

MINUTES OF THE BOARD OF TRUSTEES SPECIAL MEETING  
COMMUNITY COLLEGE DISTRICT NO. 4  
SKAGIT VALLEY COLLEGE  
TUESDAY, MARCH 11, 2008  
3:30 p.m. – Multipurpose Room  
2405 E. College Way  
Mount Vernon, WA 98273

BOARD MEMBERS IN ATTENDANCE:

Ms. Margaret Rojas, Chair  
Ms. Debra Lisser  
Mr. Tom Moser  
Mr. Don Piercy  
Mr. John Stephens  
Dr. Gary Tollefson, President & Executive Secretary to the Board

ADMINISTRATIVE SUPPORT:

Lisa Radeleff, Executive Secretary to the President

I. CALL TO ORDER:

The meeting was called to order at 3:35 p.m.

II. ROLL CALL AND DECLARATION OF A QUORUM:

The Chair recognized that a quorum of Board members were present.

III. STUDY SESSION:

1. Gaining Early Awareness and Readiness for Undergraduate Programs  
(GEAR UP)

Linda Woiwod, Dean of Student Services, provided background and distributed information on the GEAR UP grants. There are three GEAR UP grants: Two Valleys One Vision, SKY's the Limit, and SPARK – Early Outreach. The grants are that coordinated through the University of Washington's grant. Partners in the three grants include: Skagit Valley College, Mount Vernon and Burlington School Districts, Tonalli, KSVR, and Power of Hope.

Skagit Valley College's role in the three GEAR UP grants is to:

- ❖ Connect students in grades 6-12 to the college environment;
  - Summer project exploring possible major and career choices for at-risk youth
  - KSVR Youth Radio Project
  - Sustainability Fair
  - Tonalli brings students to campus for tutoring, cultural events, and projects for the hardest to serve
  - UW Saturday

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- ❖ Communicate GEAR UP activities of the district and college
  - KSVR Public Service Announcements
  - Skagit Valley College Es Para Ti
  - Quarterly meetings with partners, activities scheduled on state-wide GEAR UP website
  - Present at state and regional meetings as panelists and presenters
- ❖ Cohort parent preparation
  - “No Parent Left Behind” website
  - Parent Resource Center in Career Center
  - Parent Academy

The study session adjourned at 4:10 p.m.

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I. CALL TO ORDER:

The Chair called the meeting to order at 4:30 p.m.

II. ROLL CALL AND DECLARATION OF A QUORUM:

The Chair recognized that a quorum of Board members were present.

IV. FLAG SALUTE

V. INTRODUCTION OF GUESTS:

No guests were present.

VI. CONSENT AGENDA:

1. Board Special Meeting Minutes – February 12, 2008

The consent agenda item was approved as presented.

VII. INFORMATION ITEM: Skagit Skills Center Update

Dr. Tollefson said the location identified for the Skagit Skills Center, is on SVC's Mount Vernon campus on the west side. Demolition of the Rutledge and Davidson houses will occur this summer. Construction will not begin for 9 to 12 months; however, a parking lot will be built in the lower area and will be used as the construction staging area.

The location of the Marine Skills Center has not yet been confirmed. The Port of Anacortes is very interested in serving as the site location; lease discussion on that property has begun. Dr. Tollefson has informed the school districts that part of our participation would be payment of lease on the property. He stated that there have been many discussions with the Port of Anacortes Director about cost estimates.

An issue has recently come up about the proposed facilities. Mike Swietzer has indicated that if there is more space in a couple of the labs we could do a better job working with incumbent workers.

Dr. Mick Donahue, Vice President of the Whidbey Island Campus, said their concern is the future of both the high school program and SVC's program. There is a real belief that the facility needs to be larger than is currently conceptualized. There have been many meetings with the architect, Bryan Young, Mike Beamer, from the high school, and Mike Swietzer. The main concern is the composite lab. Under the current design the lab would be smaller than we have now and it would include both our program and the high school's program.

Dr. Tollefson stated that we have an existing building which we intend to sell for about \$1 million. He said that he plans to present a request to the Board of Trustees at the April meeting for money from reserves to put toward increasing the size of the lab area; with the expectation that when the existing building is sold the proceeds would repay the funds borrowed from the reserve fund. Dr. Tollefson said that if it gets to that point he will ask Dr. Tim Bruce, La Conner School Superintendent, to come to the meeting for a discussion of the proposal.

Ms. Lisser asked if there are partners, private companies that could use the facility in after hours, who could help with the cost. Dr. Donahue said that for the most part it will have to be done on our own. There has been discussion with Composite One and other businesses that are supportive and are willing to assist with donations of supplies and goods once the center is up and running. There are also long term possibilities to add on to the facility.

## VII. ACTION ITEMS:

### 1. Recommendation of Tenure – Robert Malphrus

Dr. Harriet Custer stated that during his probationary period, Robert Malphrus has demonstrated excellence in the classroom, strong collegiality, leadership within the department, and has worked closely with the human services community for the benefit of his program and his students.

Robert Malphrus has undergone evaluations based on observations by his dean, as well as by colleagues and students as part of the tenure review process. In addition, student opinionnaires have been administered on a regular basis.

Harriet stated that she enthusiastically concurs with the tenure review committee's recommendation to grant tenure to Robert Malphrus.

Mr. Piercy stated that he recently read the tenure file and was impressed by the student feedback and Robert's willingness to take on the responsibility of the department chair role.

It was moved by John Stephens and seconded by Don Piercy to approve the granting of tenure to Robert Malphrus.

MOTION PASSED UNANIMOUSLY.

## 2. Recommendation of Tenure – Ron Schaffner

Harriet stated that during his probationary period, Ron Schaffner has demonstrated excellence in the classroom, strong collegiality, and commitment to improving the Automotive Technology program.

Ron has undergone evaluations based on observations by his dean, as well as by colleagues and students as part of the tenure review process. In addition, student opinionnaires have been administered on a regular basis.

Harriet stated that she is pleased to concur with the tenure review committee's recommendation to grant tenure to Ron Schaffner.

It was moved by Don Piercy and seconded by Tom Moser to approve the granting of tenure for to Ron Schaffner.

MOTION PASSED UNANIMOUSLY.

## 3. Recommendation of Tuition Waiver

Chinook Enterprises and Skagit Valley College have a long history of working together, and Chinook has had at least one FTE from SVC since its inception in 1980. Students have never paid tuition to participate in Chinook's vocational classes. Recent changes at the State and Federal level require that any programs offered by SVC through Chinook be re-coded and that the decision not to charge tuition be affirmed at the Board of Trustee level.

Ms. Laura Cailloux, Interim Dean of Professional/Technical Programs, explained that the change is an administrative/coding change in that we can no longer count them as FTE under Tech Ed and they will not be included under Adult Basic Education (ABE) codes. In January we pursued new coding and in February, Pat Ward from the State Board changed the title of the program from Basic Motor Skills and divided the program into two separate strands: Community Employment Program (CES) and Workshop Program. Because these programs are no longer ABE, we have no automatic tuition waiver. Chinook can only partner with us if we can find a way to waive tuition.

Dr. Tollefson explained that there will be minimal financial impact and it allows us to main a good relationship with Chinook and include them in the FTE count.

It was moved by Tom Moser moved and seconded by John Stephens to approve the tuition waiver for clients of Chinook Enterprises.

MOTION PASSED UNANIMOUSLY.

VIII. MONITORING REPORT: Student Satisfaction & Success: Academic Program

Dr. Maureen Pettitt, Director of Institutional Research, distributed and reviewed the monitoring report for Student Satisfaction & Success: Academic Program (Attachment A). Maureen reported that 40% of the 6,820 students enrolled at SVC in fall 2007 reported that their goal was to obtain an academic transfer degree. As in the past, this Monitoring Report provides the data for targeted indicators of student success for transfer students that are measurable, including reports of student satisfaction with collaborative courses and student progress in reaching their educational goals. New with this report is the State Board for Community and Technical Colleges' Student Achievement Initiative (SAI) model for accountability. Each community college has been provided preliminary data, and selected Skagit data for transfer students are presented in Section III. Also, the Community College Survey of Student Engagement (CCSSE), a national survey that allows us to obtain data regarding student engagement and learning, was administered in spring 2007, and selected findings for transfer students are reported in Section IV.

Discussion followed the report.

IX. COLLEGE REPORTS:

1. ASSVC

Chris Palmer reported on the following items:

- A student safety meeting was held last Friday. Safety continues to be an important issue for students and they are excited to be part of the process in continuing the safe environment of the college;
- The Sustainability Fair will be held April 16-17;
- Students are participating in focus groups regarding the Student Success Initiative on Distance Education;
- Spring quarter focus will be on community service – recently worked on the Kulshan Creek and Highway 20 clean-up efforts. Also plan to be involved with Habitat for Humanity and supporting the efforts of People First;
- The Services and Activities Budget process is underway. Continuing to work with the bylaws for the Student Tech Fee, thanked Tom Bates and the Business Office for providing helpful information;
- International Week is underway—highly recommends going to the events;
- Elections will be coming up soon. Currently five members of ASSVC are International Students. Efforts have been made this year to facilitate broader

student involvement by printing information posters in several languages and extending the polling hours.

## 2. SVCFT

Ted Maloney reported that the union negotiating team continues to meet with administration on items that are remaining from the last round of negotiations. He stated that the co-presidents have been holding regular meetings with both Dr. Tollefson and Dr. Custer.

Ted then introduced Dr. Marilyn Chu and Ms. Barbara Martinez-Griego from the Early Childhood Education (ECE) program. They provided information on their backgrounds and the ECE program.

The Chair asked how the ECE program interfaces with Head Start and ECAEP. Marilyn stated the program applied for and received a \$700,000 Head Start grant and are now in the fifth year of the seven year program. Head Start and ECAEP are very much a part of the ECE program along with schools and paraeducators. Barbara was a Program Manager at Head Start prior to her current position.

Marilyn will be leaving SVC at the end of the academic year and has accepted a teaching position at Western Washington University. Dr. Tollefson stated that Marilyn has been an excellent faculty member; and on behalf of all of her colleagues, while we do not want to see her go, are glad for the time she spent at SVC and the knowledge she shared.

## 3. WPEA

No report.

## 4. Administrative Services

Kim Cook distributed and reviewed the January month end report. She stated that the information looks good; tuition is up due to increased enrollment. She said that we have not had to use \$300,000 the Board approved last year for enrollment and retention efforts, and at this point, it looks like we may not need to use that money.

Kim also distributed and reviewed the March 2008 Fund Balance Summary. Dr. Tollefson stated that it is important to review this information since the Board may need to consider using some of these funds for the Marine Skills Center.

## 5. Instruction & Student Services

Dr. Custer stated that she is sad to see Marilyn Chu go but since she is going, glad it is to WWU because she knows it will make an even stronger connection with them and our programs.

Dr. Custer then asked Dr. Joan Youngquist to speak to the Board about Head Start. Joan introduced Kylee Allen, Program Council Chair. Kylee is a graduate of SVC and has gone on to achieve a B.A. in finance.

Kylee stated that she started at SVC with three very young children and that is also when she began her affiliation with Head Start. She now works with new Head Start parents training them how to be a "Head Start parent." She also conducted a survey for Head Start parents and shared the responses with legislators and SVC Board Chair, Margaret Rojas.

Joan reported that Skagit Valley College Skagit/Islands Head Start program was recently awarded the Washington State Association for Head Start and ECEAP Award for Innovative Programming. This includes an intentional dual language curriculum in centers with a high population of Spanish-speaking children and a trilingual approach to teaching (Spanish, English, and American Sign Language) at Early Head Start. In addition, the Lushootseed language is now being taught at the Early Learning Center on the Swinomish Reservation and Tagalog is being introduced at the Oak Harbor Center. She said that the award also belongs to the parents who work so hard with the students on maintaining their language skills, the ECE instructors who have diligently worked on the dual language program, to the children, school, and community. The Chair stated that this award also recognizes Joan for her good work.

Joan reported that on February 28, 2008 the Policy Council approved the Skagit/Islands Head Start Selection Criteria and Definitions for 2008-09. She distributed and reviewed the information.

Harriet reported that Maria Valerio, Head Teacher at the Washington State Migrant Council and a student in Skagit Valley College's Early Childhood Education (ECE) program, has received the national Head Start Office Higher Education graduate award for 2008. Ms. Valerio was recognized for her success as a college student and as an Early Childhood Education teacher. In addition to working at the Washington State Migrant Council - La Paloma Mount Vernon Center, Ms. Valerio is completing her Associate in Technical Arts degree in Early Childhood Education this quarter at the college.

Harriet stated that The College Women's Programs Council has selected Linda Woiwod, Dean of Student Services, as its Educator of the Year. Linda was recognized for 21 years of dedication to higher education opportunities for women through leadership, mentorship, and scholarship opportunities in women's programs and displaced homemakers.

Harriet announced that Phi Theta Kappa has selected Dr. Mick Donahue, Vice President of Whidbey Island Campus, as a recipient of the Administrator Award of Distinction for 2008. Dr. Donahue was nominated by the Whidbey Island Campus' Alpha Omicron Sigma Chapter and received the prestigious award in recognition of his support of Phi Theta Kappa and the opportunities that it provides to chapter members on Whidbey Island.

Harriet reported that enrollments are doing quite well and are currently up significantly from last year. She encouraged everyone to attend the many events planned for International Week. Harriet announced that the Cardinal Café is now open Tuesday through Thursday, they are serving incredible lunches—it is an excellent farm to table program.

The Trustees congratulated Linda and Mick on their recent awards.

#### 6. Whidbey Island Campus

Dr. Mick Donahue reported that two years ago there were issues with the Victoria vendor for the Elderhostel program; we bid and received the contract for the program and thanks to the good work of Randy Martin and Dr. Denise King the program is sold out and is on the front cover of the current Elderhostel publication. He stated that a birding program was held in La Conner this year; it did very well and will be offered again. There are plans to add four Elderhostel programs in 2009 in the Oak Harbor and Coupeville area; also looking at a program based in Port Townsend and a Yakima program focused on wine country.

The Whidbey Island Campus will hold a Sustainability Fair, “Living Green,” scheduled for April 19, 10:00 am to 3:00 p.m. The annual golf tournament will be held on June 20.

The Oak Harbor Chamber of Commerce has named the Skagit Valley College Whidbey Island Campus as its 2007 Employer of the Year. Mick said that the business community in the greater Oak Harbor area has a deep respect for our employees and their work. He reported that there were 18 nominees, and he was surprised and pleased that we received the award.

#### 7. President

Dr. Tollefson stated that a copy of his recent activities has been distributed to the Trustees.

Dr. Tollefson asked Mr. Carl Young, Interim Executive Director of College Advancement and Global Partnerships, to provide an update on the progress of implementing the emergency response plan.

Carl provided a handout on the planning and stated that it will be fully implemented when all have been trained. He reported that the Administrative Team has been editing the plan and going through some table top exercises. Building Captains will begin to be identified next week and training and drills (held after the training has been completed) will begin during spring quarter.

Dr. Tollefson introduced Visakan Ganeson, Director of International Programs, and asked him to provide information on the schedule of events for International Week.

Visakan reviewed the events schedule for the week and highlighted the International Dinner and the Golden Dragon Chinese Acrobats performance that will occur on Friday, March 14. Consul General Patricia Garduño Morales from Mexico will be the keynote speaker at the dinner. During the week Mrs. Aysha Murad the Cultural Counselor for the Embassy of the Kingdom of Bahrain will be speaking on women's issues in Bahrain and the Middle East.

Dr. Tollefson said that when he arrived five years ago, he met with Visakan and they talked about the development of an International Week that would have substance and be a fun experience. He acknowledged Visakan's work on achieving such an event.

Dr. Tollefson stated that the April Board meeting is scheduled to occur while he is at the AACCC conference; he recommended changing to the date to April 15. He said that the June Board meeting is scheduled for June 12 at the San Juan Center but that two of the trustees will not be able to make that meeting and he suggested moving the meeting back to the Mount Vernon Campus and holding it on the regular meeting date of June 10. There was consensus by the Board to move the April meeting to April 15 and the June meeting to June 10 on the Mount Vernon Campus.

#### 8. Board of Trustees

Debra Lisser announced her intention to nominate Anita Ordóñez and the Champions of Diversity Award Ceremony for the TACTC Outstanding Advocate for Equity Award—the deadline is March 26.

#### X. PUBLIC COMMENT:

No requests.

#### XI. NEXT MEETING:

Tuesday, April 15, 2008, 4:30 p.m., Mount Vernon Campus – Multipurpose Room

#### XII. EXECUTIVE SESSION:

The Chair stated that the Board would convene into executive session to review the performance of a public employee. She stated that the discussion would take approximately 30 minutes. The Chair asked Sue Williamson to stay for the executive session. She announced that no action would be taken when the Board returned to open session.

**CONVENED INTO EXECUTIVE SESSION AT 6:40 P.M.  
RECONVENED INTO OPEN SESSION AT 7:15 P.M.**

XIII. ADJOURNMENT:

There being no further business and no action taken in executive session, this meeting was adjourned at 7:17 p.m.

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Margaret Rojas, Chair

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Gary Tollefson, President  
Executive Secretary to the Board  
Lisa Radeleff, Secretary to the  
President

**Attachment A**  
**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 11, 2008**



## ***Background***

Forty percent (40%) of the 6820 students enrolled at SVC in fall 2007 reported that their goal was to obtain an academic transfer degree. As in the past, this Monitoring Report provides the data for targeted indicators of student success for transfer students that are measurable, including reports of student satisfaction with collaborative courses and student progress in reaching their educational goals. New with this report is the State Board for Community and Technical Colleges' Student Achievement Initiative (SAI) model for accountability. Each community college has been provided preliminary data, and selected Skagit data for transfer students are presented in Section III. Finally, the Community College Survey of Student Engagement (CCSSE), a national survey that allows us to obtain data regarding student engagement and learning, was administered in spring 2007, and selected findings for transfer students are reported in Section IV.

### ***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 2007. The percentage of students who report that Learning Communities and English links were a valuable experience continues to be high (80% and 73% respectively). A majority of students also report that combining classes also created value for them (69% and 63%). These percentages have not varied significantly over the past several years.

It should be noted that under the new general education program, all collaborative courses are designated as Learning Communities. In the future, the data will likely be aggregated.

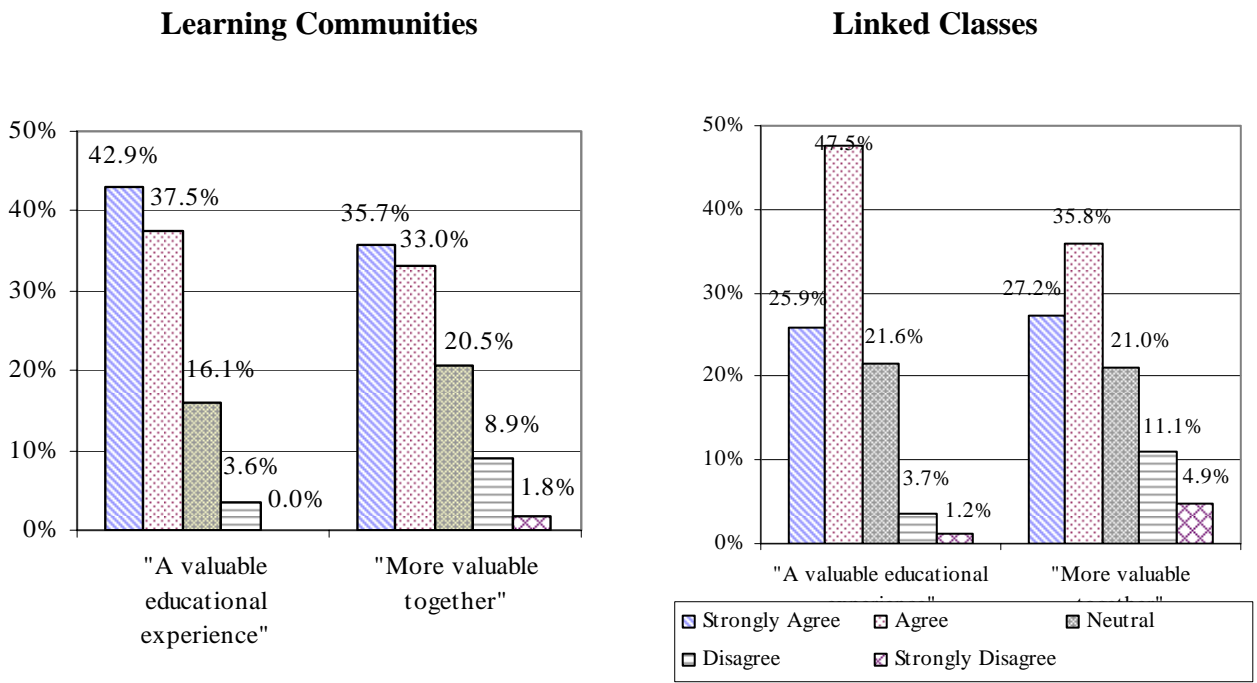
#### **Questions on Learning Communities Survey (N = 2335)**

- *"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 = 3097)**

- *"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**

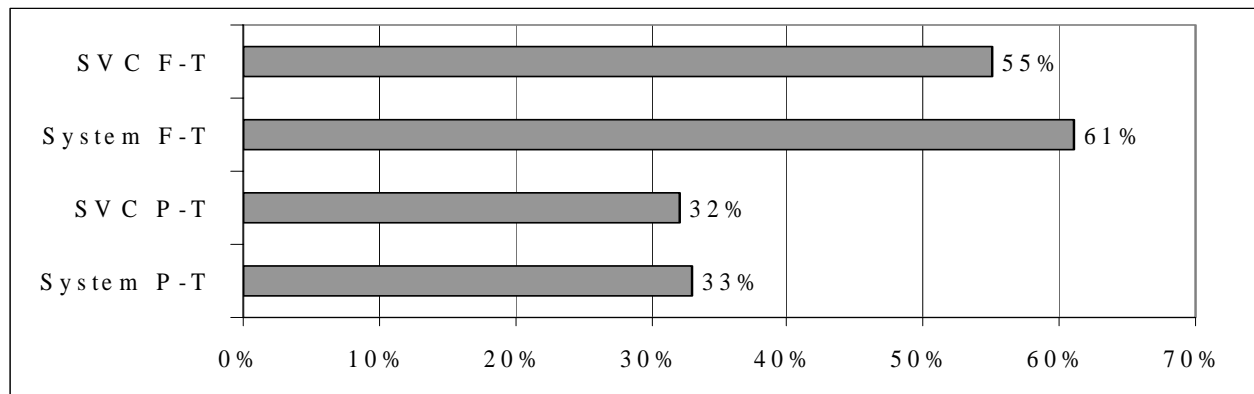


**Section II: Substantial Progress**

“Substantial Progress” for degree-seeking students is defined by the State Board for Community and 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 2005.

As shown in Figure 2.1, part-time students at SVC had a similar substantial progress rate to the system (32% versus 33%). The substantial progress rate of full-time SVC students for the fall 2005 cohort is somewhat lower than the system rate (55% vs. 61%).

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



### Section III: Student Achievement Initiative Points

In 2006-07, a system-wide group, working with input from national experts, designed and empirically tested a dataset to measure students as they advance to certificates, degrees and apprenticeships. A Student Achievement Database has been built specifically to help colleges track their students for the incremental gains they make during the year in the following areas:

- gains made in basic skills courses,
- completing a pre-college math or English course (college ready),
- earning first 15 college level credits,
- earning 1<sup>st</sup> 30 college level credits,
- earning 1<sup>st</sup> 5 credits in college level math, and
- earning a certificate, degree or apprenticeship award.

These gains are termed “momentum points” because they add momentum to a student’s longer term success. Colleges are measured against themselves rather than comparing them with other colleges. It should be noted, however, that the momentum points gained can be impacted by total enrollments, the ratio of part-time/full-time students, and the mix of student educational goals.

As Table 3.1 indicates, based on the preliminary datasets for 2005-06 and 2006-07, the number of students identified as transfer students were similar for 2005-06 and 2006-07; however, fewer students in 2006-07 achieved momentum points. The college has initiated several pilot projects in 2007-08 to increase momentum points gained, including offering counseling-enhanced developmental learning communities and implementing a comprehensive faculty advising project.

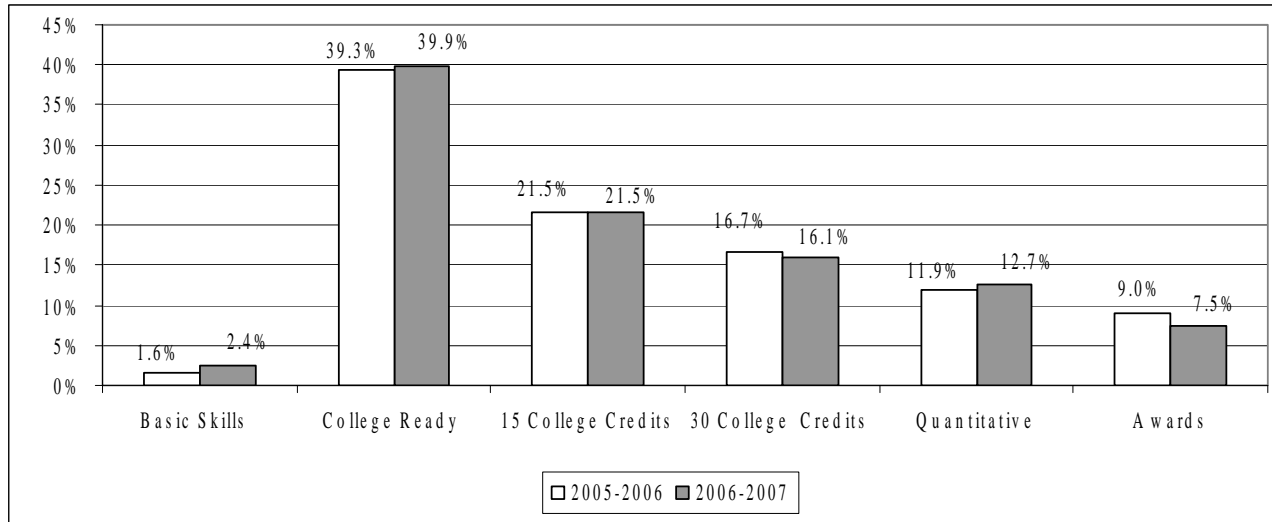
**Table 3.1 Transfer Student Momentum Points: Academic Years 2005-06 and 2006-07**

| Increase basic skills                    | Become college ready        | Earn 1st 15 college credits | Earn 1st 30 college credits | Earn at least 5 math credits | Complete degree or certificate | Total Points                                |
|--|-----------------------------|-----------------------------|-----------------------------|------------------------------|--------------------------------|---|
| 2005-2006 (N = 3271 students, all funds) |                             |                             |                             |                              |                                |   |
| 60 pts.<br>(31 students)                 | 1490 pts.<br>(894 students) | 816 pts.                    | 634 pts.                    | 453 pts.                     | 341 pts.                       | 3794 points<br>(1974 unduplicated students) |
| 2006-2007 (N - 3296 students, all funds) |                             |                             |                             |                              |                                |   |
| 88 pts. (39 students)                    | 1460 pts.<br>(899 students) | 787 pts.                    | 588 pts.                    | 465 pts.                     | 274 pts.                       | 3662 points<br>(1883 unduplicated students) |

In 2005-05, 60.3% and in 2006-07 57.1% of transfer students gathered momentum toward or reached awards during the year.

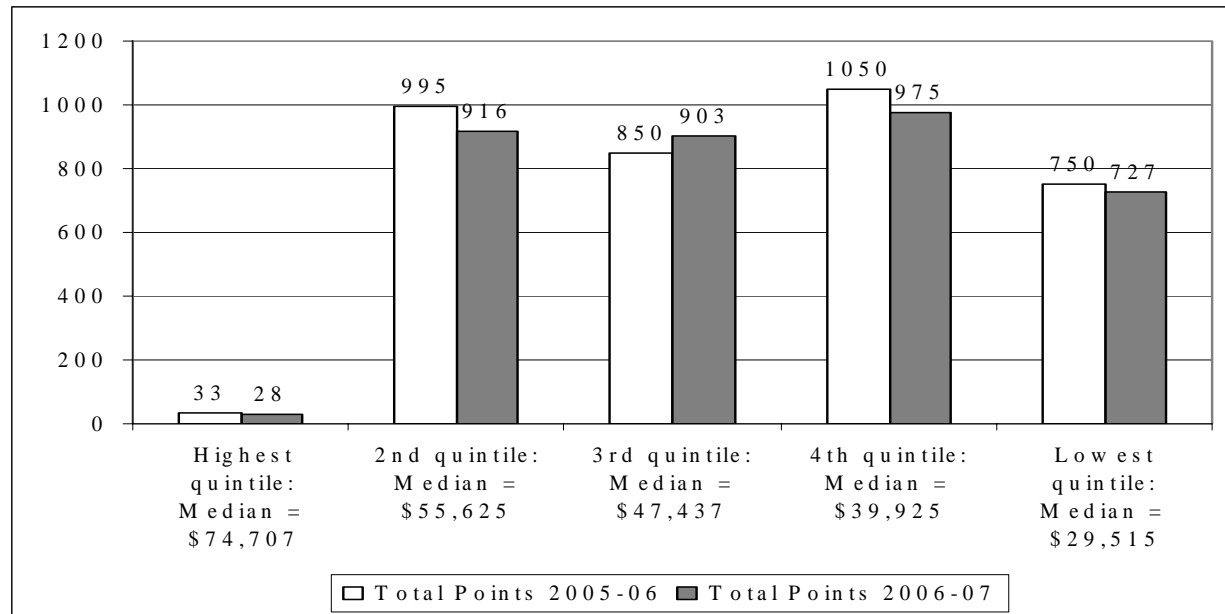
Based on the data in Table 3.1, Figure 3.1 shows the distribution in each area by percent of the points earned in both years.

**Figure 3.1 Point Category Percentages of Total SVC Transfer Achievement Points: 2005-06 and 2006-07**



The Student Achievement Initiative databases also include socio-economic status (SES) quintiles based on the 2000 Census block group data. Students are attributed the median household income of the block group in which they reside. Figure 3.2 shows the distribution of points for transfer students based on their SES quintile.

**Figure 3.2 SVC Total Transfer Student Achievement Points by Socio-Economic Status Quintiles**



## Section IV: Student Learning and Engagement

The value of an SVC education is inextricably linked to our learning outcomes—discipline-specific, general education, and interdisciplinary. The research over several decades has also affirmed the contribution of students’ engagement with the institution, faculty, and other students to student retention and success. In order to examine student learning and engagement, the college has administered the nationally recognized Community College Survey of Student Engagement (CCSSE) in spring of 2003, 2005 and 2007. This survey measures student perceptions of their learning and engagement as well as satisfaction with student support services.

The survey also allows the college to examine differences between SVC students based on whether or not they had taken a Learning Community at the college. It is noteworthy that students who had taken a Learning Community were significantly more likely than students who had not taken a Learning Community to engage in activities that increase their time on task (and thus their chances for meeting their educational goals) as well as to assume responsibility for their learning. In addition, students who had taken a Learning Community were more likely than students who had not to engage in activities that help them to meet specific General Education learning outcomes, particularly integration, critical thinking, cultural diversity, and communication. Table 4.1, for example, provides differences between these two groups for survey items related to active and collaborative learning.

The questions in Table 4.1 are from Section 1 of the CCSSE survey, which asked students: *“In your experiences at this college during the current school year, about how often you have done each of the following?”* Response options ranged from 1 (“Never”) to 4 (“Very Often”).

**Table 4.1 Means for Students on Active and Collaborative Learning CCSSE Items Based on Learning Community Enrollment**

| Survey Item   | Mean          |              | Sig  |
|---|---------------|--------------|------|
|   | Have Taken LC | Not Taken LC |      |
| Asked questions in class or contributed to class discussions  | 3.00          | 3.00         | n.s. |
| Made a class presentation   | 2.43          | 2.27         | n.s. |
| Worked with other students on projects during class   | 2.88          | 2.69         | *    |
| Worked with classmates outside of class to prepare class assignments  | 2.49          | 2.10         | **   |
| Tutored or taught other students (paid or voluntary)  | 1.73          | 1.43         | **   |
| Participated in a community-based project as part of a regular course   | 1.61          | 1.43         | *    |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | 2.87          | 2.69         | *    |

\*  $p < .05$       \*\*  $p < .01$

Table 4.2 on the following page compares the 2007 CCSSE for SVC transfer students (students who indicated their intent at SVC was to transfer to a four-year institution) and all medium colleges in the national dataset. When compared to the national average for medium colleges, SVC transfer students report higher levels of engagement and learning for all but one item.

**Table 4.2 CCSSE Responses from SVC Academic Students and All Medium Colleges**

| Survey Items  | Means                 |                     |
|---|-----------------------|---------------------|
|   | SVC Transfer Students | All Medium Colleges |
| <i>Academic Effort</i>  |                       |                     |
| Prepared two or more drafts of a paper before turning it in.  | 2.75                  | 2.48                |
| Worked on a paper or project that required integrating ideas or information from various sources  | 2.97                  | 2.70                |
| Made a class presentation   | 2.36                  | 2.02                |
| Worked harder than you thought you could to meet an instructor's standards or expectations  | 2.65                  | 2.52                |
| <i>Student Diversity</i>  |                       |                     |
| Had serious conversations with students of a different race or ethnicity other than your own.   | 2.35                  | 2.48                |
| Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | 2.55                  | 2.32                |
| <i>Collaborative Learning</i>   |                       |                     |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)                 | 2.69                  | 2.55                |
| Worked with other students on a project during class  | 2.70                  | 2.45                |
| Worked with classmates outside of class to prepare class assignments.   | 2.36                  | 1.82                |
| <i>General Education Outcomes</i>   |                       |                     |
| Acquiring a broad general education   | 3.09                  | 2.93                |
| Writing clearly and effectively   | 2.83                  | 2.68                |
| Speaking clearly and effectively  | 2.76                  | 2.58                |
| Thinking critically and analytically  | 3.08                  | 2.85                |
| Solving numerical problems  | 2.87                  | 2.56                |
| Using computing and information technology  | 2.66                  | 2.68                |
| Working effectively with others   | 2.93                  | 2.87                |
| Understanding people of other racial and ethnic backgrounds   | 2.56                  | 2.31                |
| Developing a personal code of values and ethics   | 2.38                  | 2.29                |
| Contributing to the welfare of the community  | 2.12                  | 1.95                |

Note: For all items the responses ranged from a low of 1 to a high of 4.

**Board Plus/Delta**

11 March 2008

**“What is good about this report?  
What would you like to see changed?”**

| + | Δ |
|---|---|
|   |   |