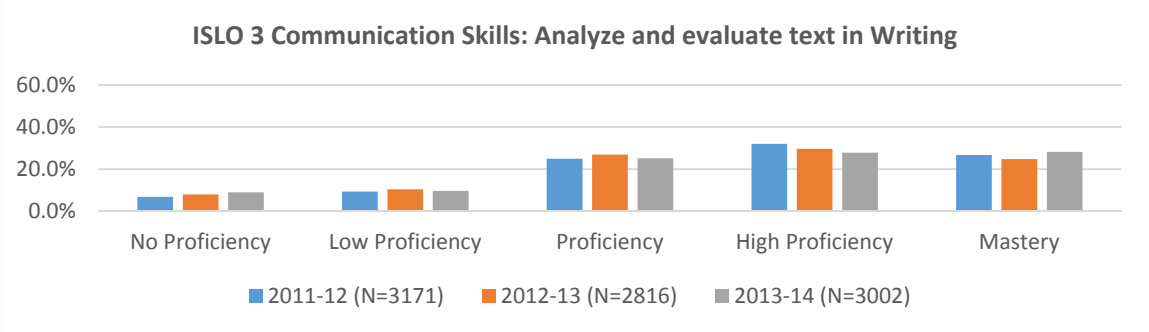
Southwestern College's ISLOs are collected under the following five competencies:

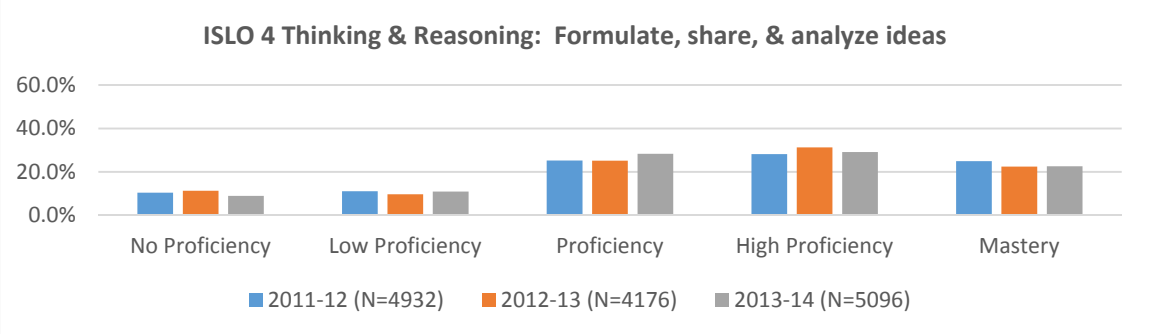
1. Communication Skills (Listening, Speaking, Reading, Writing)
   - Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.
   - Present ideas in a clear and organized way to others.
   - Analyze and evaluate text in writing.
2. Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)
   - Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.
   - Assess and analyze data and information as they investigate issues and solve problems.
   - Use quantitative reasoning to identify, analyze and solve quantitative problems.
3. Information Competency (Research and Technology)
   - Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.
   - Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.
4. Global Awareness and Ethics (Social, Cultural, and Civic Responsibility)
   - Collegially work with diverse groups of people.
   - Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.
   - Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, or history have on society.
   - Analyze and critique the ethical implications of decision-making on personal behavior, and on social, political, or economic institutions.
   - Evaluate and determine if a given set of economic, social, and environmental systems and practices are sustainable in the long term.
5. Aesthetic Sensitivity and Historical Literacy (History, Creativity, and Artistic and Perceptual Experiences)
   - Identify, examine, and critique the aesthetic, political, scientific, philosophical, and historical elements of human culture.
   - Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.
   - Analyze and critique the philosophical, technical, historical, cultural, and aesthetic qualities of works of art.

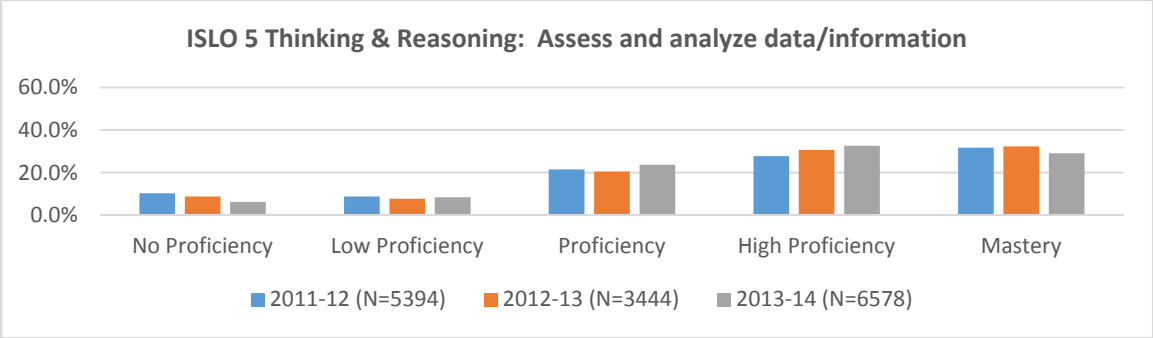
3-Year Overview of ISLOs: Charts & Tables

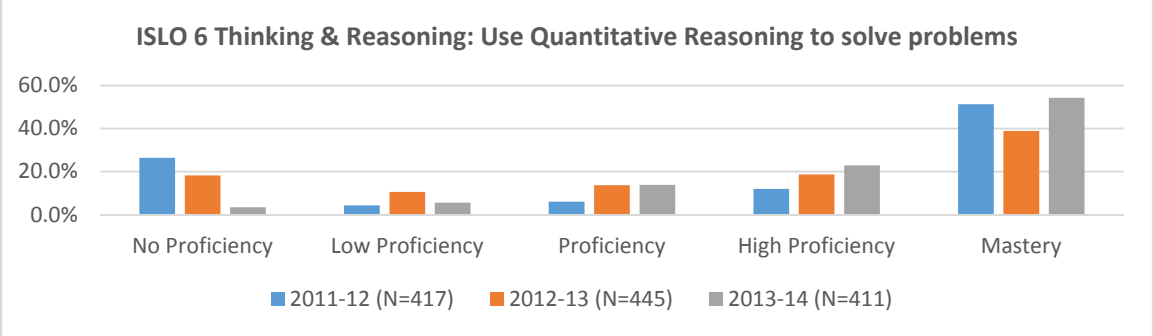


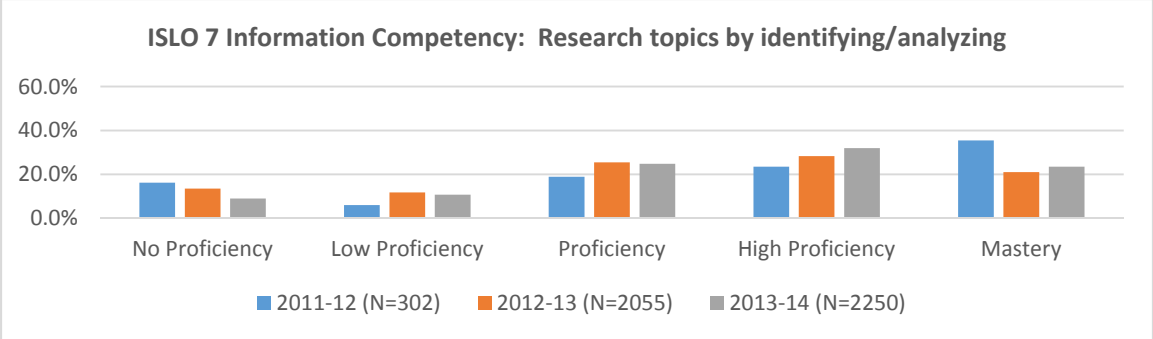


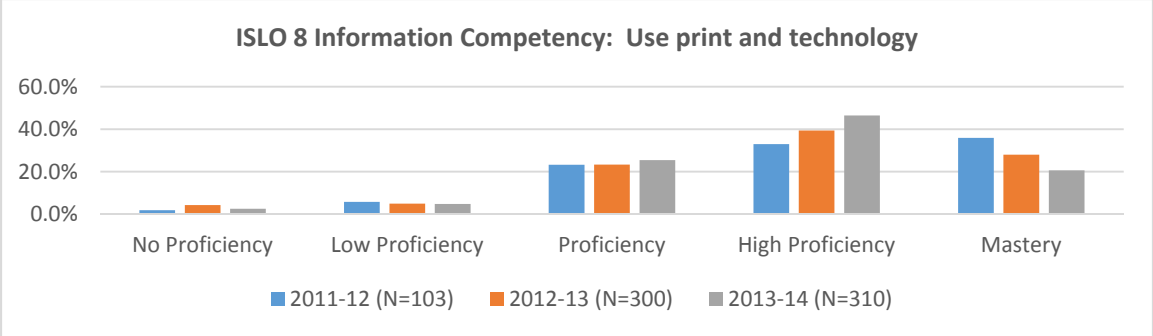


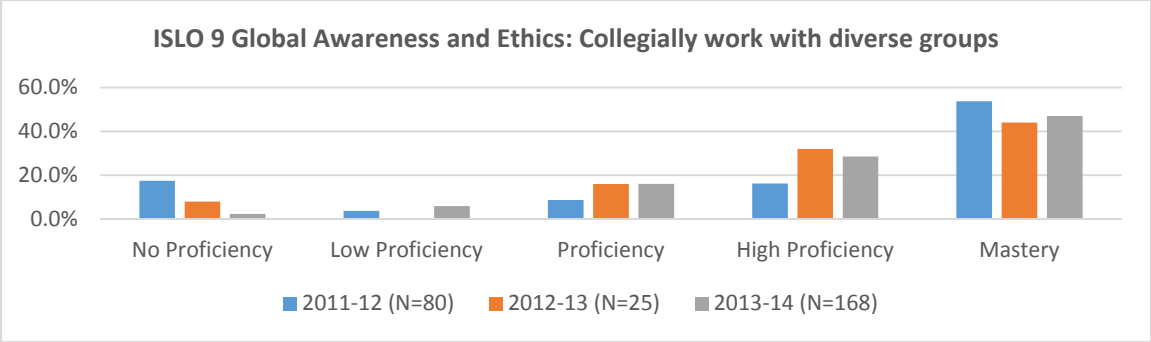


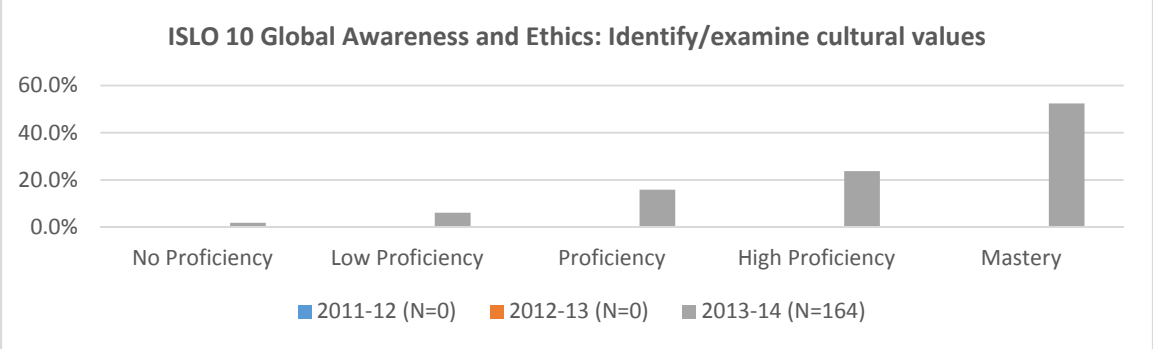

ISLO 5 Thinking & Reasoning: Assess and analyze data/information
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=5394)
2012-13 (N=3444)
2013-14 (N=6578)

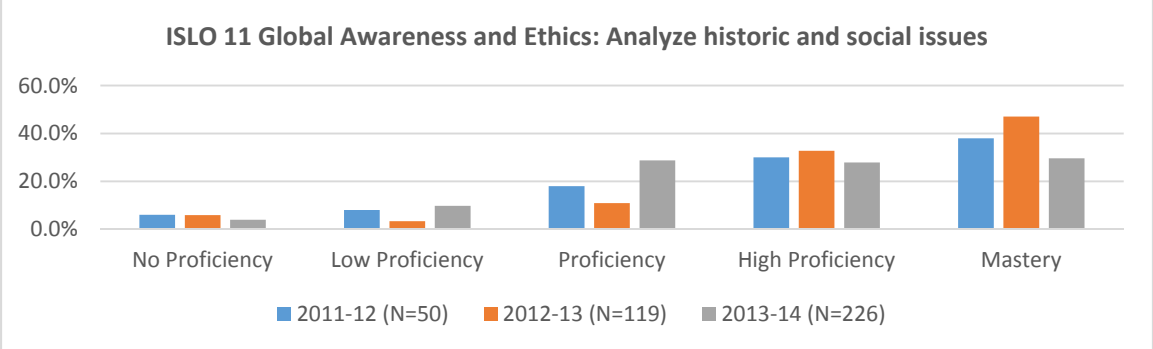

ISLO 6 Thinking & Reasoning: Use Quantitative Reasoning to solve problems
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=417)
2012-13 (N=445)
2013-14 (N=411)

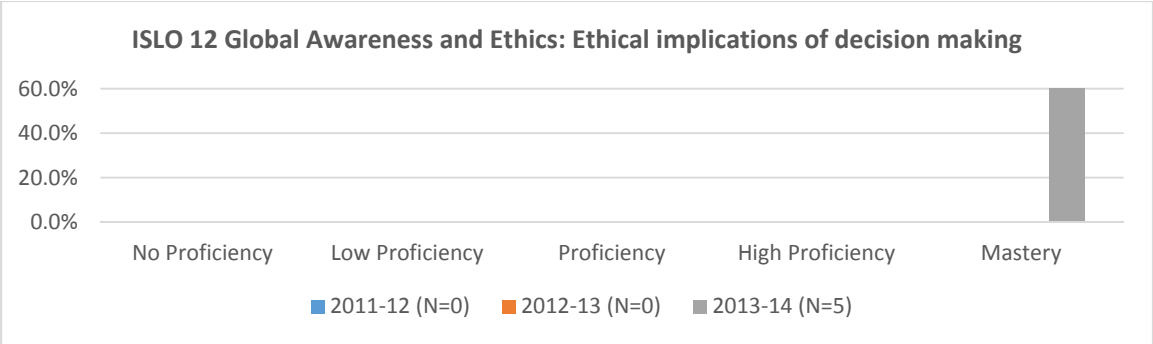

ISLO 7 Information Competency: Research topics by identifying/analyzing
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=302)
2012-13 (N=2055)
2013-14 (N=2250)

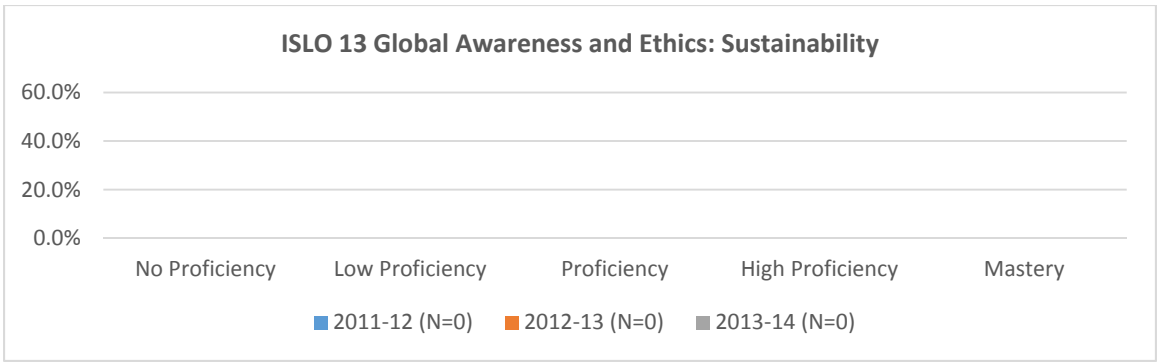

ISLO 8 Information Competency: Use print and technology
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=103)
2012-13 (N=300)
2013-14 (N=310)

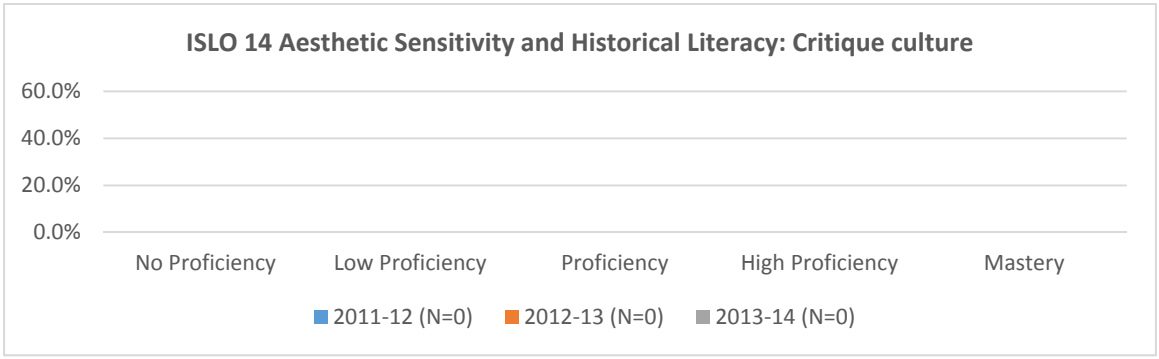

ISLO 9 Global Awareness and Ethics: Collegially work with diverse groups
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=80)
2012-13 (N=25)
2013-14 (N=168)

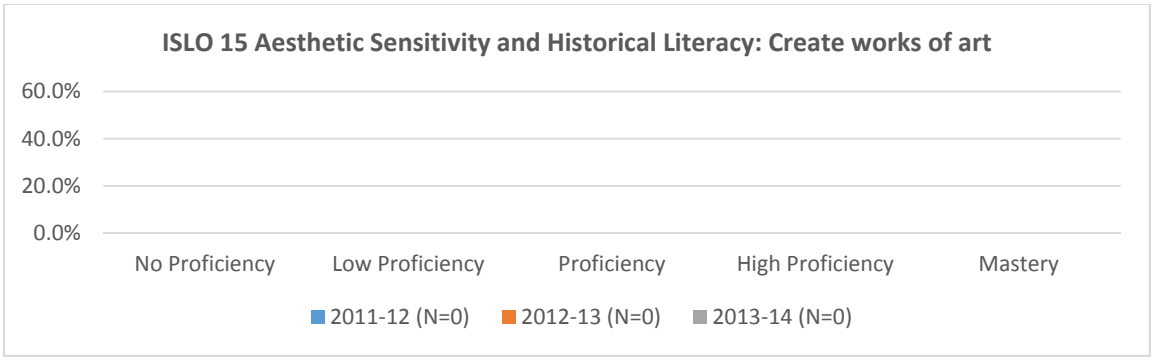

ISLO 10 Global Awareness and Ethics: Identify/examine cultural values
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=0)
2012-13 (N=0)
2013-14 (N=164)

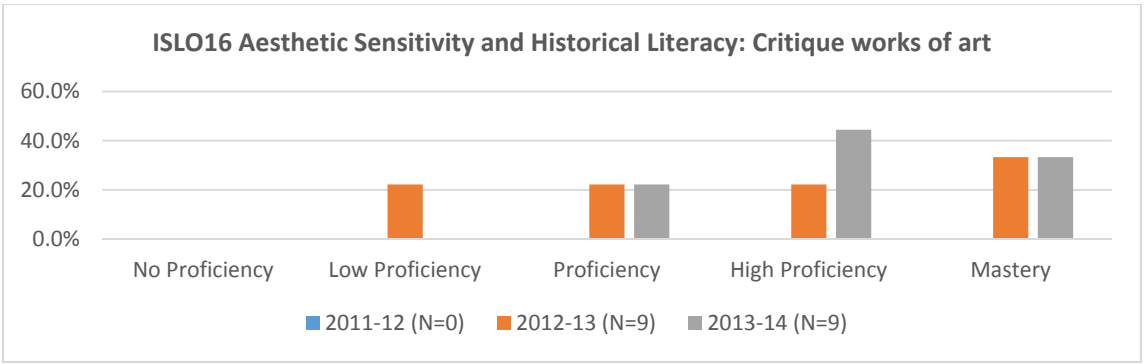

ISLO 11 Global Awareness and Ethics: Analyze historic and social issues
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=50)
2012-13 (N=119)
2013-14 (N=226)


ISLO 12 Global Awareness and Ethics: Ethical implications of decision making
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=0)
2012-13 (N=0)
2013-14 (N=5)


ISLO 13 Global Awareness and Ethics: Sustainability
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=0)
2012-13 (N=0)
2013-14 (N=0)


ISLO 14 Aesthetic Sensitivity and Historical Literacy: Critique culture
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=0)
2012-13 (N=0)
2013-14 (N=0)


ISLO 15 Aesthetic Sensitivity and Historical Literacy: Create works of art
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=0)
2012-13 (N=0)
2013-14 (N=0)


ISLO16 Aesthetic Sensitivity and Historical Literacy: Critique works of art
60.0%
40.0%
20.0%
0.0%
No Proficiency
Low Proficiency
Proficiency
High Proficiency
Mastery
2011-12 (N=0)
2012-13 (N=9)
2013-14 (N=9)

ISLO 1 Communication Skills: Listen and speak actively and critically										
	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	9	14.75%	4	6.56%	10	16.39%	12	19.67%	26	42.62%
Spring 2012	32	13.33%	14	5.83%	19	7.92%	27	11.25%	148	61.67%
Fall 2012	28	11.72%	18	7.53%	33	13.81%	24	10.04%	136	56.90%
Spring 2013	29	11.74%	6	2.43%	10	4.05%	35	14.17%	167	67.61%
Fall 2013	6	2.41%	4	1.61%	44	17.67%	58	23.29%	137	55.02%
Spring 2014	20	5.32%	28	7.45%	61	16.22%	95	25.27%	172	45.74%
Overall	124	8.78%	74	5.24%	177	12.54%	251	17.78%	786	55.67%
ISLO 2 Communication Skills: Present ideas clearly and organized										
	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	382	10.94%	401	11.49%	826	23.66%	1019	29.19%	863	24.72%
Spring 2012	209	6.78%	318	10.32%	754	24.46%	957	31.05%	844	27.38%
Fall 2012	184	9.43%	166	8.51%	406	20.81%	619	31.73%	576	29.52%
Spring 2013	320	9.46%	337	9.96%	838	24.76%	1034	30.56%	855	25.27%
Fall 2013	203	7.49%	244	9.00%	716	26.41%	902	33.27%	646	23.83%
Spring 2014	348	7.63%	499	10.95%	1224	26.85%	1312	28.78%	1176	25.80%
Overall	1646	8.58%	1965	10.25%	4764	24.84%	5843	30.47%	4960	25.86%
ISLO 3 Communication Skills: Analyze and evaluate text in Writing										
	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	22	6.57%	22	6.57%	78	23.28%	98	29.25%	115	34.33%
Spring 2012	196	6.91%	275	9.70%	713	25.14%	918	32.37%	734	25.88%
Fall 2012	69	11.68%	59	9.98%	144	24.37%	178	30.12%	141	23.86%
Spring 2013	158	7.10%	236	10.61%	615	27.64%	658	29.57%	558	25.08%
Fall 2013	61	6.11%	85	8.51%	249	24.92%	241	24.12%	363	36.34%
Spring 2014	209	10.43%	206	10.28%	508	25.36%	596	29.76%	484	24.16%
Overall	715	7.95%	883	9.82%	2307	25.66%	2689	29.91%	2395	26.64%
ISLO 4 Thinking & Reasoning: Formulate, share, & analyze ideas										
	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	127	12.89%	130	13.20%	259	26.29%	251	25.48%	218	22.13%
Spring 2012	387	9.80%	420	10.64%	986	24.98%	1141	28.91%	1013	25.67%
Fall 2012	181	11.96%	163	10.77%	365	24.11%	470	31.04%	335	22.13%
Spring 2013	293	11.01%	243	9.13%	686	25.77%	838	31.48%	602	22.61%
Fall 2013	147	7.85%	194	10.36%	559	29.86%	596	31.84%	376	20.09%
Spring 2014	311	9.65%	364	11.29%	884	27.42%	890	27.61%	775	24.04%
Overall	1446	10.18%	1514	10.66%	3739	26.32%	4186	29.47%	3319	23.37%
ISLO 5 Thinking & Reasoning: Assess and analyze data/information										

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	199	9.95%	181	9.05%	459	22.94%	559	27.94%	603	30.13%
Spring 2012	357	10.52%	291	8.58%	700	20.63%	936	27.59%	1109	32.68%
Fall 2012	191	9.96%	138	7.19%	391	20.39%	580	30.24%	618	32.22%
Spring 2013	112	7.34%	128	8.39%	314	20.58%	477	31.26%	495	32.44%
Fall 2013	105	4.92%	143	6.70%	477	22.35%	758	35.52%	651	30.51%
Spring 2014	305	6.86%	411	9.25%	1081	24.32%	1386	31.19%	1261	28.38%
Overall	1269	8.23%	1292	8.38%	3422	22.20%	4696	30.46%	4737	30.73%

ISLO 6 Thinking & Reasoning: Use Quantitative Reasoning to solve problems

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	67	28.88%	8	3.45%	14	6.03%	20	8.62%	123	53.02%
Spring 2012	43	23.24%	10	5.41%	11	5.95%	30	16.22%	91	49.19%
Fall 2012	43	17.99%	29	12.13%	35	14.64%	27	11.30%	105	43.93%
Spring 2013	38	18.45%	18	8.74%	26	12.62%	56	27.18%	68	33.01%
Fall 2013	6	2.58%	16	6.87%	44	18.88%	70	30.04%	97	41.63%
Spring 2014	8	4.49%	7	3.93%	13	7.30%	24	13.48%	126	70.79%
Overall	205	16.10%	88	6.91%	143	11.23%	227	17.83%	610	47.92%

ISLO 7 Information Competency: Research topics by identifying/analyzing

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	37	24.34%	12	7.89%	36	23.68%	37	24.34%	30	19.74%
Spring 2012	12	8.00%	6	4.00%	21	14.00%	34	22.67%	77	51.33%
Fall 2012	127	11.47%	144	13.01%	263	23.76%	299	27.01%	274	24.75%
Spring 2013	150	15.82%	98	10.34%	260	27.43%	282	29.75%	158	16.67%
Fall 2013	89	7.79%	109	9.54%	287	25.13%	400	35.03%	257	22.50%
Spring 2014	113	10.20%	133	12.00%	271	24.46%	319	28.79%	272	24.55%
Overall	528	11.46%	502	10.90%	1138	24.70%	1371	29.76%	1068	23.18%

ISLO 8 Information Competency: Use print and technology

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	2	1.94%	6	5.83%	24	23.30%	34	33.01%	37	35.92%
Fall 2012	8	5.26%	7	4.61%	35	23.03%	65	42.76%	37	24.34%
Spring 2013	5	3.38%	8	5.41%	35	23.65%	53	35.81%	47	31.76%
Fall 2013	2	1.12%	11	6.18%	37	20.79%	89	50.00%	39	21.91%
Spring 2014	6	4.55%	4	3.03%	42	31.82%	55	41.67%	25	18.94%
Overall	23	3.23%	36	5.05%	173	24.26%	296	41.51%	185	25.95%

ISLO 9 Global Awareness and Ethics: Collegially work with diverse groups

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	8	15.69%	3	5.88%	7	13.73%	12	23.53%	21	41.18%

Spring 2012	6	20.69%	0	0.00%	0	0.00%	1	3.45%	22	75.86%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	2	22.22%	7	77.78%
Spring 2013	2	12.50%	0	0.00%	4	25.00%	6	37.50%	4	25.00%
Fall 2013	4	5.33%	6	8.00%	10	13.33%	27	36.00%	28	37.33%
Spring 2014	0	0.00%	4	4.30%	17	18.28%	21	22.58%	51	54.84%
Overall	20	7.33%	13	4.76%	38	13.92%	69	25.27%	133	48.72%

ISLO 10 Global Awareness and Ethics: Identify/examine cultural values

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	2	2.70%	1	1.35%	8	10.81%	13	17.57%	50	67.57%
Spring 2014	1	1.11%	9	10.00%	18	20.00%	26	28.89%	36	40.00%
Overall	3	1.83%	10	6.10%	26	15.85%	39	23.78%	86	52.44%

ISLO 11 Global Awareness and Ethics: Analyze historic and social issues

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	3	6.00%	4	8.00%	9	18.00%	15	30.00%	19	38.00%
Fall 2012	3	6.38%	3	6.38%	5	10.64%	16	34.04%	20	42.55%
Spring 2013	4	5.56%	1	1.39%	8	11.11%	23	31.94%	36	50.00%
Fall 2013	0	0.00%	2	7.69%	3	11.54%	10	38.46%	11	42.31%
Spring 2014	9	4.50%	20	10.00%	62	31.00%	53	26.50%	56	28.00%
Overall	19	4.81%	30	7.59%	87	22.03%	117	29.62%	142	35.95%

ISLO 12 Global Awareness and Ethics: Ethical implications of decision making

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5	100.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5	100.00%

ISLO 13 Global Awareness and Ethics: Sustainability

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO 14 Aesthetic Sensitivity and Historical Literacy: Critique culture

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO 15 Aesthetic Sensitivity and Historical Literacy: Create works of art

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO 16 Aesthetic Sensitivity and Historical Literacy: Critique works of art

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2011	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	2	22.22%	2	22.22%	2	22.22%	3	33.33%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	2	22.22%	4	44.44%	3	33.33%
Overall	0	0.00%	2	11.11%	4	22.22%	6	33.33%	6	33.33%

ISLOs: Analysis, Recommendations, and Findings

The SOAR Committee reviewed the available ISLO data and identified several areas requiring further discussion:

1. **SLO Mapping**: Currently, SWC relies on a system of electronic curriculum mapping to collect data for our college institutional student learning outcomes (ISLOs). In this

process individual course student learning outcomes (CSLOs) are linked to institutional student learning outcomes if they share similar attributes in regards to expected skills, knowledge, and abilities. The data we collect on the CSLOs becomes the data for the linked ISLOs in a process we call "indirect assessment." Currently, SWC does not collect "direct assessment" data for ISLOs. Similarly program student learning outcomes (PSLOs) are linked to related CSLOs and ISLOs and PSLO data is collected indirectly. Direct measurement of program-level student learning outcomes (PSLOs) is not yet a common practice among academic departments. Because of our reliance on indirect assessment and curriculum mapping, the group found that the number of assessment scores recorded were inaccurate. This is due to the loss of some data during a conversion from version 4.0 of eLumen, the software used to house the data, and the current version. In addition to the issue with the software conversion, the group agreed that more training on curriculum mapping should be undertaken in the coming year to improve the collection of indirect assessment data for ISLOs and PSLOs.

2. **Disaggregation of Data to Show Section Attributes**: The committee reviewed ISLO data but requested that the data be available in a format that allows the group to identify ISLO data that has been captured specifically for online and hybrid sections of courses. The committee would like to compare this data with ISLO data collected for sections of face-to-face courses. The committee recommended this option be investigated.
3. **Lack of Data for Aesthetic Sensitivity and Historical Literacy:** The committee noted the lack of data for ISLO "Aesthetic Sensitivity and Historical Literacy." This is likely due to the fact that this ISLO was only added late in the year in the 13-14 academic year and not many courses have yet to create or map their CSLOs to this ISLO.

Section 5: Student Success Scorecard

The Student Success Scorecard was established by the California Community Colleges Board of Governors as a performance-measurement system. The Chancellor's Office uses Scorecard data to indicate if colleges are narrowing achievement gaps. Data represented on the Scorecard website offers success rate data in the following areas:

- Remedial Instruction
- Career Technical Education
- Persistence
- 30 Units
- Degree/Transfer

Scorecard data provided was disaggregated by Chancellor's office using the following categories:

- Gender
- Age
- Ethnicity

- College Preparedness of Students

Data presented on the Student Success Scorecard website is through Spring 2013 (as of March 31, 2014), and tracks the following cohort groups for 6-years.

Students enrolling in college for the first time from:

2003-2004 (tracked through spring 2009)
2004-2005 (tracked through spring 2010)
2005-2006 (tracked through spring 2011)
2006-2007 (tracked through spring 2012)
2007-2008 (tracked through spring 2013)

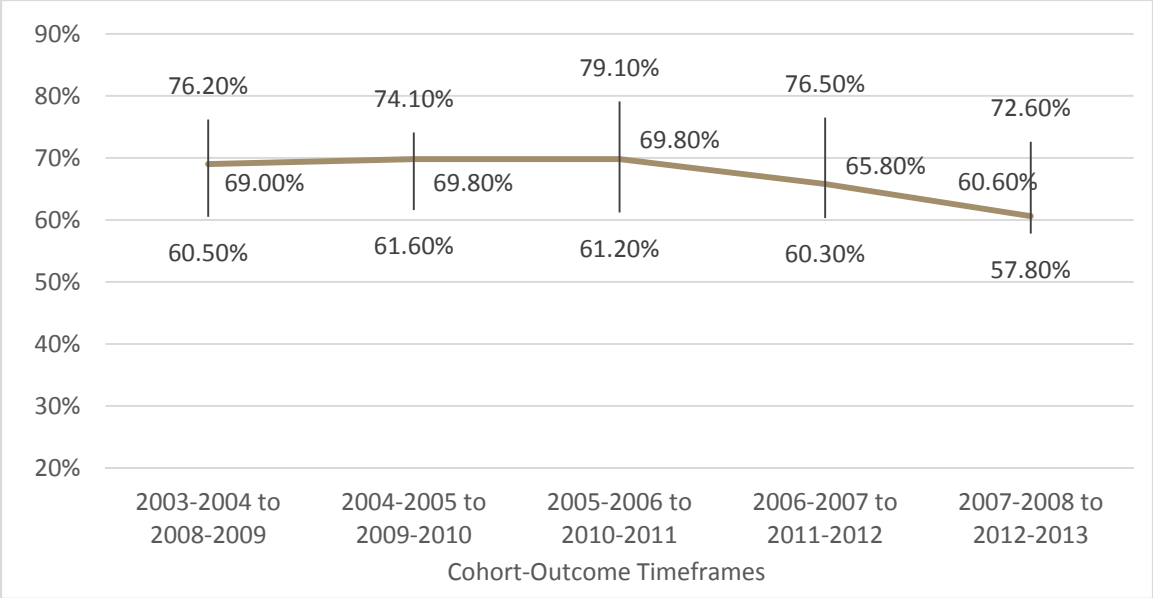
For the purposes of the SOAR Report, the committee reviewed three Scorecard metrics in order to support districtwide dialog based in achievement data and to improve student learning. The three Scorecard metrics were chosen because they most closely align with Institution Set Standard categories. The three metrics are as follows:

- Completion
- Persistence
- 30 Units

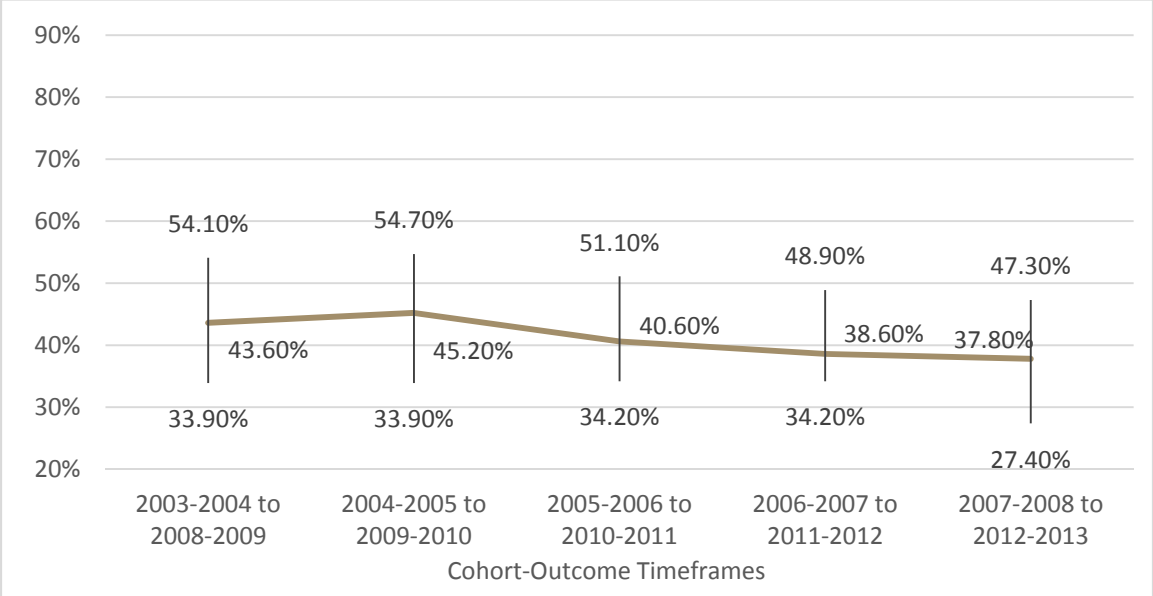
Completion: Data Charts

The completion metric measures the percentage of degree and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer related outcomes.

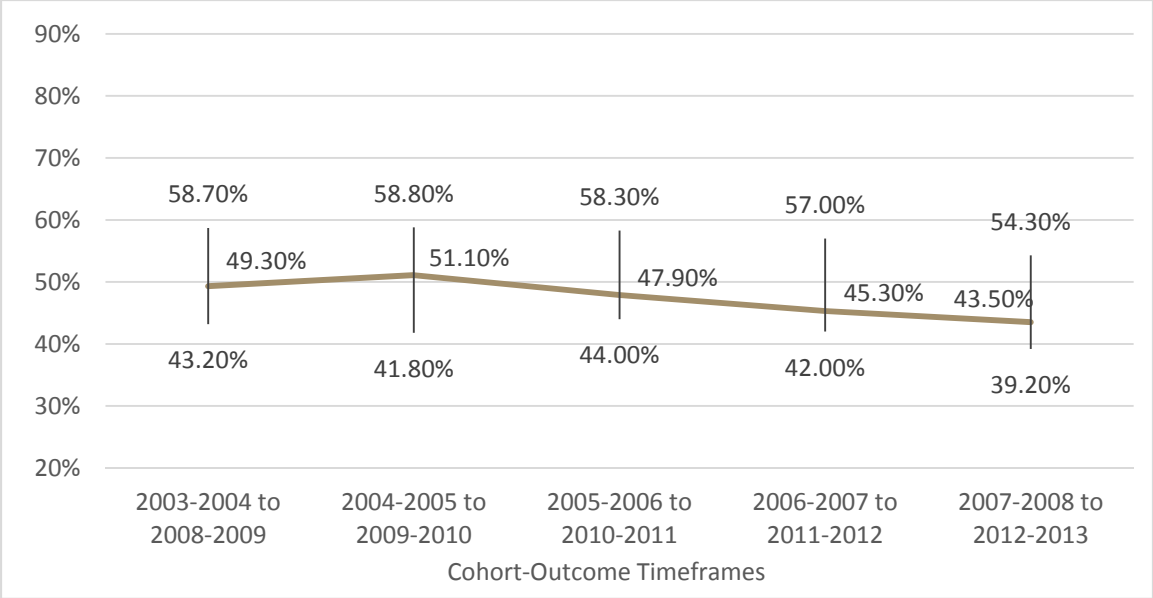
Completion: Prepared for College	
Cohort Qualification (within 3 years): • First-time student in academic year • At least 6 units • Attempted any college level Math or English	Outcome (within 6 years) • Transfer to a four-year institution • Certificate • Associate degree • Transfer prepared


90%
80%
70%
60%
50%
40%
30%
20%
76.20%
69.00%
60.50%
74.10%
69.80%
61.60%
79.10%
69.80%
61.20%
76.50%
65.80%
60.30%
72.60%
60.60%
57.80%
2003-2004 to 2008-2009
2004-2005 to 2009-2010
2005-2006 to 2010-2011
2006-2007 to 2011-2012
2007-2008 to 2012-2013
Cohort-Outcome Timeframes

Completion: Unprepared for College	
Cohort Qualification (within 3 years): • First-time student in academic year • At least 6 units • Attempted any remedial level Math or English	Outcome (within 6 years) • Transfer to a four-year institution • Certificate • Associate degree • Transfer prepared



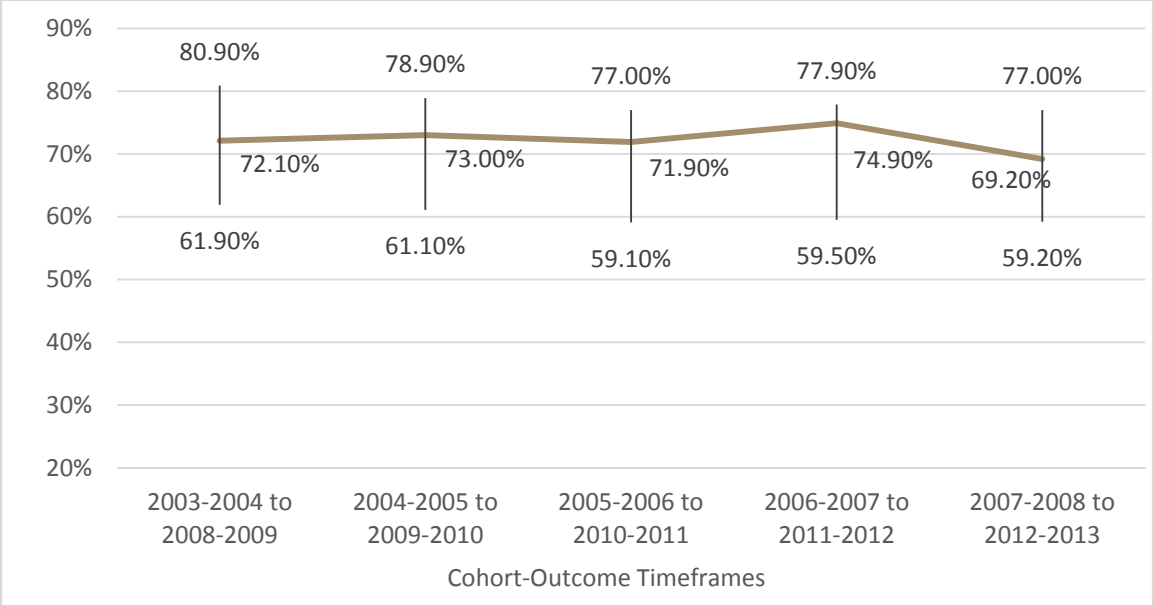
Completion: Overall	
Cohort Qualification (within 3 years): • First-time student in academic year • At least 6 units • Attempted any level Math or English	Outcome (within 6 years) • Transfer to a four-year institution • Certificate • Associate degree • Transfer prepared



Persistence: Data Charts

The persistence metric measures the percentage of degree and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, since research shows that students with sustained enrollment are more likely to succeed.

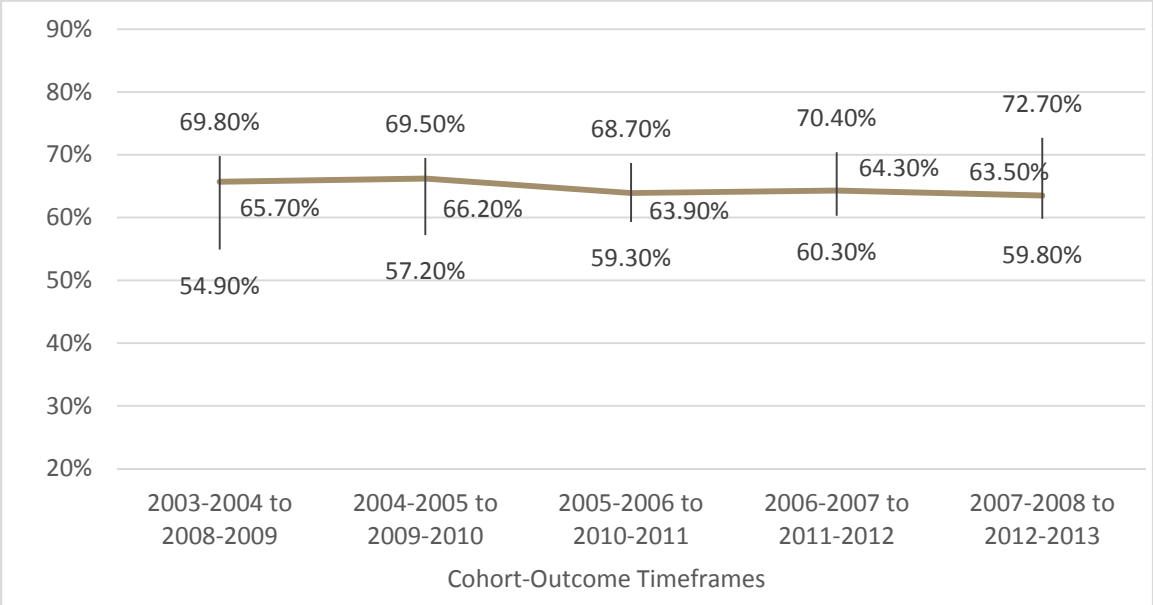
Persistence: Overall	
Cohort Qualification (within 3 years): • First-time student in academic year • At least 6 units • Attempted any level Math or English	Outcome (within 6 years) • Persisted in first three consecutive terms



30 Units: Data Charts

The 30-Units metric measures the percentage of degree and/or transfer seeking students tracked for six years who achieved at least 30 units. In credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.

At Least 30 Units: Overall	
Cohort Qualification (within 3 years): • First-time student in academic year • At least 6 units • Attempted any level Math or English	Outcome (within 6 years): • Earned at least 30 units



Student Success Scorecard: Analysis

1. **Completion Rates:** The district saw a 2.1% decline from the previous year's cohort among students considered unprepared for college. Additionally the district saw a 7.9% decline in completion rates of the college prepared cohort. Overall both cohort groups declined. The district's completion rate is 43.5%. From 2007 several state mandated changes have taken place, including the elimination of the Transfer Studies and General Education degrees, changes in the Math requirement for graduation, and English 115 was added as a requirement for graduation with a degree or for transfer preparation. These changes continue to have an impact on SWC completion rates.

2. **Persistence Rates**: Persistence data shows an upward trend in rates; however, the 2007-2008 cohort reported fewer students actually achieving this momentum point. The overall persistence rate is 69.2%; however, there is not a large difference in persistence rates between college-prepared and college unprepared students. Contributing factors include the budget cuts in recent years, which have made class sections not as readily available, as in past years. The disaggregated CCCCO Scorecard data shows that the 40 years or over age group persists at a rate of 71.1% while the 20-24 year old age group persists at a rate of 59.2%. Again, the disaggregated data shows that Hispanic students, who make up a majority of the cohort persisted at a rate of 70.7%.

3. **30 Units Completion Rate:** The percentage of students who achieved at least 30 units has remained consistent from the 2002-03 cohort (65.33%) to the 2007-08 cohort (63.5%). Reviewing the disaggregated data, the under 20 year-old population achieved 30 units at a rate of 65.9% compared to the 20 to 24 years-old group at a rate of 53.8%, the 25 to 39 years-old group at a rate of 50.2% and the 40 or over group at a rate of 50%. One item of note is that when reviewing the disaggregated data, the Filipino demographic group achieved the highest percentage of 30 units at 68%.

Student Success Scorecard: Findings and Recommendations

1. **Learning from Others**: Given the levels of success found in similar sized colleges, the committee recommends the College District fund a delegation of faculty and staff to visit a high performing college comparable in size (headcount and FTES) to discuss strategies for increasing our performance in Scorecard metrics.
1. **Levels of Basic Skills Classes to Transfer**: Departments offering basic skills courses that must be completed prior to transfer are encouraged to reevaluate the number of courses that students must take from the lowest basic skills level to transfer level to determine if acceleration or compression of courses is possible.
2. **Reasons for Drops in Persistence:** As Persistence is higher at SWC than other colleges, SWC should identify the factors/practices at SWC that support persistence. As factors/practices are identified, SWC should use the information to assist students who are less likely, historically, to persist.
3. **Student Support Services for Basic Skills Students**: Overall, the achievement levels for underprepared students is significantly impacting the overall completion numbers. The

committee recommends more emphasis on student support services for students in basic skills classes.

4. **Require MATH and ENGL in First Three Years**: Investigate requiring students who have declared a major to take a MATH or ENGL courses within the first three years of enrollment in order to capture them in the data.
5. **FTES Allocations**: Increases in program completion will only be accomplished by increasing the number of FTES allowed for courses that fulfill degree requirements. The committee recommends that a redistribution of FTES be investigated to increase the number of course sections available for courses on the general education, AA plan, CSU Breadth and IGETC preparation patterns. This investigation should be in the context of the Academic Senate's Core Curriculum Criteria approved in Spring 2013, data provided by the electronic Student Education Plans, the popular Associate Degrees for Transfer programs.
6. **Automatic Award**: The automatic award of degrees and certificates has been experimented with at other institutions. The SAOR committee encourages the VPSA and VPAA's offices to investigate this possibility and discuss with the Academic Senate.

Section 6: Institution Set Standards

Institution Set Standards establish a standard of achievement by which the institution will track changes in overall student achievement in several, specified performance indicators. These standards are not stretch goals, but should be considered when making strategic plans. The performance indicators are established by the Accrediting Commission for Community and Junior Colleges, though the institution may add additional indicators.

According to the 2014 ACCJC Eligibility Requirement #11: "The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard 1.B.2, 1.B.3 and 2.A.1)

In response to this requirement, Southwestern College collects and reviews data on the following metrics:

Successful Student Course Completion Rate: Rate equals the number of students who receive a successful grade (A, B, C, CR, P) over the number of official students who enrolled in the course (A,B, C, D, F, W, CR, NC, P, NP, I)

Student Retention Percentage (Fall to Fall): Ratio of all students who complete a course with any grade in the initial fall term and are registered for a course at census in the subsequent term.

Student Degree Completion: Degrees awarded are defined as a count of all associate degrees (AA, AAT, AS, AST) awarded during a specified academic year.

Transfer Velocity (Student Transfer to 4-Year Colleges): Number of students who transferred to a CSU, UC, In-State Private, or Out-of-State institution for a specified academic year.

Student Certificate Completion: Certificates awarded are defined as a count of all certificates (18 or more units) awarded during a specified academic year.

Additional metrics may be reviewed by institutions, but are not currently required by the ACCJC. The SOAR committee does not currently review the following metrics:

Student Licensure Exam Pass Rates: The percentage of students in certain professional disciplines who pass a national or state licensure exam.

Student Job Placement Rates: The percentage of CTE program graduates who obtain a job within 12 months of completion.

Methods for Calculating Institution Set Standards

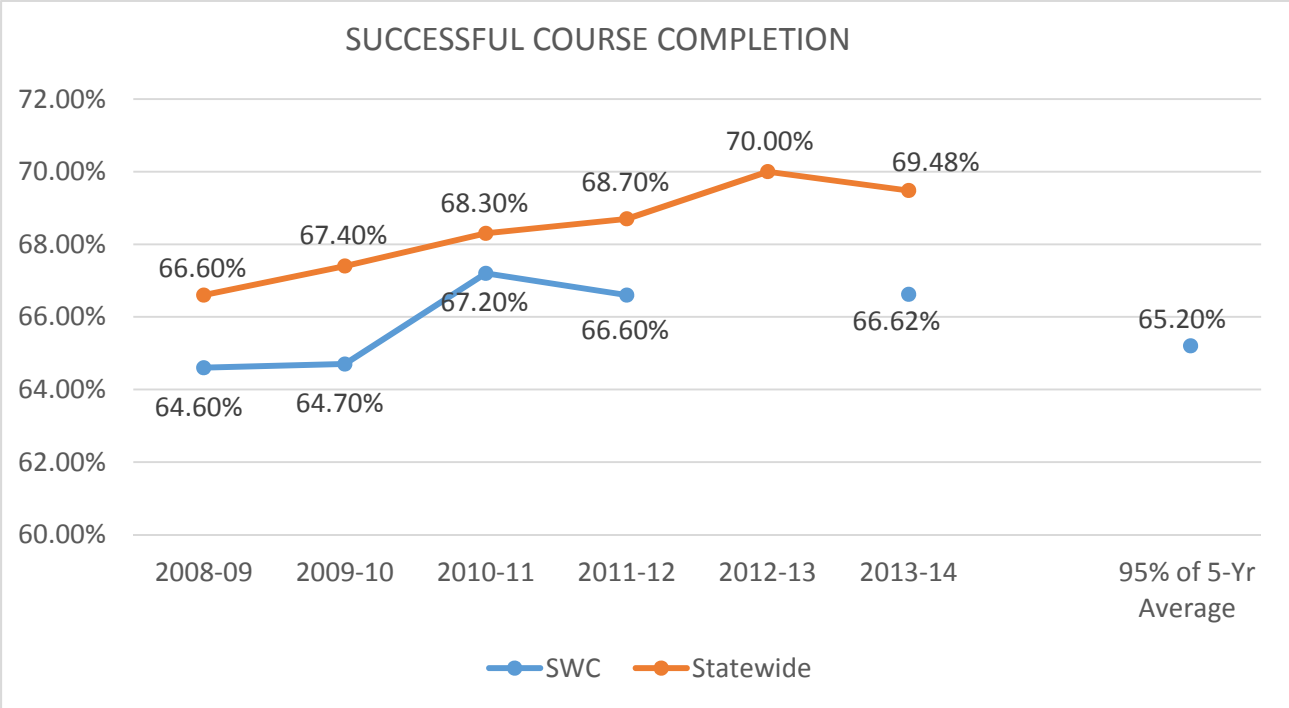
Districts are allowed to determine their own methods and formulas for setting these standards. Each metric does not have to be measured the same way, and institutions may change their methods and formulas. Through a consultation process, Southwestern College chose to use as its standard 95% of a five-year average of the data in each category.

Institution Set Standards: Data Charts

2013-14 Institution-Set Standards are based on 2008-09 through 2012-13 data. The following graphs illustrate Southwestern College and Statewide outcomes over the last five years (2013-14 data included, when available) for the following metrics:

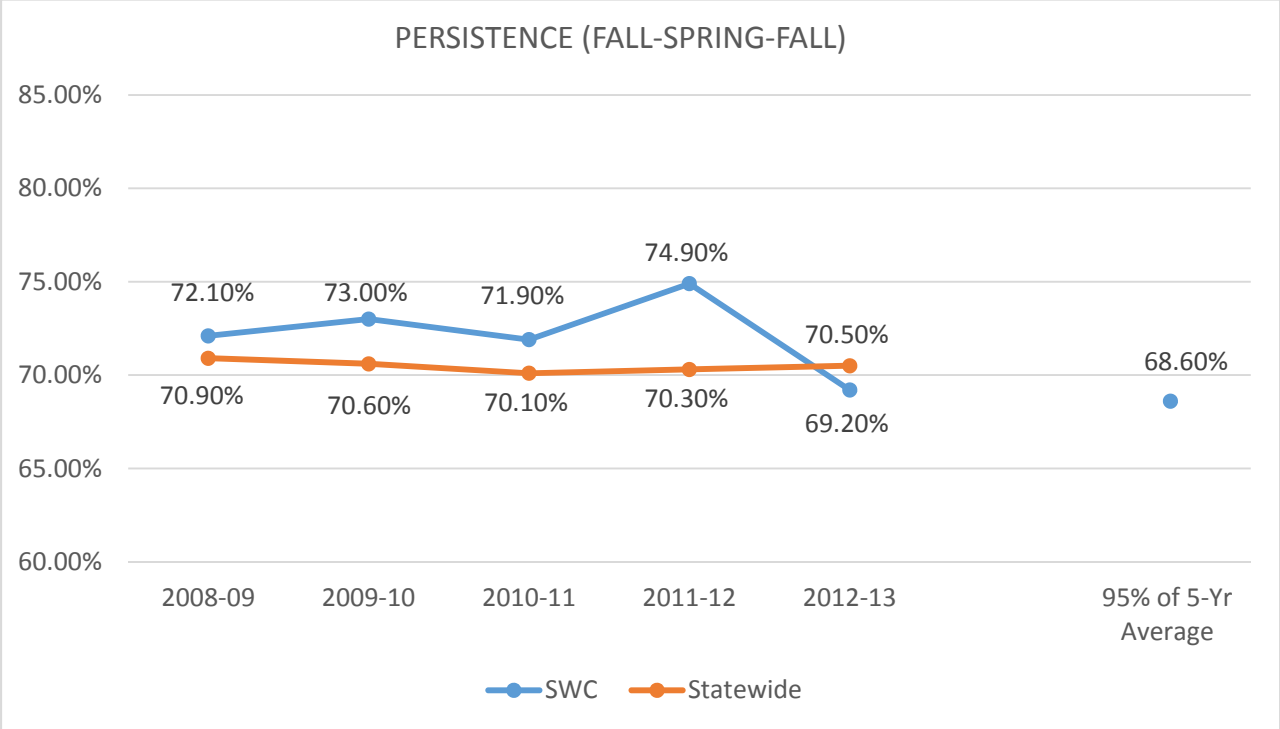
- Successful Course Completion: the number of students who have completed a course in the prior year
- Persistence: the number of students who attend classes for three consecutive semesters.
- Degree Completion: the number of students who were awarded a degree completion in the previous year.
- Certificate Completion: the number of students who were awarded a certificate completion in the previous year.
- Transfer Velocity: the number of students transfer to a public or private four year university.

Successful Course Completion

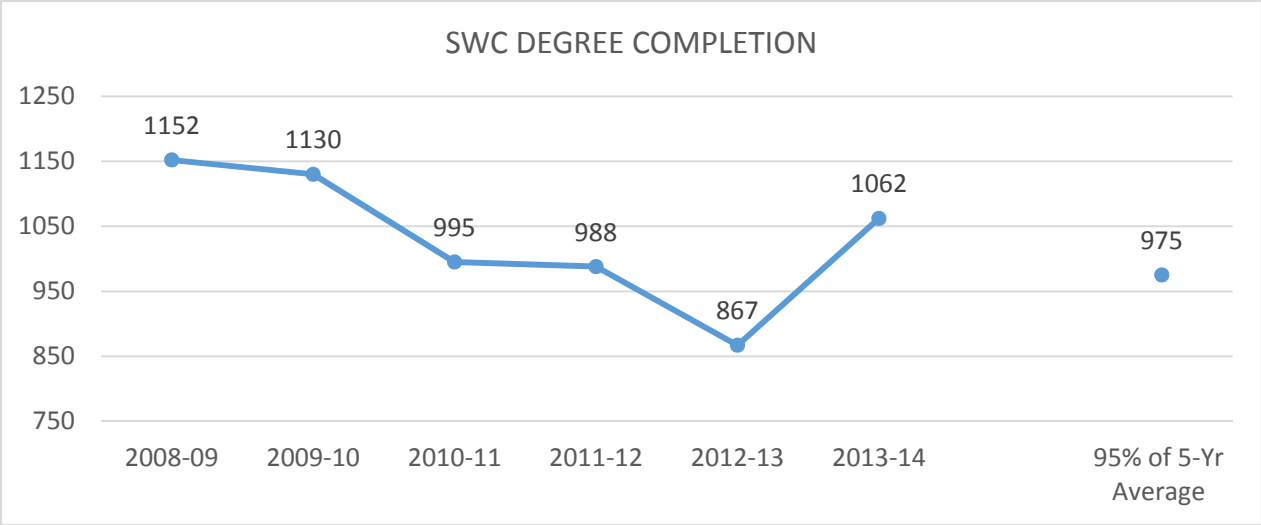


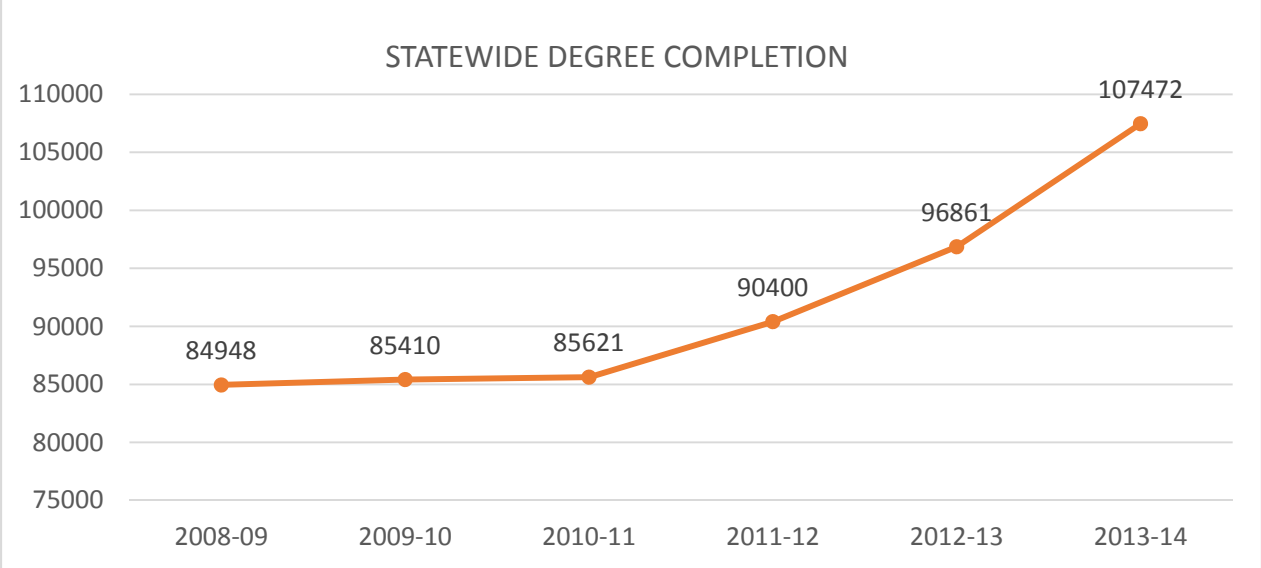
*2012-13 Course Completion data is not shown due to suspected error in reported values.

Persistence

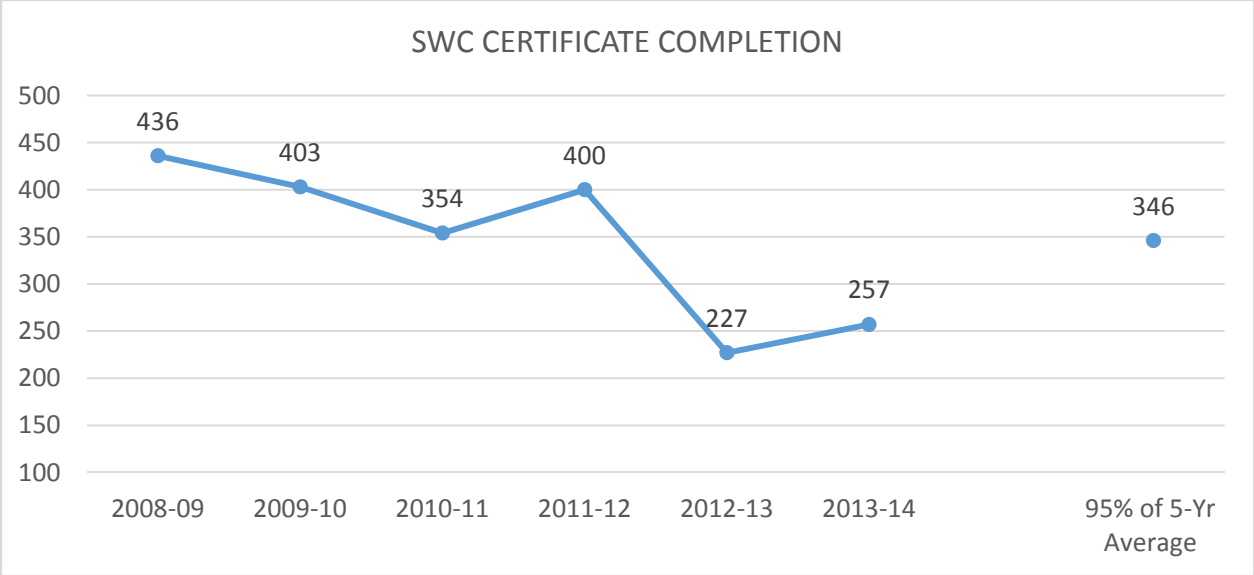


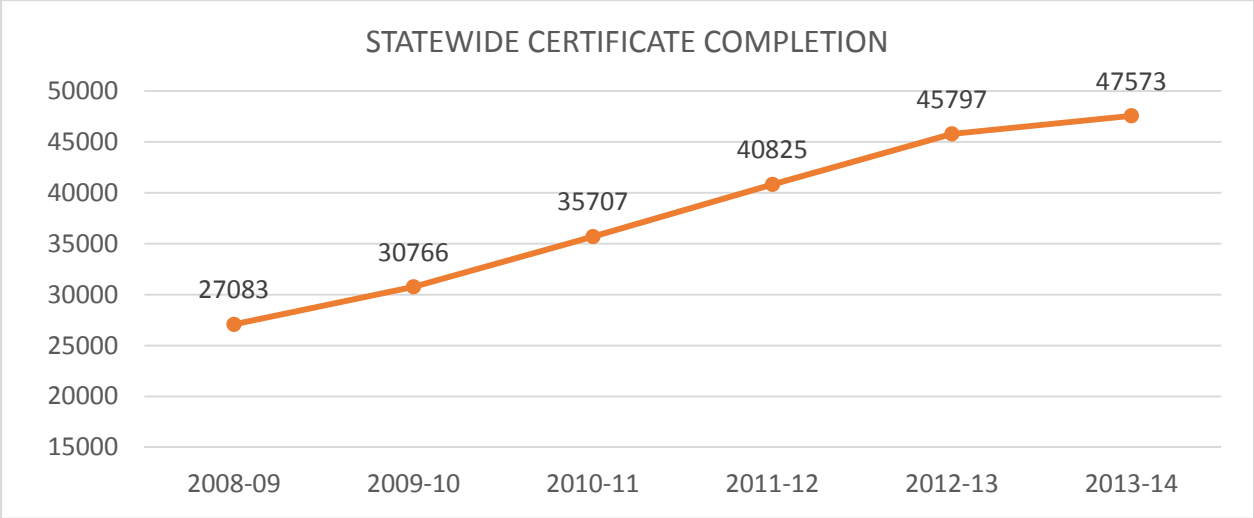
Degree Completion



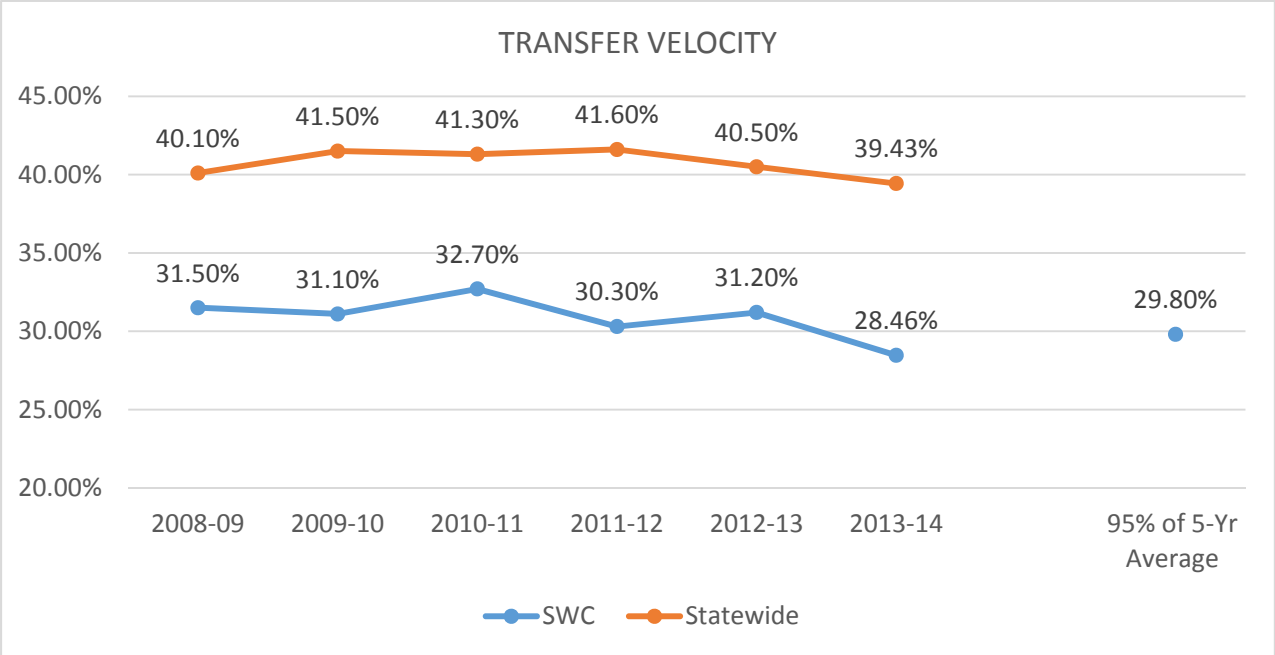


Certificate Completion


SWC CERTIFICATE COMPLETION
500
450
400
350
300
250
200
150
100
436
403
354
400
227
257
346
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
95% of 5-Yr Average


STATEWIDE CERTIFICATE COMPLETION
50000
45000
40000
35000
30000
25000
20000
15000
27083
30766
35707
40825
45797
47573
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14

Transfer Velocity



Institution Set Standards: Analysis, Recommendations, and Findings

1. **Degree and Certificate Completion:** The observed data indicates that there is a rise in degrees completed against the benchmark established last year. The College's benchmark is 975 degrees annually. In 2013-2014 students achieved 1,062 degrees which surpasses the average and is an additional 195 completions compared to 2012-2013. This was largely attributed to the increase in Associate Degrees for Transfer the College is now offering. A decline in certificates awarded occurred after Student Services ceased automatically awarding certificates in 2012.
2. **Course Completion:** The Committee noted an error in the course completion data for 2012-2013 and will review the data to rectify impacts in future reporting. The current numbers show SWC's course completion rates falling below the statewide average, but more investigation is needed.
3. **Calculating the Metrics**: Review of the metrics by the Committee raised several questions on the methods for calculating the data. The Committee agreed to discuss modifications, including using different methods for each standard in order to tell the College's story more accurately. In particular was the question whether using 95% of the five-year average is problematic during volatile years and whether this calculation suggests declines in student achievement are acceptable.
4. **Transfers**: The College saw a significant decline in transfers in Spring 2012 due to a change in admissions policy at San Diego State University, the College's primary student destination. In addition to transfer rates for SWC students are consistently lower than the state average. The SOAR committee will continue to review data on transfers and discuss future recommendations.

Section 7: Conclusion

The findings and recommendations found in this report are presented to the campus community and the Shared Consultation Council (SCC) as valuable research intended to guide short and long-term planning. Upon approval of this report, SCC will accept the responsibility to discuss and take action on the recommendations where possible.

Appendix A: California Community College Chancellor's Office Student Success Scorecard Data

2014 Southwestern College Student Success Scorecard

Revision Date: 5/9/2014

Completion Overall	**2003-2004**		**2004-2005**		**2005-2006**		**2006-2007**		**2007-2008**	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	3,195	42.7%	3,198	46.4%	3,233	44.3%	3,262	43.5%	3,431	43.5%
Female	1,740	42.7%	1,735	46.9%	1,717	46.1%	1,736	45.9%	1,843	45.6%
Male	1,455	42.7%	1,463	45.7%	1,516	42.2%	1,526	40.8%	1,588	41.1%
< 20 years old	2,446	45.7%	2,525	49.8%	2,634	45.7%	2,651	46.2%	2,830	45.7%
20 to 24 years old	364	34.9%	352	37.5%	316	40.2%	317	30.9%	316	35.4%
25 to 39 years old	276	33.0%	211	28.4%	182	37.9%	200	34.5%	209	29.7%
40+ years old	109	27.5%	110	30.0%	101	30.7%	94	27.7%	76	35.5%
African American	134	44.0%	126	47.6%	169	34.3%	155	38.1%	155	43.2%
American Indian/Alaska Native	16	56.3%	15	46.7%	18	33.3%	13	61.5%	18	38.9%
Asian	71	63.4%	75	66.7%	59	57.6%	69	65.2%	71	53.5%
Filipino	455	55.8%	425	59.1%	408	56.6%	369	49.1%	372	50.3%
Hispanic	2,009	39.0%	2,028	42.5%	2,051	41.3%	2,184	41.6%	2,339	41.7%
Pacific Islander	24	25.0%	27	44.4%	28	35.7%	38	26.3%	37	32.4%
White	345	44.1%	343	49.9%	362	48.1%	313	47.9%	305	49.8%

Completion Prepared	**2003-2004**		**2004-2005**		**2005-2006**		**2006-2007**		**2007-2008**	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	713	63.1%	771	66.9%	802	66.5%	810	63.3%	856	60.6%
Female	346	65.9%	383	71.3%	395	68.4%	398	67.1%	414	63.0%
Male	367	60.5%	388	62.6%	407	64.6%	412	59.7%	442	58.4%
< 20 years old	598	66.7%	680	70.3%	700	67.6%	705	66.8%	749	63.4%
20 to 24 years old	54	51.9%	43	51.2%	54	63.0%	50	30.0%	61	45.9%
25 to 39 years old	47	36.2%	30	30.0%	37	51.4%	38	47.4%	33	33.3%
40+ years old	14	42.9%	18	38.9%	11	63.6%	17	52.9%	13	38.5%
African American	27	59.3%	19	57.9%	29	51.7%	24	70.8%	25	56.0%

American Indian/Alaska Native	1 to 9	40.0%	1 to 9	50.0%	1 to 9	40.0%	1 to 9	71.4%	1 to 9	50.0%
Asian	23	87.0%	39	76.9%	22	68.2%	19	89.5%	25	76.0%
Filipino	139	71.9%	144	75.0%	156	74.4%	132	66.7%	122	60.7%
Hispanic	364	60.7%	405	63.7%	412	65.0%	475	62.5%	516	60.1%
Pacific Islander	1 to 9	25.0%	10	60.0%	1 to 9	25.0%	1 to 9	57.1%	12	50.0%
White	105	61.0%	108	66.7%	127	66.1%	109	58.7%	111	63.1%

Completion Unprepared	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	2,482	36.9%	2,427	39.8%	2,431	36.9%	2,452	36.9%	2,575	37.8%
Female	1,394	36.9%	1,352	40.0%	1,322	39.4%	1,338	39.5%	1,429	40.6%
Male	1,088	36.8%	1,075	39.6%	1,109	34.0%	1,114	33.8%	1,146	34.4%
< 20 years old	1,848	38.9%	1,845	42.3%	1,934	37.8%	1,946	38.7%	2,081	39.3%
20 to 24 years old	310	31.9%	309	35.6%	262	35.5%	267	31.1%	255	32.9%
25 to 39 years old	229	32.3%	181	28.2%	145	34.5%	162	31.5%	176	29.0%
40+ years old	95	25.3%	92	28.3%	90	26.7%	77	22.1%	63	34.9%
African American	107	40.2%	107	45.8%	140	30.7%	131	32.1%	130	40.8%
American Indian/Alaska Native	11	63.6%	13	46.2%	13	30.8%	1 to 9	50.0%	16	37.5%
Asian	48	52.1%	36	55.6%	37	51.4%	50	56.0%	46	41.3%
Filipino	316	48.7%	281	50.9%	252	45.6%	237	39.2%	250	45.2%
Hispanic	1,645	34.2%	1,623	37.2%	1,639	35.3%	1,709	35.8%	1,823	36.5%
Pacific Islander	20	25.0%	17	35.3%	20	40.0%	31	19.4%	25	24.0%
White	240	36.7%	235	42.1%	235	38.3%	204	42.2%	194	42.3%

Persistence Overall	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	3,195	72.1%	3,198	73.0%	3,233	71.9%	3,262	74.9%	3,431	69.2%
Female	1,740	73.7%	1,735	73.8%	1,717	72.2%	1,736	75.2%	1,843	69.2%
Male	1,455	70.3%	1,463	72.1%	1,516	71.6%	1,526	74.6%	1,588	69.1%
< 20 years old	2,446	74.0%	2,525	75.2%	2,634	73.5%	2,651	76.6%	2,830	70.8%
20 to 24 years old	364	63.5%	352	59.4%	316	63.3%	317	60.9%	316	59.2%
25 to 39 years old	276	64.9%	211	68.7%	182	62.1%	200	73.0%	209	62.2%
40+ years old	109	78.0%	110	75.5%	101	76.2%	94	79.8%	76	71.1%
African American	134	68.7%	126	72.2%	169	72.8%	155	65.8%	155	65.2%
American Indian/Alaska Native	16	68.8%	15	66.7%	18	72.2%	13	61.5%	18	72.2%
Asian	71	71.8%	75	64.0%	59	71.2%	69	72.5%	71	60.6%
Filipino	455	75.4%	425	76.2%	408	72.8%	369	76.4%	372	64.8%
Hispanic	2,009	72.4%	2,028	73.4%	2,051	72.7%	2,184	76.1%	2,339	70.7%
Pacific Islander	24	58.3%	27	74.1%	28	64.3%	38	60.5%	37	59.5%
White	345	69.6%	343	66.5%	362	69.1%	313	73.2%	305	69.2%

30 Units Overall	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	3,195	65.7%	3,198	66.2%	3,233	63.9%	3,262	64.3%	3,431	63.5%
Female	1,740	67.0%	1,735	67.4%	1,717	65.2%	1,736	65.8%	1,843	64.5%
Male	1,455	64.1%	1,463	64.8%	1,516	62.5%	1,526	62.6%	1,588	62.3%
< 20 years old	2,446	67.8%	2,525	68.6%	2,634	65.6%	2,651	65.9%	2,830	65.9%
20 to 24 years old	364	58.0%	352	56.5%	316	55.1%	317	55.8%	316	53.8%
25 to 39 years old	276	58.3%	211	56.4%	182	57.1%	200	58.0%	209	50.2%
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African American	134	60.4%	126	60.3%	169	57.4%	155	51.0%	155	56.8%
American Indian/Alaska Native	16	56.3%	15	73.3%	18	72.2%	13	69.2%	18	50.0%
Asian	71	76.1%	75	61.3%	59	64.4%	69	68.1%	71	67.6%
Filipino	455	74.5%	425	70.8%	408	65.7%	369	69.4%	372	68.0%
Hispanic	2,009	64.4%	2,028	65.6%	2,051	63.3%	2,184	64.2%	2,339	63.4%
Pacific Islander	24	37.5%	27	70.4%	28	64.3%	38	57.9%	37	56.8%
White	345	63.8%	343	67.9%	362	66.6%	313	64.9%	305	64.6%