

# Board of Trustees Monitoring Report

## **Student Satisfaction & Success: Academic Program**

### **Board Ends Policy/Strategic Plan Goal**

#### *Board Ends Policy E-4/Strategic Goal #1 – INSTRUCTION & STUDENT SUCCESS*

Provide effective learning options for student success.

- 1.1 - Evaluate programs and scheduling at all SVC locations, and develop a plan to effectively and efficiently meet community/employer and student needs.
- 1.3 – Enhance articulation with K-12 and four-year colleges and universities.
- 1.4 – Support growth of interdisciplinary programs to enrich student learning.

#### *Board Ends Policy E-8/Strategic Goal #5 – ASSESSMENT*

Enhance instruction, student services, and institutional effectiveness through comprehensive assessment processes.

- 5.2 – Assess the General Education Learning Values and Learning Outcomes to ensure integration across the curriculum and improve student learning in both academic and technical programs.

**March 13, 2007**



## ***Background***

Forty-two percent (42%) of the 6460 students enrolled at SVC in Fall 2006 reported that their goal was to obtain a transfer degree. This Monitoring Report provides the data for targeted indicators of student success for transfer students that are measurable: reports of student satisfaction with collaborative courses, student progress in reaching their educational goals, and grade point average (GPS) at four-year institutions where those data are available. The Community College Survey of Student Engagement (CCSSE) was not administered in 2006, therefore findings from that survey are not available. However, the CCSSE will be administered in Spring 2007 and the findings will be reported in subsequent reports. The CCSSE allows us to obtain data regarding student satisfaction, student engagement, and learning outcomes.

### ***Section I: Student Satisfaction***

#### **Student Satisfaction with Collaborative Courses**

Learning Communities and English Links are offered on the Mount Vernon Campus, Whidbey Island Campus and through Distance Education. Learning Communities and Links are taken primarily by transfer students. Students in collaborative courses are surveyed each quarter. Figures 1.1 and 1.2 show student responses from collaborative courses offered at SVC from Winter 2002 through Fall 2006. The percentage of students who report that Learning Communities and English links were a valuable experience continues to be high (83% and 74% respectively). A majority of students also report that combining classes also created value for them (68% and 60%). These percentages have not varied significantly over the past several years.

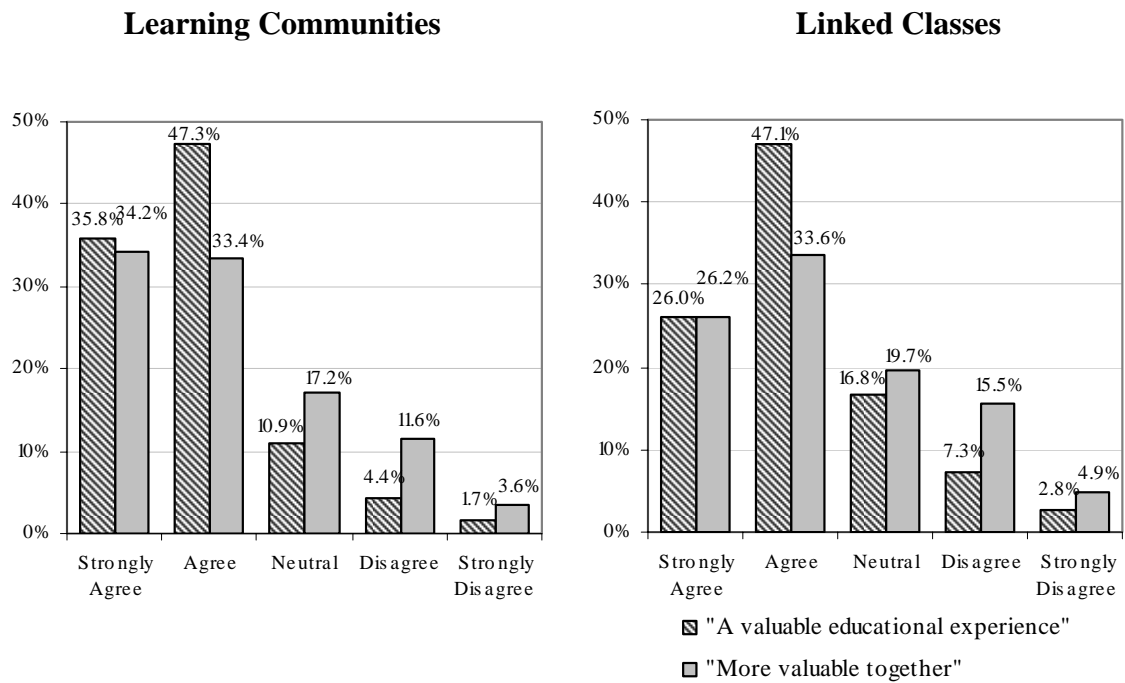
#### **Questions on Learning Communities Survey (N = 2016)**

- *"This learning community has been a valuable educational experience."*
- *"I believe it was probably more valuable to have taken these classes together than it would have been to take them separately."*

#### **Questions on Linked English Courses Survey (N = 2613)**

- *"This linked combination has been a valuable educational experience."*
- *"I believe it was probably more valuable to have taken these two classes together than it would have been to take them separately."*

**Figures 1.1 and 1.2: Cumulative Data for Learning Community and English Link Surveys**



**Section II: Student Progress and Time to Degree**

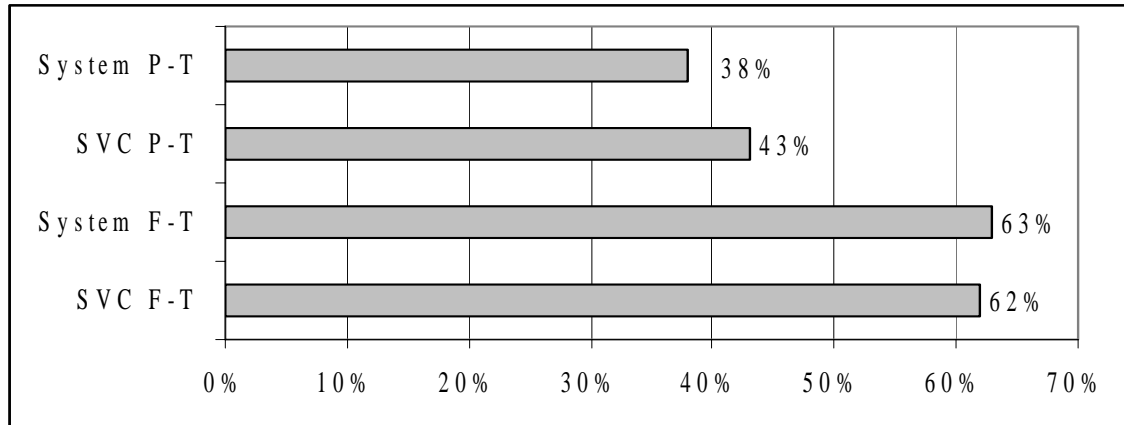
**Substantial Progress**

“Substantial Progress” for degree-seeking students is defined by the State Board for Community & Technical Colleges (SBCTC) as the completion of four or more quarters at the college and/or completion of a degree. This information is provided for each college and for the system annually by the SBCTC using a cohort methodology that tracks students over a two-year period. The last cohort to be tracked was students entering community colleges in Fall 2004.

As shown in Figure 2.1, part-time students at SVC had a higher substantial progress rate than the system (43% versus 38%). The substantial progress rate of full-time SVC students is slightly lower than the system rate (62% vs. 63%).

Transfer student who are female have had a consistently higher substantial progress rate than their male counterparts, by an average of four percentage points over the past three cohorts. However, the difference is not statistically significant.

**Figure 2.1: Substantial Progress of SVC Degree-Seeking Students by Cohort Year and Full-Time/Part-Time Status Compared with System**

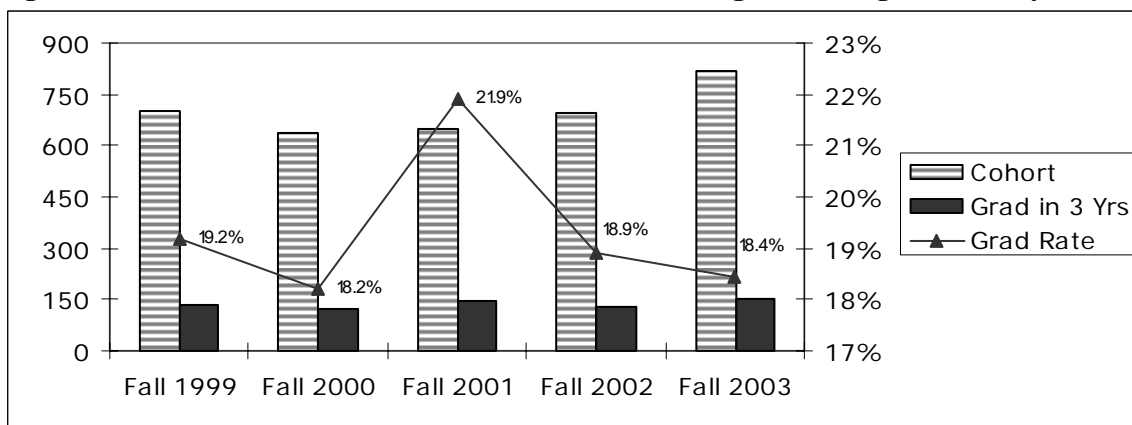


**Time-to-Degree Cohort Tracking**

SVC monitors the time-to-degree for students seeking transfer degrees. The cohort methodology tracks students over a three-year period. The data for the most recent five cohorts (Fall 1999 through Fall 2003) are presented in figures 2.2 – 2.7. New students who took at least one credit in fall quarter are included in the respective fall cohort.

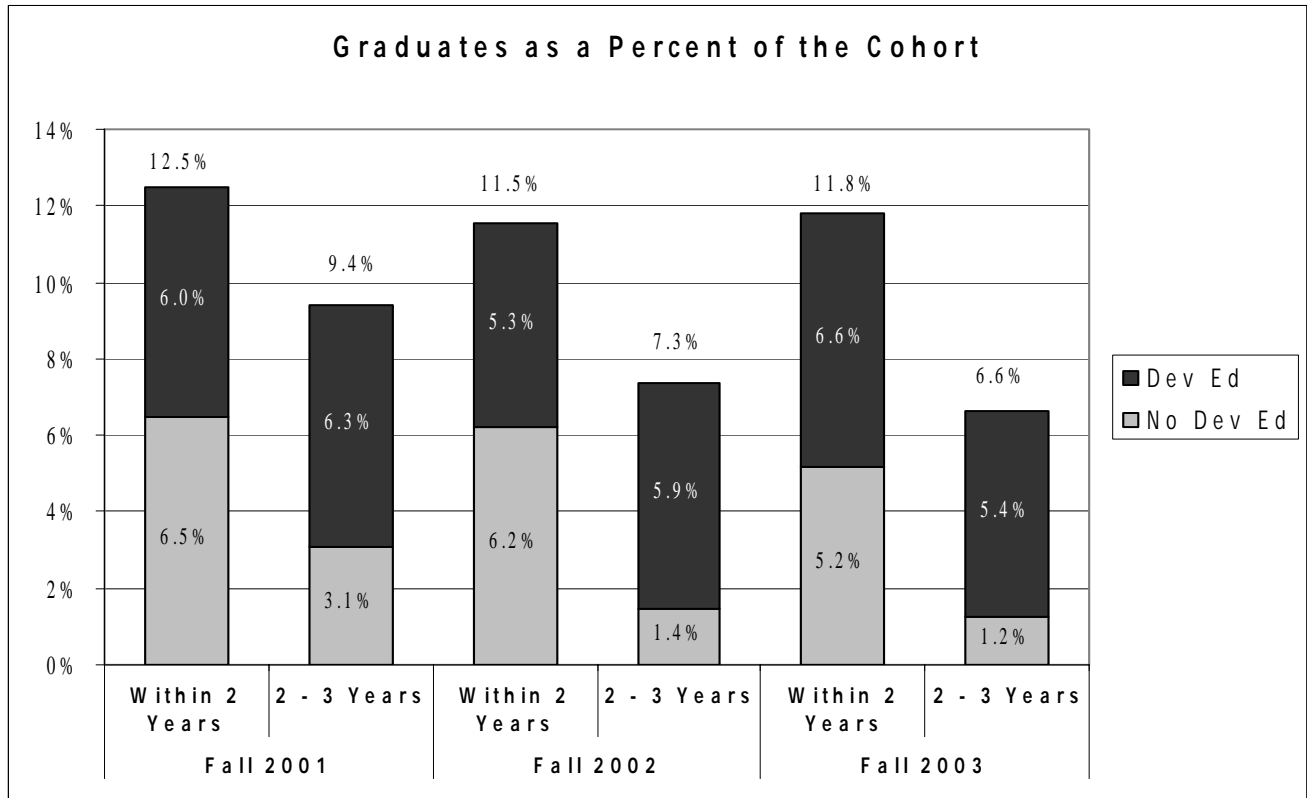
Of the 814 students new to the college in 2003, 455 students (56%) took at least one developmental education course (an English, Math, or Reading course below the 100-level), and are signified in the figures below as “dev ed.” The average number of developmental education courses taken by those 455 students was 2.8—approximately three classes per student. The remaining 359 students took only college-level classes, abbreviated here as “no dev ed.” Three-year graduation rates are presented in Figure 2.2. By the end of Fall quarter 2006, 155 students from the Fall of 2003 cohort (19%) had graduated. Of the 155 graduates, 102 (66%) took at least one developmental education course.

**Figure 2.2: Three-Year Graduation Rates for Transfer Degree Seeking Students by Cohort Year**



The two-year graduation rate for Fall 2003 is slightly higher than the previous year, while the three-year rate is slightly lower; a total of 18.4% of the cohort graduated within three years.

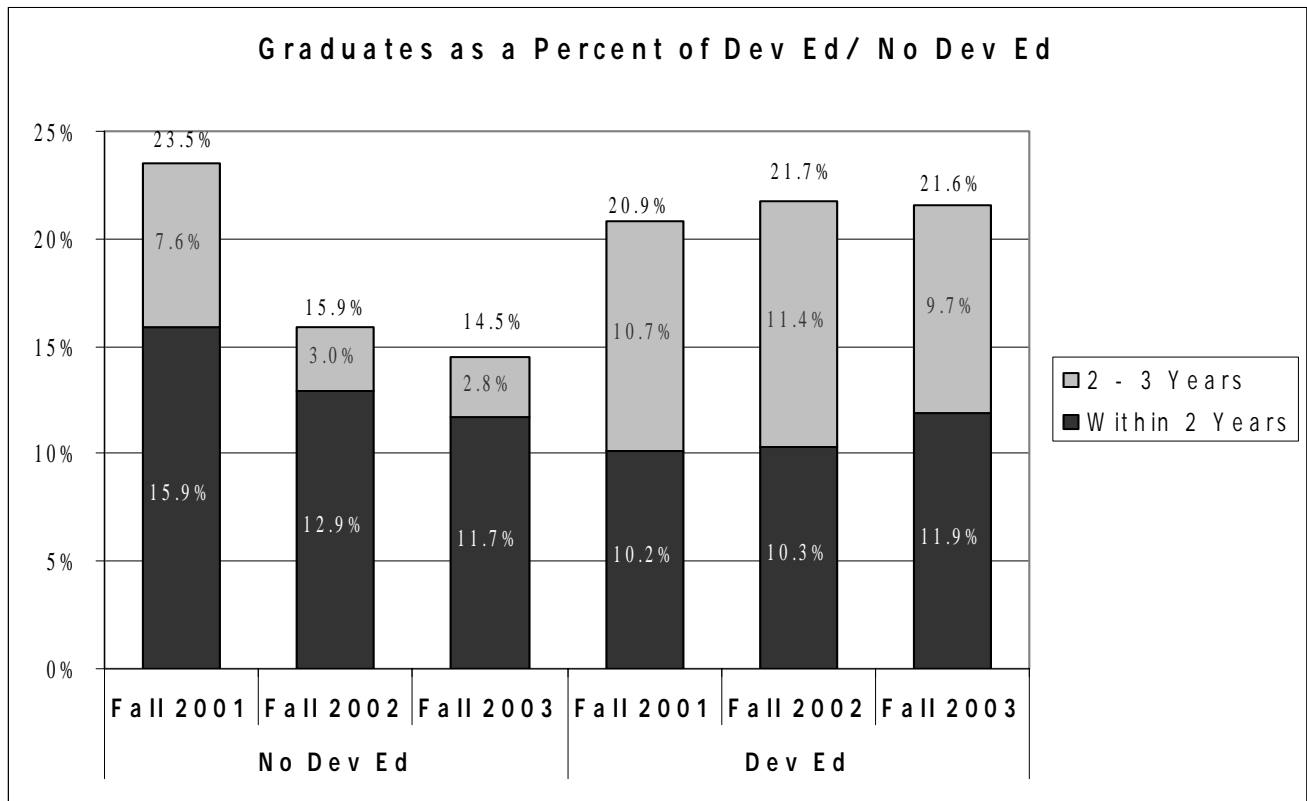
**Figure 2.3: Two and three year graduation rates as a percent of the total cohort by developmental education category and cohort year**



The drop in graduation rates is largely comprised of students who fall in the “no dev ed” category. Figure 2.4 shows two-year graduation rates for these students fell 4.2% over the three years, while the three-year graduation rate fell 9%. The two-year graduation rate for students who took one or more developmental education classes rose for the second year, an increase of 1.7% over the Fall 2001 cohort. These students have continued to graduate at a relatively constant three-year rate of 21% – 22% for all three cohorts.

The decreasing graduation rates for students who do not need developmental courses in math, English, or reading may be influenced by the increasing number of transfer students who attend part-time. The percentage of students with a transfer degree intent who attend part-time has increased from 39% in Fall 1999 to 42% in Fall 2003. At the same time, however, we have data from the SBCTC that indicates that the substantial progress of SVC’s part-time transfer students has increased over the past three years. In other words, transfer students are increasingly attending the college part-time, extending their time to degree, but their persistence is better than earlier cohorts.

**Figure 2.4: Cohort graduation rates and developmental education category**



### Section III: Success at Baccalaureate Institutions

As might be expected, the majority of SVC transfers attend the four-year institution closest to Skagit Valley College—Western Washington University. However, Washington State University and Central Washington University are also popular transfer destinations.

**Table 3.1: 2005-06 Transfers from SVC to Baccalaureate Institutions in Washington State**

<b>Public Total</b>	<b>283</b>
Central Washington	31
Eastern Washington	13
Evergreen State College	7
University of Washington, Seattle	24
University of Washington, Bothell	8
Washington State University	52
Western Washington U	147
Other	1
<b>Private Total</b>	<b>37</b>
City University	9
U. of Phoenix	7
Northwest University	5
Other	16

Student success at the four-year institutions can be measured by the grade point average (GPA) earned by SVC students who transfer. While this information is provided sporadically by the baccalaureate institutions, the most recent available data has been compiled in Table 3.2 for two of the 4-year institutions frequently attended by SVC graduates—Western Washington University and Central Washington University. The table compares the GPA for specific terms for which data is available and cumulative GPA. *In all cases, SVC transfers earn a higher GPA than that earned by all transfers from Washington Community Colleges, and higher than students attending local community colleges.*

**Table 3.2: GPA Comparisons: SVC Transfers and Other Washington Community College Transfers**

**Western Washington University, Fall 2004 & Fall 2005**

	SVC Transfers		Other WA CC Transfers	
	Term	Cum.	Term	Cum.
<b>Fall 2004</b>	3.18	3.19	3.09	3.08
<b>Fall 2005</b>	3.16	3.20	3.07	3.07

**Central Washington University, Spring 2006 Report**

	Term	Cum.
<b>Skagit Valley</b>	<b>3.13</b>	<b>3.18</b>
All WA CC Transfers	2.97	3.08
Everett	2.95	3.07
Whatcom	2.99	3.03
Bellevue	2.95	3.02
Edmonds	2.91	2.99

## Board Plus/Delta

13 March 2007

**“What is good about this report?**

**What would you like to see changed?”**

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