SOUTHWESTERN COLLEGE

Student Outcome and Achievement Review (SOAR) Committee

Spring 2014 Report

Presented to the

Shared Consultation Council (SCC)

By Linda Hensley and Rebecca Wolniewicz

SOAR Committee Co-Chairs

April 2, 2014

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Introduction

The Student Outcomes and Achievement Review (SOAR) Committee 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 alignment with 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.

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 reference SOAR findings during the institutional prioritization process.

Contributors to this report:

SOAR Committee Members:

- Allison Green, Instructional Lab Technician
- Angelina Stuart, Faculty ESL and Spanish, IPR Coordinator
- Caitlin Phillips, Research Analyst
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This report is organized by the following:

Section 1: Institutional Student Learning Outcomes (ISLOs)

Provides results, analysis, and suggestions for improving student learning by ISLO category:

Communication Skills
Thinking and Reasoning
Information Competency
Global Awareness

(ISLOs were revised during the 2012-2013 semester. While not reflected in this report, they will be part of all future analyses. Please see comments in ISLO section below).

Section 2: Student Success Scorecard

Provides results, analysis, and suggestions for improving student learning in the three Scorecard categories. The committee chose to look at only three Scorecard categories because they most closely align with Institution Set Standard categories. In the future the committee will use Institution Set Standard results to review student achievement.

Completion
Persistence
30 units

Section 3 Overall Comments Regarding ISLO and SOAR Findings

Provides overall comments regarding all the data, as a whole, discussed in this report.

Appendices

Appendix A: Institutional Student Learning Outcomes – Data from fall 2011-spring 2013

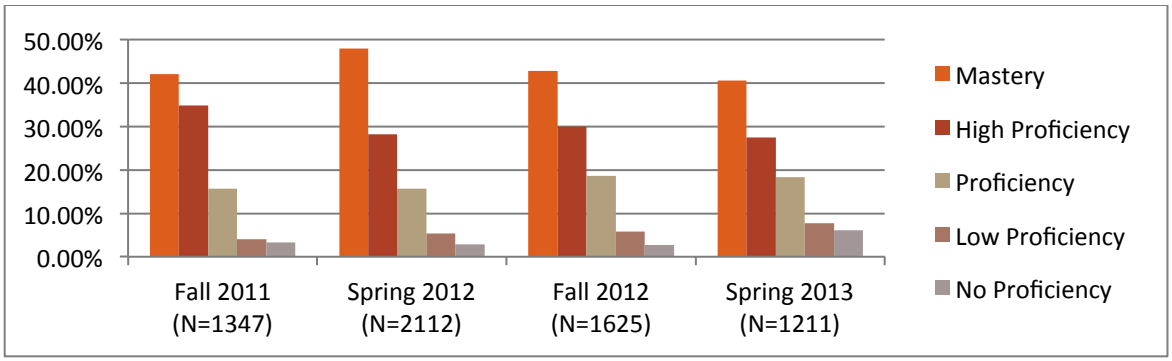
Appendix B: California Community College Chancellor's Office 2013 Student Success Scorecard

Section 1: Institutional Student Learning Outcomes

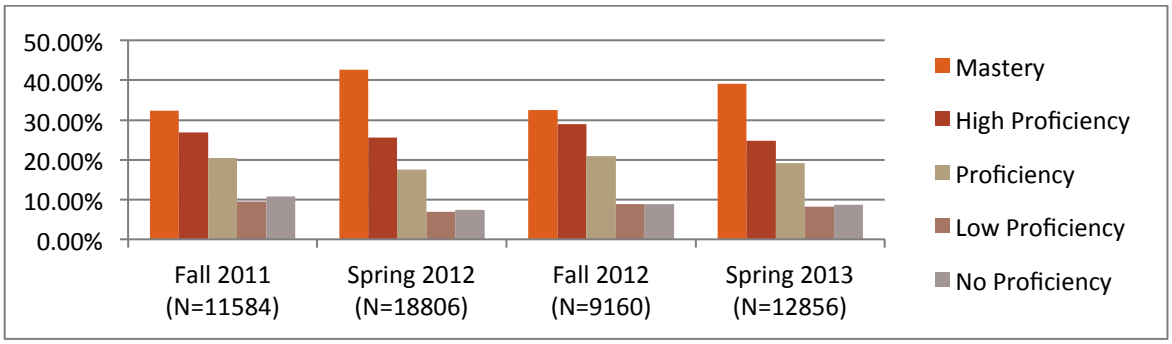
SOAR members reviewed eleven[1] Institutional Student Learning Outcomes (ISLOs). ISLOs describe what students should be able to demonstrate, represent, or produce upon completing a program, degree, or certificate at SWC. All data was collected via eLumen.

Communication Skills (Listening, Speaking, Reading, Writing)

ISLO 1: Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.

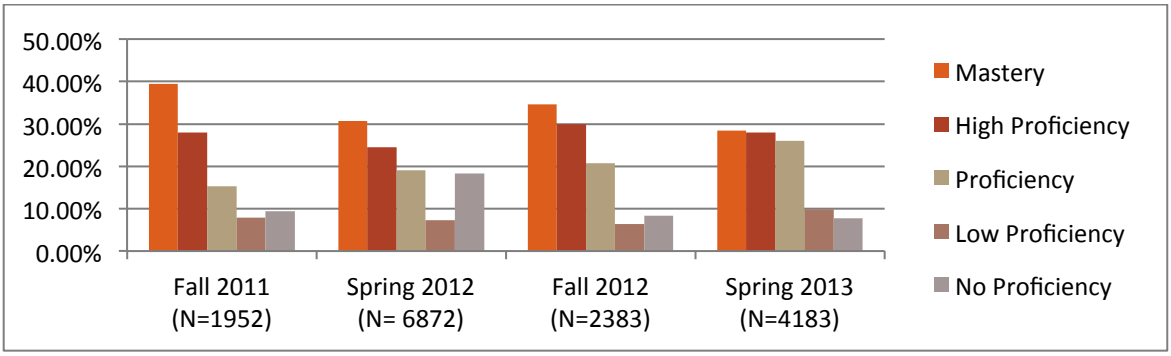


ISLO 2: Present ideas in a clear and organized way to others.



[1] *Please Note: Through Spring 2013, SWC was in the process of increasing our number of ISLOs from eleven to sixteen. Analysis of all sixteen ISLOs begins with the Fall 2013 semester.

ISLO 3: Analyze and evaluate text in writing.



SOAR Findings -- Communication Skills:

- In ISLO 1, the percentage of student scoring "no proficiency" and "low proficiency" has doubled from fall 2011 through spring 2013.
- In ISLO 2, there is a sharp decrease in the number of students not being scored from spring 2012 (18,806) to spring 2013 (12,856). A difference of 5,950 scores.
- In ISLO 3, there is a drop in the number of scores for "mastery" from 39% to 28% when comparing the fall 2011 term to the spring 2013 term. Scores, however, remained constant for "high proficiency" across both terms (See Appendix A for actual percentages).

Additional Information to Consider:

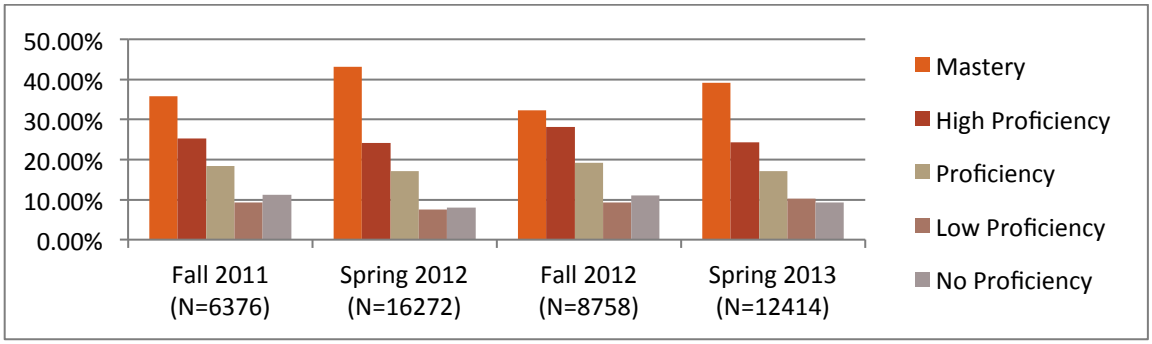
- The volatility in the number of scores entered each semester might be due to the completion of 3-year program review cycles.
- The number of reported scores might be higher in spring 2012 due to the deadline for the ACCJC Report on College Implementation of SLO assessment.

SOAR Recommendations and Suggestions:

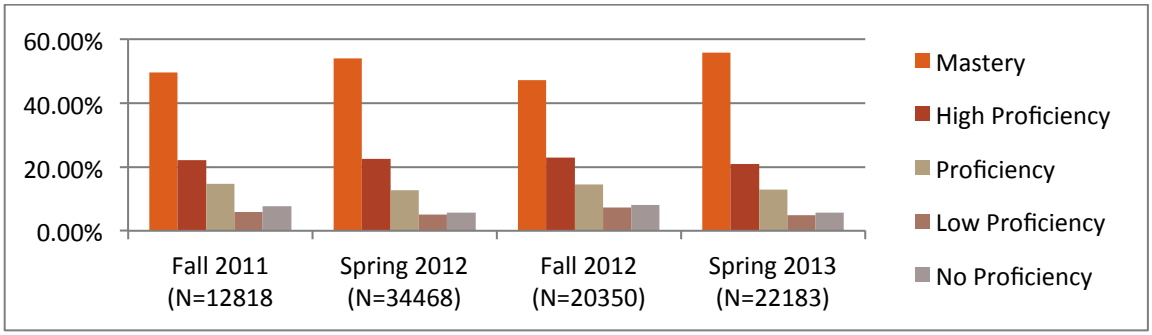
- SOAR Committee Co-Chairs should consult with the Academic Program Review Committee (APRC) Chair to see if there are any patterns that arise between the Academic Program Review 3-year cycle and the reporting of SLO scores.
- The SOAR Committee Co-Chairs should consult with the Accreditation Oversight Committee (AOC) Co-Chairs to see if there are any patterns that arise between ACCJC reporting cycles and the reporting of SLO scores.
- Request that individuals work to assist students in improving communication skills that are related to ISLOs 1, 2, and 3.

Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)

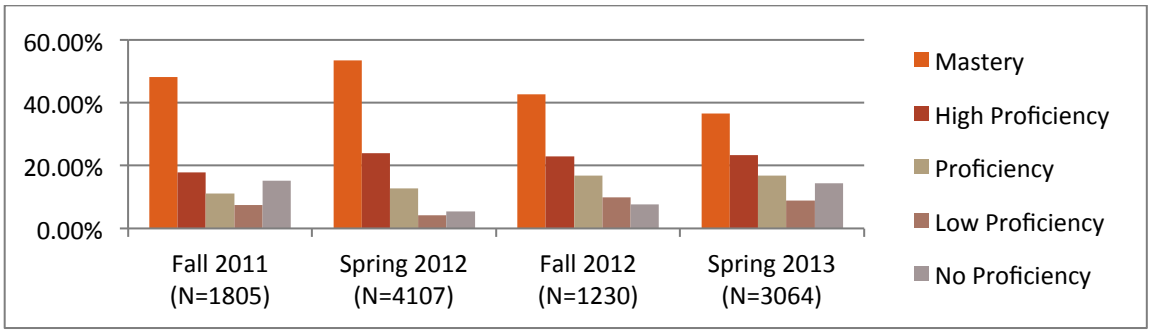
ISLO 4: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.



ISLO 5: Assess and analyze data and information as they investigate issues and solve problems.



ISLO 6: Use quantitative reasoning to identify, analyze and solve quantitative problems.



SOAR Findings -- Thinking and Reasoning:

- More than 70% of all scores in Thinking and Reasoning were in the categories of "proficiency," "high proficiency," and "mastery."
- ISLO 4 and ISLO 5 have more course-level SLOs connected to them than ISLO 6 (See Appendix A for actual percentages).
- Primarily Mathematics course-level SLOs are linked to ISLO 6 (See Appendix A for actual percentages).

Additional Information to Consider:

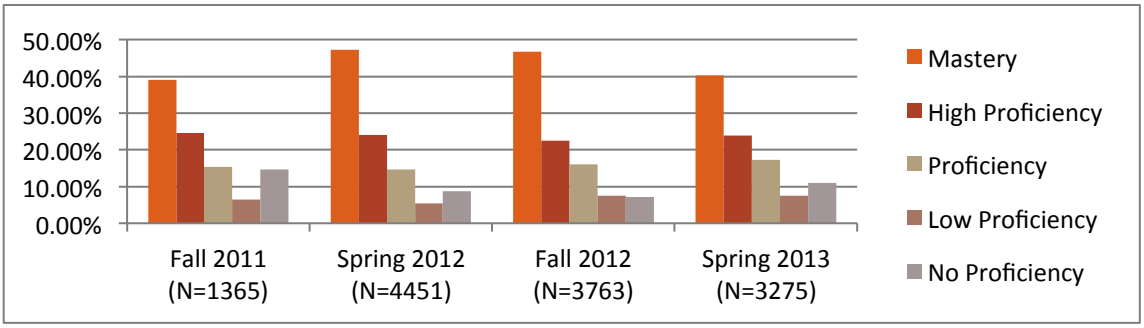
- Some ISLO categories align more readily with some disciplines more than others.

SOAR Recommendations and Suggestions:

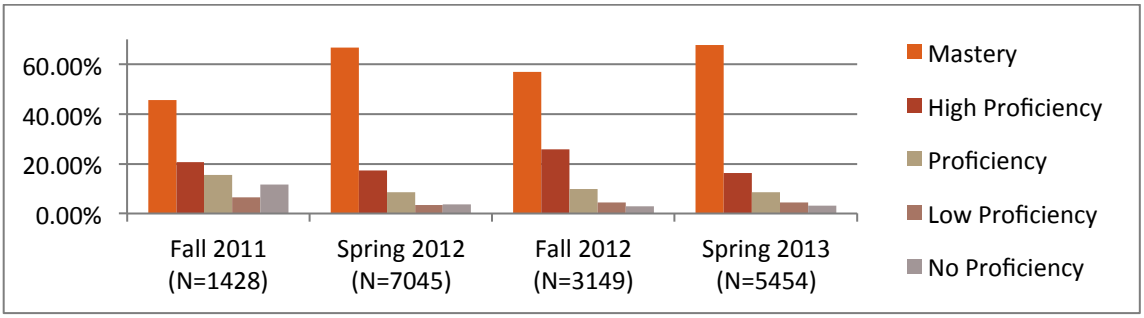
- The ISLO Coordinator should consult with faculty to inquire about ISLO alignment to CSLOs to discern why more course-level SLOs are tied to ISLO 4 and ISLO 5 than to ISLO 6.
- The ISLO Coordinator should work with faculty outside of the Mathematics discipline to see if any of their course-level SLOs can also be linked to ISLO 6.

Information Competency (Research and Technology)

ISLO 7: Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.



ISLO 8: Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.



SOAR Findings -- Information Competency:

- According to the data collected for ISLO 7 from fall 2011 through spring 2013, percentages of student achievement have remained relatively stable.
- According to the data collected for ISLO 8 from fall 2011 (46%) through spring 2013 (68%), scores have steadily increased for Mastery.
- From the data collected thus far, faculty are recording high levels of proficiency for student achievement of information competency outcomes.

Additional Information to Consider:

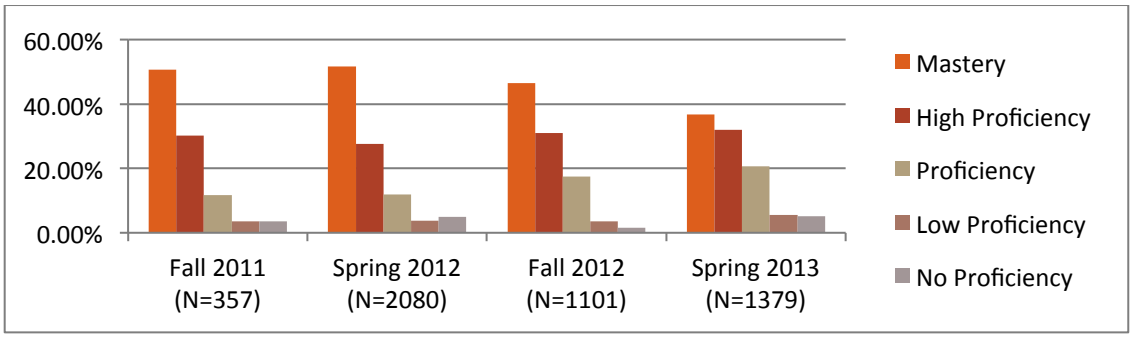
- N/A

SOAR Recommendations and Suggestions:

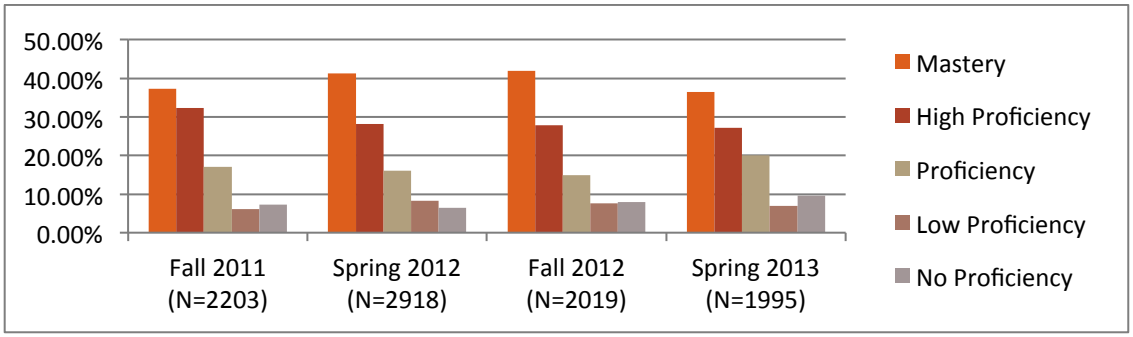
- The ISLO Coordinator should consult with faculty to inquire about why scores in Information Competency outcomes are so high.
- The SOAR Committee recommends continued support for student services and instruction that maintain resources for student proficiency in ISLO 8.

Global Awareness and Ethics (Social, Cultural, and Civic Responsibility)

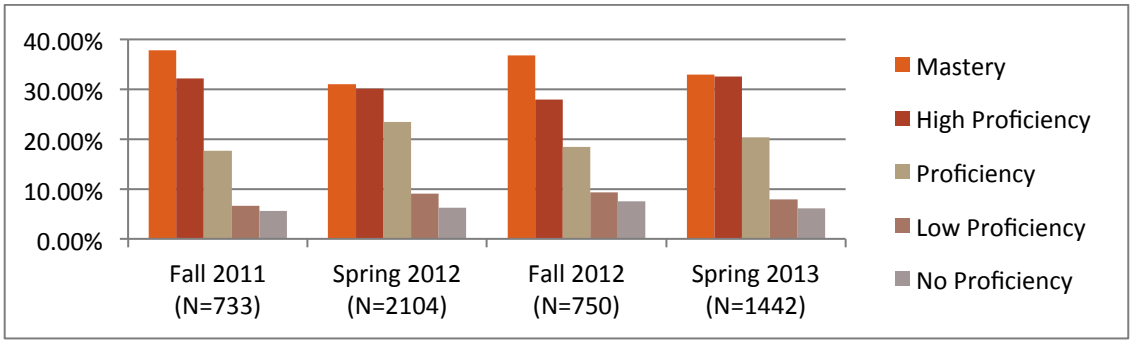
ISLO 9: Collegially work with diverse groups of people.



ISLO 10: Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.



ISLO 11: Analyze and assess historical, political, economic, scientific, and social issues in a way that enables them to participate in their community.



SOAR Findings -- Global Awareness and Ethics:

- In ISLO 9, there is a drop in scores from fall 2011 (51%) to spring 2013 (37%) in the category of Mastery.
- In ISLO 10, Proficiency, High Proficiency, and Mastery from fall 2011 to spring 2013 have remained relatively stable.

Additional Information to Consider:

- While scores dropped by 14% in for ISLO 9 in the category of Mastery, scores increased in both the categories of High Proficiency and Proficiency. Thus, although it appears that Mastery declined, students still remained at Proficiency or High Proficiency.
- Also note that the total number of students assessed in fall 2011 is 357 while in spring 2013 the total number of students assessed is 1379.

SOAR Recommendations and Suggestions:

- Continue to offer diversity training to staff and faculty to promote the importance of cultural competency in the classroom and across the institution.
- Consider offering more activities (both in and out of the classroom) that promote cultural competency.

Section 2: Student Success Scorecard Data

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 website offers success rate data in the following areas:

remedial instruction
job training programs
retention of students
graduation and completion rates

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

gender
age
ethnicity
college
preparedness of studentsData 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:

2002-2003 (tracked through spring 2009)
2003-2004 (tracked through spring 2010)
2004-2005 (tracked through spring 2011)
2005-2006 (tracked through spring 2012)
2006-2007 (tracked through spring 2013)

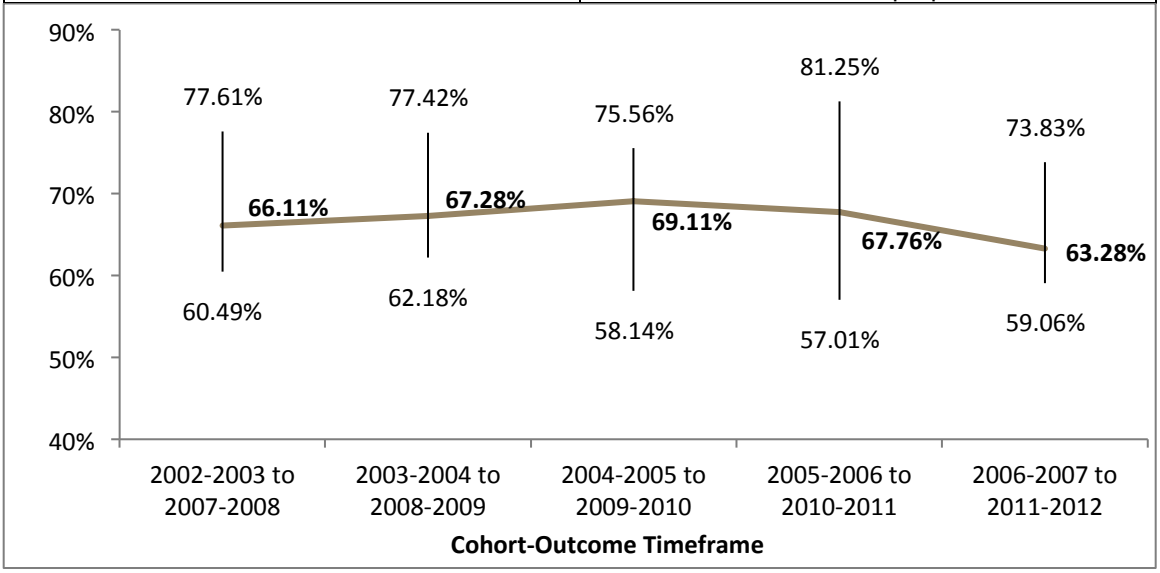
The SOAR Committee reviewed the following metrics on the Scorecard. The committee chose to look at only three Scorecard categories because they most closely align with Institution Set Standard categories. In the future the committee will use Institution Set Standard results to review student achievement.

Completion
Persistence
30 units

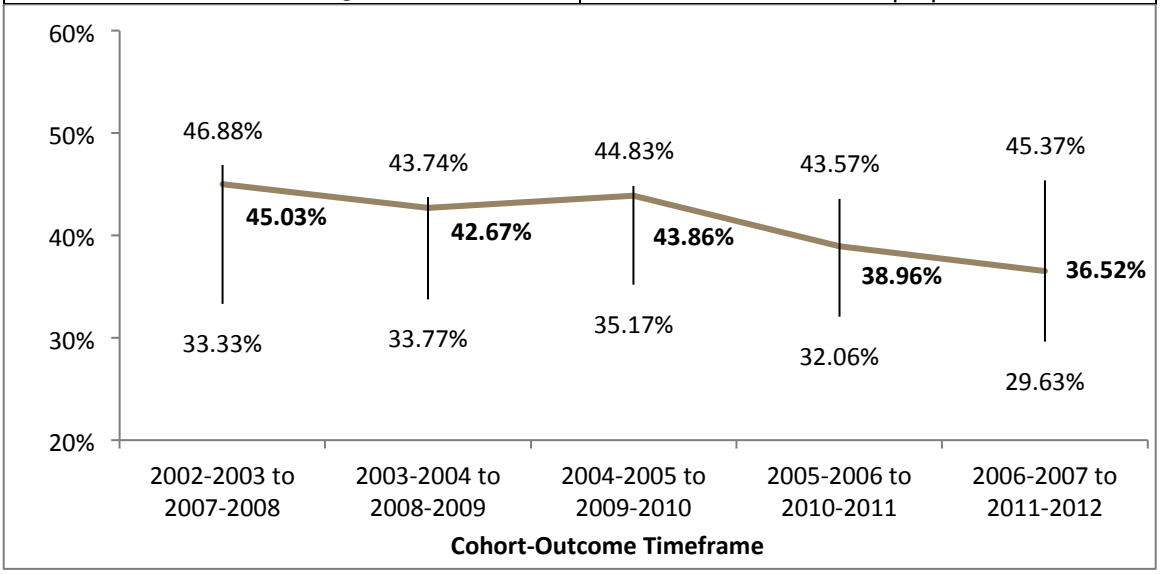
Completion:

Percentage of degree and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer related outcomes.

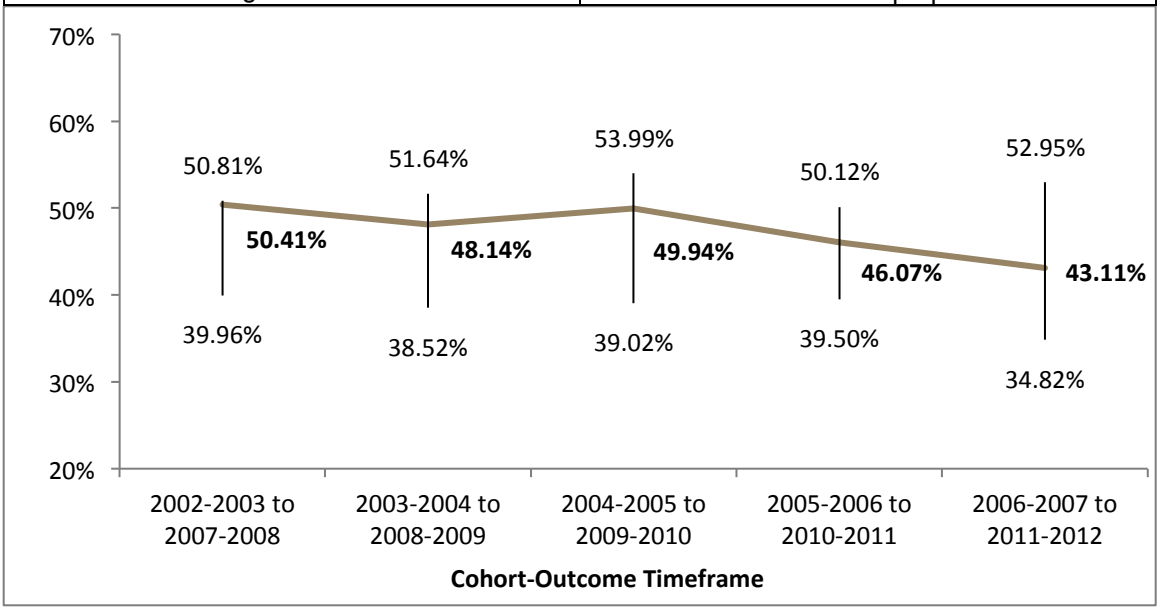
Completion: Prepared for College	
Cohort Qualification (within 3 years): • First-time student in academic year • At least 6 units • Attempted any college level Math or English	Outcome (within 6 years) • Transfer to a four-year institution • Certificate • Associate degree • Transfer prepared



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



SOAR Findings – Completion:

- Completion rates of students belonging to the 2006-2007 college-prepared cohort had a -6.64% percent change from the previous year's cohort, the largest drop in completion rates for that student population over the last 5 years.
- Completion rates of students belonging to the 2006-2007 college-unprepared cohort had a -6.4% percent change from the previous year's cohort.
- Overall, completion rates for both cohort groups have slightly declined since the 2009-2010 cohort.
- The overall completion rate for the 2006-2007 cohort is 43.1%.

Additional Information to Consider:

- From 2007 several state mandated changes have taken place, including the elimination of the Transfer Studies and General Education degrees, inclusion of Math 60 and English 115 as a requirement.

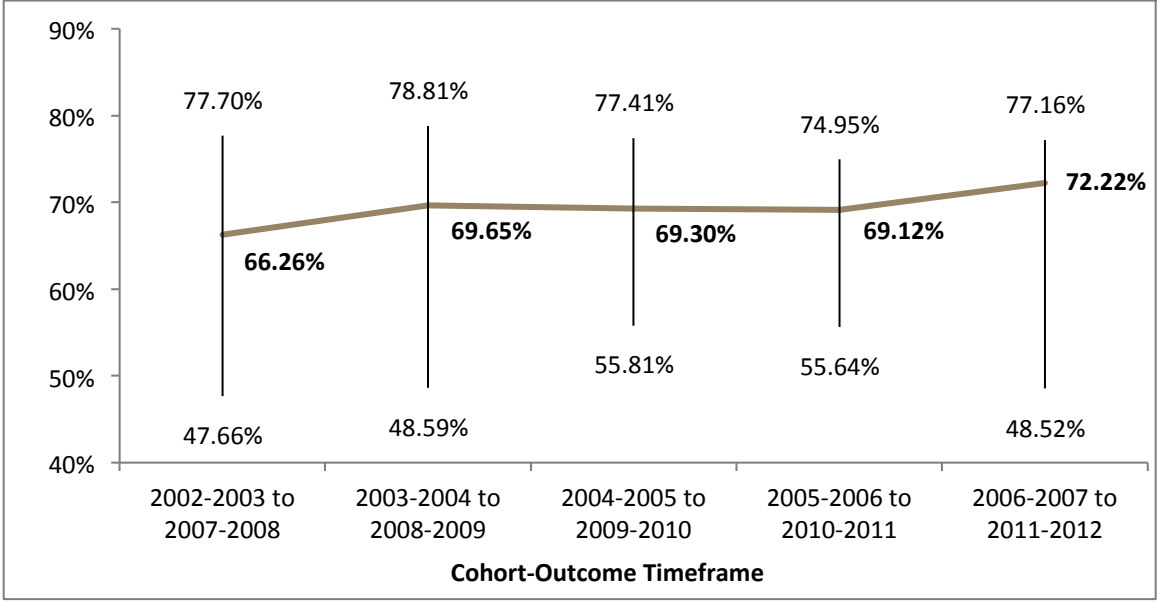
SOAR Recommendations and Suggestions:

- In 2013 the college organized two Student Success Workshops focused on student completion. SOAR Committee members reviewed the Student Success Initiatives generated during the workshops. The SOAR Committee recommends continued institution-wide focus on the three initiatives into the 2014-15 academic year. Findings of the Student Success Workshop can be found at the end of this document.

Persistence:

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, 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



SOAR Findings -- Persistence:

- There is an upward trend in Persistence completion rates from the 2002-2003 cohort to the 2006-2007 cohort.
- There is not a large difference in persistence completion rates between college-prepared and college-unprepared students (See Appendix B for actual percentages).

Additional Information to Consider:

- Due to budget cuts in recent years, class sections have not been as readily available, as in past years.
- The disaggregated CCCCO Scorecard data shows that the 50+ years old group persists at a rate of 80% while the 20-24 year old age group persists at a rate of 60% (See Appendix B).
- Again, the disaggregated data shows that Hispanic students persisted at a rate of 73.6% (highest in the cohort) while American Indian/Alaskan Native persisted at a rate of 53.8% (lowest in the cohort) (See Appendix B).

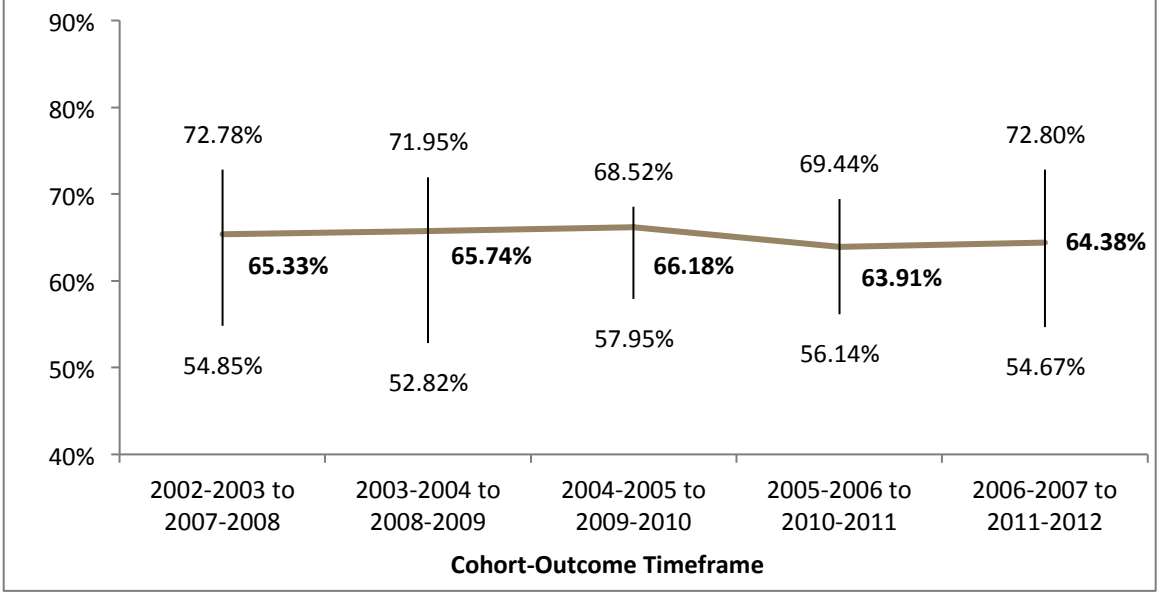
SOAR Recommendations and Suggestions:

- 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.

30 Units:

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



SOAR Findings – 30 Units

- The percentage of students who achieved at least 30 units has remained consistent from the 2002-03 cohort (65.33%) to the 2006-07 cohort (64.38%).
- Reviewing the disaggregated data, the <20 years-old population achieved 30 units at a rate of 66% compared to the 20 to 24 years-old group at a rate of 55.9%, the 25 to 49 years-old group at a rate of 59.4% and the 50+ years-old group at a rate of 56% (See Appendix B).
- Reviewing the disaggregated data, the Asian demographic group achieved the highest percentage of 30 units at 69.6%, while African Americans had the lowest achievement of 30 units at 49.7% (See Appendix B).

Additional Information to Consider:

- Anecdotal evidence suggests that students involved in Learning Community programs such as TELA and Puente or in extra-curricular activities such as the Sun Newspaper, Athletics, and the Associated Student Organization *might* more often complete 30 Units than students not involved in such programs.

SOAR Recommendations and Suggestions:

- Gather 30 Unit data on students participating in Learning Community programs such as TELA and Puente and extra-curricular activities such as the Sun Newspaper, Athletics, and the Associated Student Organization to discern if students involved in such programs actually complete 30 Units more often than students not involved in such programs.
- Develop new learning communities and First Year Experience (FYE) programs that encourage students to meet their educational goals.

Section 3: Overall Comments Regarding ISLO and SOAR Findings

For Consideration:

- At this time, clear lines of comparison between ISLO results and Student Success Scorecard results are not available.
- Currently, we enter scores for all students completing assessments whether they complete a course or not. Can we disaggregate scores of students who complete a course from students who do not complete a course?

SOAR Recommendations and Suggestions:

- The SOAR Committee recommends that each program/unit evaluate its assessment processes to ensure they are truly authentic.
- Investigate current processes for reviewing methods of assessment. Ensure processes support practices of authentic assessment.
- Create and apply clearer procedures for ensuring that all assessment is authentic.
- Improve methods for creating assessment timelines and distributing timelines and due dates to staff, faculty, and administrators.

- Try to disaggregate data between students who have and have not received additional instruction after being assessed on SLOs.

- The SOAR Committee should seek to improve and define its processes for statistical analyses

- Solicit ideas for how to better connect data analysis and recommendations from the SOAR Committee to the SCC for use in the prioritization process.

Student Success Initiatives: Recommendations from Student Success at SWC: Convening to Address the Completion Agenda Part I and II

Southwestern College held two forums during spring 2013 to identify action items that are short term, practical and could have a substantial impact on improving student success specifically the student completion rate. The following are the three action items selected for implementation:

1. **Implement Electronic Degree Audit** (Student Education Planning = SEP)
   - Implement new student education planning and degree audit modules accessible through WebAdvisor.
   - Identify and prompt students who are eligible for a certificate or degree to petition for an award.
   - Identify and prompt students who are eligible for a certificate or degree to petition for an award.

2. **Analyze Completion Rates by Program**
   - Analyze existing student/program data.
   - Obtain and analyze additional student/program data.
   - Provide a welcoming environment.

3. **Establish a First Year Experience Program (FYE)**
   - Develop a summer bridge component. Students should
     - Complete a summer bridge program prior to assessment/placement with guarantee of placement if successfully completed.
     - Participate in Orientation, Student Education Planning, and Major Planning.
     - Participate, when necessary, in Basic Skills Development programs and Learning Communities.

Appendices

Appendix A: Institutional Student Learning Outcome Data (ISLOs)

Institutional Student Learning Outcome (ISLO) Results

Fall 2011 to Spring 2013

ISLO	Level of Proficiency	FA 2011	%	SP 2012	%	FA 2012	%	SP 2013	%
1 Communication - Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.									
	Total Scored	**1347**		**2112**		**1625**		**1211**	
	Mastery	567	42%	1014	48%	695	43%	491	41%
	High Proficiency	470	35%	596	28%	488	30%	332	27%
	Proficiency	212	16%	330	16%	303	19%	222	18%
	Low Proficiency	54	4%	112	5%	95	6%	93	8%
	No Proficiency	44	3%	60	3%	44	3%	73	6%
	No Score*	205		454		546		170	
2 Communication - Present ideas in a clear and organized way to others.									
	Total Scored	**11584**		**18806**		**9160**		**12856**	
	Mastery	3738	32%	8022	43%	2970	32%	5030	39%
	High Proficiency	3119	27%	4817	26%	2655	29%	3187	25%
	Proficiency	2370	20%	3284	17%	1917	21%	2471	19%
	Low Proficiency	1093	9%	1296	7%	811	9%	1055	8%
	No Proficiency	1255	11%	1387	7%	807	9%	1113	9%
	No Score*	1073		944		2125		1728	
3 Communication - Analyze and evaluate text in writing.									
	Total Scored	**1952**		**6872**		**2383**		**4183**	
	Mastery	771	39%	2114	31%	824	35%	1191	28%
	High Proficiency	545	28%	1683	24%	714	30%	1170	28%
	Proficiency	298	15%	1311	19%	495	21%	1086	26%
	Low Proficiency	155	8%	504	7%	153	6%	413	10%
	No Proficiency	183	9%	1260	18%	198	8%	323	8%
	No Score*	142		648		559		535	
4 Thinking and Reasoning - Formulate and share ideas, analyze the ideas of others, integrated them into their thinking.									
	Total Scored	**6376**		**16272**		**8758**		**12414**	
	Mastery	2288	36%	7012	43%	2831	32%	4863	39%
	High Proficiency	1615	25%	3919	24%	2470	28%	3010	24%
	Proficiency	1170	18%	2792	17%	1687	19%	2121	17%
	Low Proficiency	588	9%	1235	8%	808	9%	1269	10%
	No Proficiency	715	11%	1314	8%	962	11%	1147	9%
	No Score*	1140		611		1939		1942	

5 Thinking and Reasoning - Assess and analyze data and information as they investigate issues and solve problems.									
	Total Scored	**11218**		**34468**		**20350**		**22183**	
	Mastery	5554	50%	18629	54%	9589	47%	12404	56%
	High Proficiency	2477	22%	7769	23%	4660	23%	4634	21%
	Proficiency	1660	15%	4372	13%	2958	15%	2851	13%
	Low Proficiency	656	6%	1750	5%	1485	7%	1064	5%
	No Proficiency	871	8%	1948	6%	1658	8%	1266	6%
	No Score*	2247		3172		3258		5787	
6 Thinking and Reasoning - Use qualitative reasoning to identify, analyze and solve quantitative problems.									
	Total Scored	**1805**		**4107**		**1230**		**3064**	
	Mastery	870	48%	2201	54%	525	43%	1121	37%
	High Proficiency	323	18%	983	24%	282	23%	713	23%
	Proficiency	201	11%	526	13%	207	17%	514	17%
	Low Proficiency	136	8%	173	4%	122	10%	275	9%
	No Proficiency	275	15%	224	5%	94	8%	441	14%
	No Score*	759		395		712		61	
7 Information Competency - Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.									
	Total Scored	**1365**		**4451**		**3763**		**3275**	
	Mastery	533	39%	2101	47%	1755	47%	1319	40%
	High Proficiency	335	25%	1068	24%	846	22%	784	24%
	Proficiency	210	15%	651	15%	607	16%	568	17%
	Low Proficiency	88	6%	241	5%	283	8%	244	7%
	No Proficiency	199	15%	390	9%	272	7%	360	11%
	No Score*	263		460		209		314	
8 Information Competency - Student will use print material and technology to identify research needs and develop and evaluate information effectively.									
	Total Scored	**1428**		**7045**		**3149**		**5454**	
	Mastery	651	46%	4705	67%	1796	57%	3688	68%
	High Proficiency	295	21%	1224	17%	809	26%	893	16%
	Proficiency	223	16%	611	9%	309	10%	464	9%
	Low Proficiency	94	7%	245	3%	140	4%	242	4%
	No Proficiency	165	12%	260	4%	95	3%	167	3%
	No Score*	616		3154		939		3106	
9 Global Awareness - Collegially work with diverse groups of people.									
	Total Scored	**357**		**2080**		**1101**		**1379**	
	Mastery	181	51%	1076	52%	511	46%	507	37%
	High Proficiency	108	30%	575	28%	341	31%	441	32%
	Proficiency	42	12%	248	12%	193	18%	285	21%
	Low Proficiency	13	4%	78	4%	38	3%	76	6%
	No Proficiency	13	4%	103	5%	18	2%	70	5%
	No Score*	63		337		336		396	

10 Global Awareness - Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.									
	Total Scored	**2203**		**2918**		**2019**		**1995**	
	Mastery	821	37%	1202	41%	845	42%	726	36%
	High Proficiency	712	32%	823	28%	560	28%	541	27%
	Proficiency	375	17%	467	16%	299	15%	399	20%
	Low Proficiency	136	6%	239	8%	155	8%	137	7%
	No Proficiency	159	7%	187	6%	160	8%	192	10%
	No Score*	713		639		752		491	
11 Global Awareness - Analyze and assess historical, political, economic, scientific, and social issues in a way that enables them to participate in their community.									
	Total Scored	**733**		**2104**		**750**		**1442**	
	Mastery	277	38%	653	31%	276	37%	475	33%
	High Proficiency	236	32%	635	30%	210	28%	470	33%
	Proficiency	130	18%	494	23%	138	18%	294	20%
	Low Proficiency	49	7%	191	9%	70	9%	114	8%
	No Proficiency	41	6%	131	6%	56	7%	89	6%
	No Score*	147		175		56		462	
ALL	**Grand Total Scored**	40368		101235		54288		69456	

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

2013 Southwestern College Student Success Scorecard

Established in 1961, Southwestern College is the only institute of higher education in the southern portion of San Diego County. A host of non-credit courses designed to enhance personal and professional development are offered through the college's continuing education department. Whether pursuing an associate of arts degree, preparing to transfer to a four-year college or university, or acquiring new occupational skills, students attending the college are given every opportunity to meet their educational goals.

Student Information	**2011-2012**
Students	30,737
Female	54.3%
Male	45.3%
Unknown Gender	0.3%
< 20 years old	25.6%
20 to 24 years old	34.5%
25 to 49 years old	33.3%
50+ years old	6.6%
Unknown Age	0.0%
African-American	6.0%
American Indian/Alaskan Native	1.1%
Asian	3.1%
Filipino	10.0%
Hispanic	51.7%
Pacific Islander	1.2%
White	23.6%
Two or More Races	0.0%
Unknown Ethnicity	3.3%
Other Information	
Full-Time Equivalent Students	14,769.7
Credit Sections	5,583
Non-Credit Sections	212
Median Credit Sec. Size	25
Percent of Full-Time Faculty	53.8%

2013 Southwestern College Student Success Scorecard

Completion: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes.

Completion Overall	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	3,551	3,176	3,176	3,206	3,243
Cohort Rate	50.4%	48.1%	49.9%	46.1%	43.1%
Female	52.0%	48.4%	50.5%	48.3%	45.3%
Male	48.4%	47.8%	49.2%	43.6%	40.6%
< 20 years old	53.7%	51.1%	53.3%	47.5%	45.8%
20 to 24 years old	46.3%	41.1%	40.7%	43.3%	30.5%
25 to 49 years old	34.9%	35.4%	32.5%	36.5%	31.3%
50+ years old	30.8%	36.0%	36.4%	23.5%	36.0%
African American	54.4%	51.9%	56.5%	34.1%	36.4%
American Indian/Alaskan Native	33.3%	66.7%	46.2%	33.3%	61.5%
Asian	60.4%	65.7%	67.1%	57.6%	65.2%
Filipino	61.2%	63.1%	62.3%	58.6%	48.4%
Hispanic	45.9%	44.1%	45.9%	43.3%	41.4%
Pacific Islander	48.4%	30.4%	51.9%	33.3%	25.0%
White	52.4%	47.8%	53.7%	51.0%	47.7%

2013 Southwestern College Student Success Scorecard

centage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related

Completion Prepared	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	906	706	764	791	798
Cohort Rate	66.1%	67.3%	69.1%	67.8%	63.3%
Female	68.1%	69.2%	73.7%	70.4%	66.5%
Male	64.4%	65.5%	64.6%	65.2%	60.1%
< 20 years old	68.8%	70.9%	72.3%	68.9%	66.6%
20 to 24 years old	61.4%	56.6%	53.7%	64.8%	29.2%
25 to 49 years old	51.1%	40.4%	35.6%	56.1%	47.7%
50+ years old	20.0%	25.0%	50.0%	0.0%	60.0%
African American	60.7%	62.5%	63.2%	50.0%	68.2%
American Indian/Alaskan Native	66.7%	60.0%	50.0%	40.0%	71.4%
Asian	79.3%	86.4%	76.3%	68.2%	89.5%
Filipino	76.9%	77.0%	76.2%	76.8%	65.6%
Hispanic	61.9%	65.2%	65.2%	66.5%	62.7%
Pacific Islander	85.7%	25.0%	70.0%	25.0%	60.0%
White	64.4%	63.5%	72.0%	66.9%	58.5%

2013 Southwestern College Student Success Scorecard

Completion: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes. **Remedial:** Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Completion Unprepared	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	2,645	2,470	2,412	2,415	2,445
Cohort	45.0%	42.7%	43.9%	39.0%	36.5%
Female	47.7%	43.3%	44.0%	41.7%	39.1%
Male	41.4%	41.9%	43.7%	35.7%	33.5%
< 20 years old	48.2%	44.7%	46.3%	39.8%	38.3%
20 to 24 years old	41.9%	38.4%	38.9%	38.8%	30.7%
25 to 49 years old	30.9%	34.6%	31.9%	32.7%	27.8%
50+ years old	33.3%	38.1%	35.5%	26.7%	30.0%
African American	53.1%	49.5%	55.2%	30.9%	31.0%
American Indian/Alaskan Native	25.0%	70.0%	45.5%	30.8%	50.0%
Asian	52.2%	56.3%	57.1%	51.4%	56.0%
Filipino	54.3%	57.0%	55.2%	47.4%	38.8%
Hispanic	41.6%	39.5%	41.1%	37.5%	35.5%
Pacific Islander	37.5%	31.6%	41.2%	36.8%	19.4%
White	44.6%	40.9%	45.2%	42.4%	42.0%

2013 Southwestern College Student Success Scorecard

Persistence: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

Persistence Overall	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	3,551	3,176	3,176	3,206	3,243
Cohort	66.3%	69.6%	69.3%	69.1%	72.2%
Female	66.9%	71.4%	69.8%	68.8%	72.1%
Male	65.5%	67.5%	68.7%	69.4%	72.3%
< 20 years old	67.4%	71.0%	70.7%	70.2%	73.7%
20 to 24 years old	60.2%	61.9%	58.1%	62.4%	60.0%
25 to 49 years old	64.2%	67.1%	68.9%	66.3%	71.5%
50+ years old	69.2%	80.0%	81.8%	70.6%	80.0%
African American	65.5%	69.0%	68.5%	71.3%	62.3%
American Indian/Alaskan Native	60.0%	66.7%	69.2%	72.2%	53.8%
Asian	64.6%	72.9%	47.9%	64.4%	68.1%
Filipino	65.6%	70.3%	69.3%	67.7%	72.0%
Hispanic	68.5%	70.4%	71.0%	70.6%	73.6%
Pacific Islander	58.1%	52.2%	63.0%	59.3%	61.1%
White	59.6%	66.3%	62.9%	65.2%	70.6%

2013 Southwestern College Student Success Scorecard

Persistence: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

Persistence Prepared	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	906	706	764	791	798
Cohort	62.1%	72.7%	66.6%	66.0%	69.2%
Female	62.8%	75.3%	65.3%	65.3%	66.5%
Male	61.6%	70.2%	68.0%	66.7%	71.8%
< 20 years old	65.3%	76.0%	68.0%	66.9%	71.2%
20 to 24 years old	50.6%	47.2%	53.7%	57.4%	54.2%
25 to 49 years old	46.6%	57.7%	55.6%	65.9%	56.8%
50+ years old	60.0%	100.0%	100.0%	0.0%	40.0%
African American	53.6%	54.2%	68.4%	64.3%	50.0%
American Indian/Alaskan Native	66.7%	60.0%	100.0%	60.0%	28.6%
Asian	51.7%	86.4%	28.9%	59.1%	63.2%
Filipino	69.2%	76.3%	68.5%	65.2%	68.7%
Hispanic	61.4%	74.0%	68.2%	67.2%	70.1%
Pacific Islander	57.1%	50.0%	50.0%	62.5%	60.0%
White	61.2%	67.3%	68.2%	68.5%	71.7%

2013 Southwestern College Student Success Scorecard

Persistence: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed. **Remedial:** Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Persistence Unprepared	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	2,645	2,470	2,412	2,415	2,445
Cohort	67.7%	68.8%	70.1%	70.1%	73.2%
Female	68.0%	70.5%	71.1%	69.9%	73.8%
Male	67.2%	66.6%	69.0%	70.4%	72.5%
< 20 years old	68.2%	69.4%	71.7%	71.4%	74.6%
20 to 24 years old	62.9%	64.5%	58.7%	63.5%	61.0%
25 to 49 years old	68.5%	68.8%	71.5%	66.4%	74.5%
50+ years old	71.4%	76.2%	80.6%	80.0%	90.0%
African American	67.8%	72.4%	68.6%	72.7%	64.3%
American Indian/Alaskan Native	58.3%	70.0%	63.6%	76.9%	83.3%
Asian	70.1%	66.7%	68.6%	67.6%	70.0%
Filipino	63.9%	67.7%	69.8%	69.3%	73.8%
Hispanic	70.4%	69.6%	71.6%	71.5%	74.5%
Pacific Islander	58.3%	52.6%	70.6%	57.9%	61.3%
White	58.6%	65.8%	60.4%	63.3%	70.0%

2013 Southwestern College Student Success Scorecard

30 Units: Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. In credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.

30 Units Overall	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	3,551	3,176	3,176	3,206	3,243
Cohort	65.3%	65.7%	66.2%	63.9%	64.4%
Female	67.5%	67.1%	67.4%	65.2%	66.0%
Male	62.6%	64.2%	64.7%	62.5%	62.6%
< 20 years old	68.1%	67.8%	68.6%	65.6%	66.0%
20 to 24 years old	57.8%	58.1%	56.4%	55.4%	55.9%
25 to 49 years old	55.3%	60.2%	56.8%	56.7%	59.4%
50+ years old	61.5%	56.0%	66.7%	64.7%	56.0%
African American	60.2%	61.2%	60.5%	58.1%	49.7%
American Indian/Alaskan Native	60.0%	60.0%	76.9%	72.2%	69.2%
Asian	66.7%	75.7%	63.0%	64.4%	68.1%
Filipino	69.1%	74.5%	70.8%	65.5%	69.6%
Hispanic	65.5%	64.3%	65.5%	63.4%	64.3%
Pacific Islander	48.4%	39.1%	70.4%	63.0%	58.3%
White	62.8%	63.9%	68.0%	66.0%	65.0%

2013 Southwestern College Student Success Scorecard

30 Units: Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. In credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.

30 Units Prepared	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	906	706	764	791	798
Cohort	67.0%	74.5%	71.1%	68.9%	68.0%
Female	70.0%	74.1%	73.7%	66.8%	68.5%
Male	64.4%	74.9%	68.5%	70.9%	67.6%
< 20 years old	72.5%	79.4%	73.7%	71.2%	70.9%
20 to 24 years old	48.2%	47.2%	53.7%	51.9%	45.8%
25 to 49 years old	40.9%	48.1%	48.9%	56.1%	50.0%
50+ years old	40.0%	50.0%	50.0%	0.0%	40.0%
African American	50.0%	62.5%	57.9%	46.4%	63.6%
American Indian/Alaskan Native	100.0%	20.0%	100.0%	80.0%	57.1%
Asian	58.6%	77.3%	55.3%	72.7%	57.9%
Filipino	75.6%	87.8%	68.5%	67.1%	67.9%
Hispanic	67.5%	72.7%	71.6%	71.2%	67.4%
Pacific Islander	71.4%	50.0%	70.0%	62.5%	60.0%
White	61.2%	70.2%	78.5%	69.4%	74.5%

2013 Southwestern College Student Success Scorecard

30 Units: Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. In credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain. **Remedial:** Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

30 Units Unprepared	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Cohort Size	2,645	2,470	2,412	2,415	2,445
Cohort	64.8%	63.2%	64.6%	62.3%	63.2%
Female	66.9%	65.3%	65.7%	64.7%	65.2%
Male	61.9%	60.6%	63.4%	59.4%	60.8%
< 20 years old	66.5%	64.0%	66.7%	63.6%	64.2%
20 to 24 years old	60.5%	59.9%	56.8%	56.2%	57.7%
25 to 49 years old	58.8%	62.4%	58.3%	56.9%	61.3%
50+ years old	66.7%	57.1%	67.7%	73.3%	60.0%
African American	62.2%	61.0%	61.0%	60.4%	47.3%
American Indian/Alaskan Native	50.0%	80.0%	72.7%	69.2%	83.3%
Asian	70.1%	75.0%	71.4%	59.5%	72.0%
Filipino	66.2%	68.7%	71.9%	64.5%	70.5%
Hispanic	64.9%	62.5%	64.0%	61.4%	63.4%
Pacific Islander	41.7%	36.8%	70.6%	63.2%	58.1%
White	63.9%	61.2%	63.0%	64.2%	60.0%