

Board of Trustees Monitoring Report

Student Success: Professional/Technical Programs

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.

1.6 – Research and develop new markets and opportunities to identify curricula and programs that respond to student, employer and community needs, and enrollment targets.

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

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

5.4 – Collect and analyze data and information to respond to changing demographics and employer needs in communities throughout the college district.

April 15, 2008



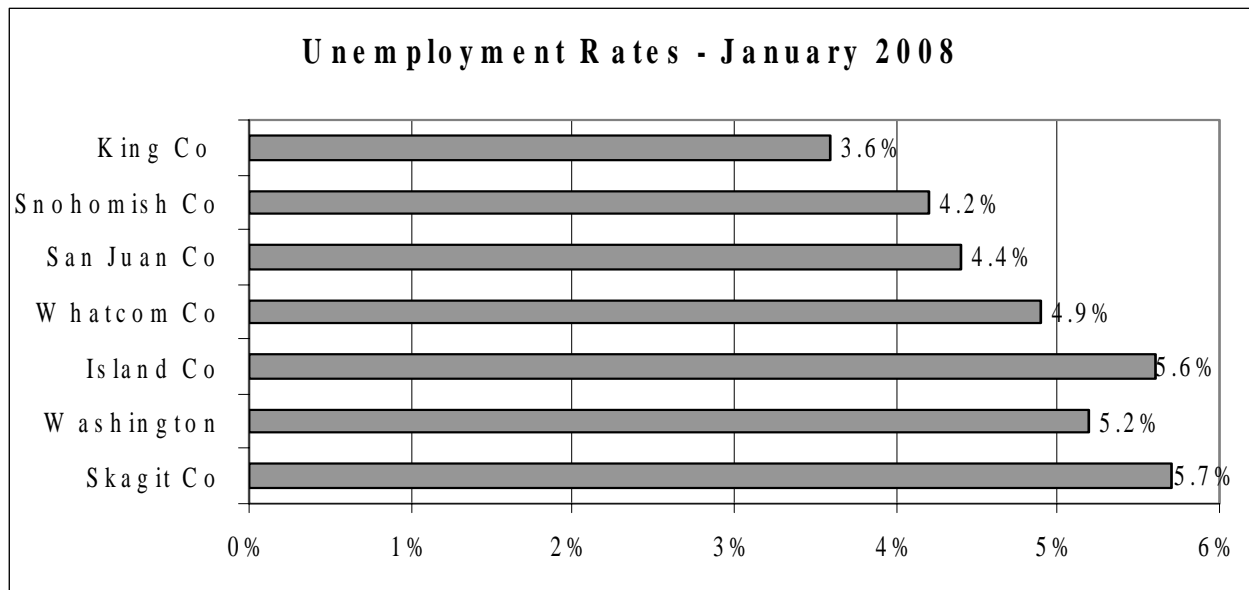
Background

Twenty-seven percent (27%) of the 6820 students enrolled at SVC in fall 2007 reported that their goal was to obtain a work-related certificate or degree. This report provides general employment data for the college district (Section I) as well as student employment rates and hourly wages after leaving the college (Section II). New with this report is the State Board for Community and Technical Colleges' Student Achievement Initiative (SAI) model for accountability (Section III). Selected findings for workforce students from the 2007 administration of the Community College Survey of Student Engagement (CCSSE), a national survey that allows us to obtain data regarding student engagement and learning, are reported in Section IV. Section V reports responses from employers regarding student preparation for the workplace.

Section I: Regional Employment Data

The most recent unemployment information (January 2008) for the three counties in the SVC district and selected counties is presented in Figure 1.1. The January 2008 unemployment rate for Skagit County is 5.7% compared to 6.3% in January 2007.

Figure 1.1: Unemployment Rate for Washington State and Selected Counties, January 2008



Source: Washington State Employment Security Department, Washington Workforce Explorer, www.workforceexplorer.com.

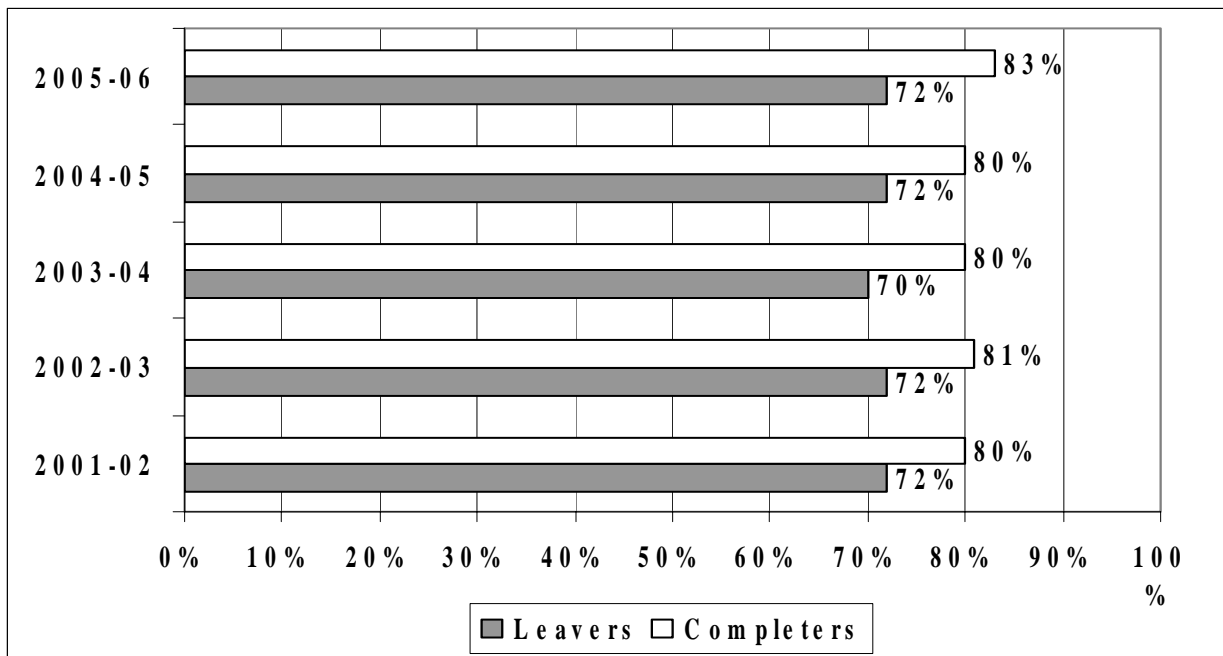
Section II: Student Progress & Attainment

The data in this section were derived from the SBCTC database that links students to the Unemployment Insurance records for Washington as well as several other states. This allows colleges to get valid employment information; however, the process creates a significant time lag. The most current data is for the job preparatory students who left SVC during 2005-06. The total number of cases in the SVC database is approximately 750.

Employment Rates

Figure 2.1 presents the employment rates calculated by the SBCTC for the college for both completers (students who completed 45 or more workforce credits, a degree, or a certificate) and leavers. Eighty-three percent (83%) of the students who completed a professional/technical certificate or degree program in 2005-06 were employed nine months after leaving SVC, slightly above the system average (81%). The SVC leavers' 72% employment rate has been fairly consistent in recent years and somewhat below the system average of 74%.

Figure 2.1: Employment Rates for SVC Job Prep Students Nine Months after Leaving College



Hourly Wages

As shown in Figure 2.2, students who earn a degree have the highest average hourly wage of all leavers - \$18.40, up slightly from the \$18.06 for the previous cohort. The average hourly wage is lower for students who leave early (without a degree or certificate) and for those who get a short-term certificate. As shown in Figure 2.3, the average hourly wage for students who complete a program and are working full time is \$16.80, up slightly from the prior year, but significantly so when compared with the \$13.36 they earned in 2002-03.

Figure 2.2: Average Hourly Wages by Exit Type

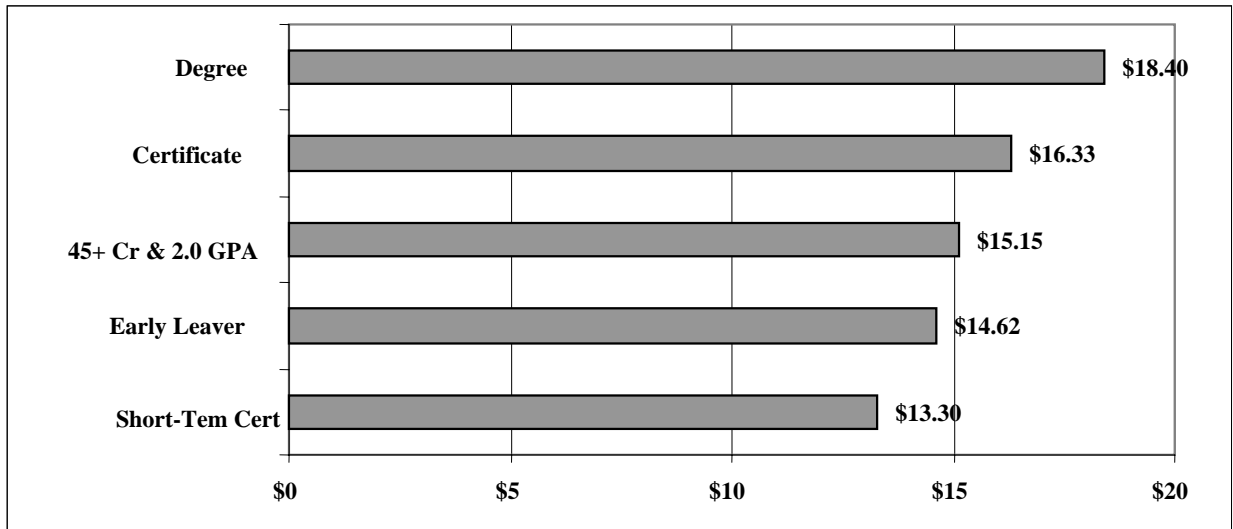
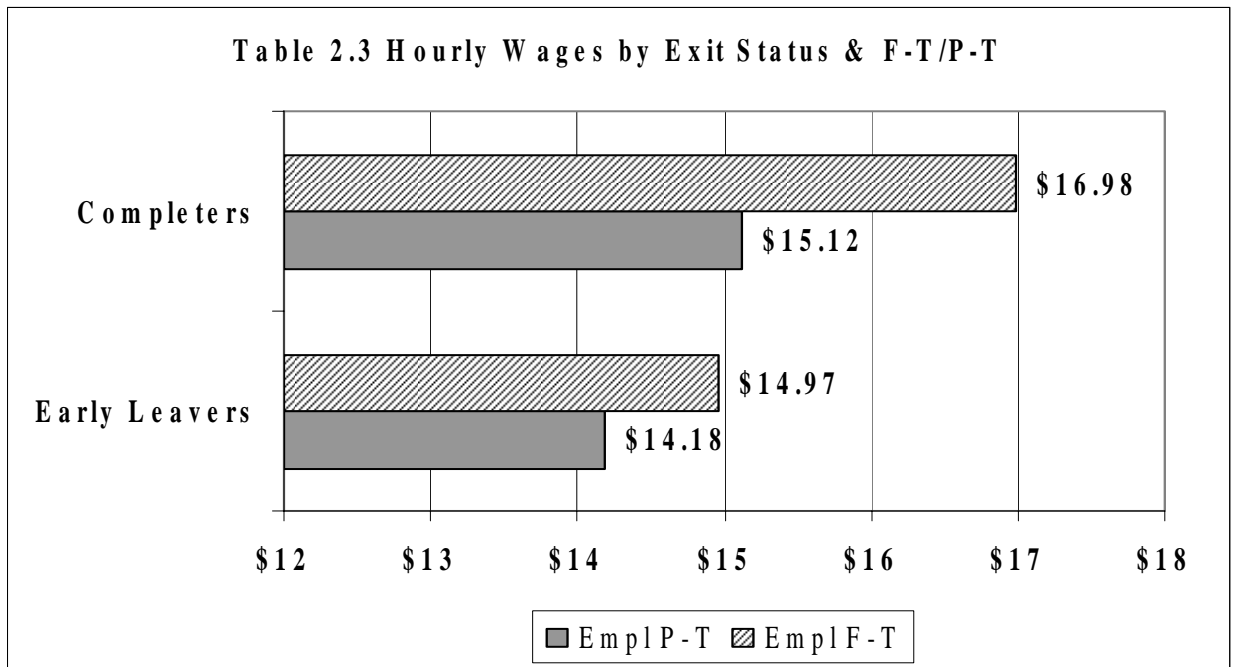


Figure 2.3: Hourly Wages by Exit Status and by Full-Time or Part-Time Employment



Note: “Completers” includes students who completed 45 credits or more with a 2.0 + GPA, or who were awarded a certificate of any kind or a degree. “Full-time” for the purposes of State Board reporting is defined as employed 30 or more hours per week.

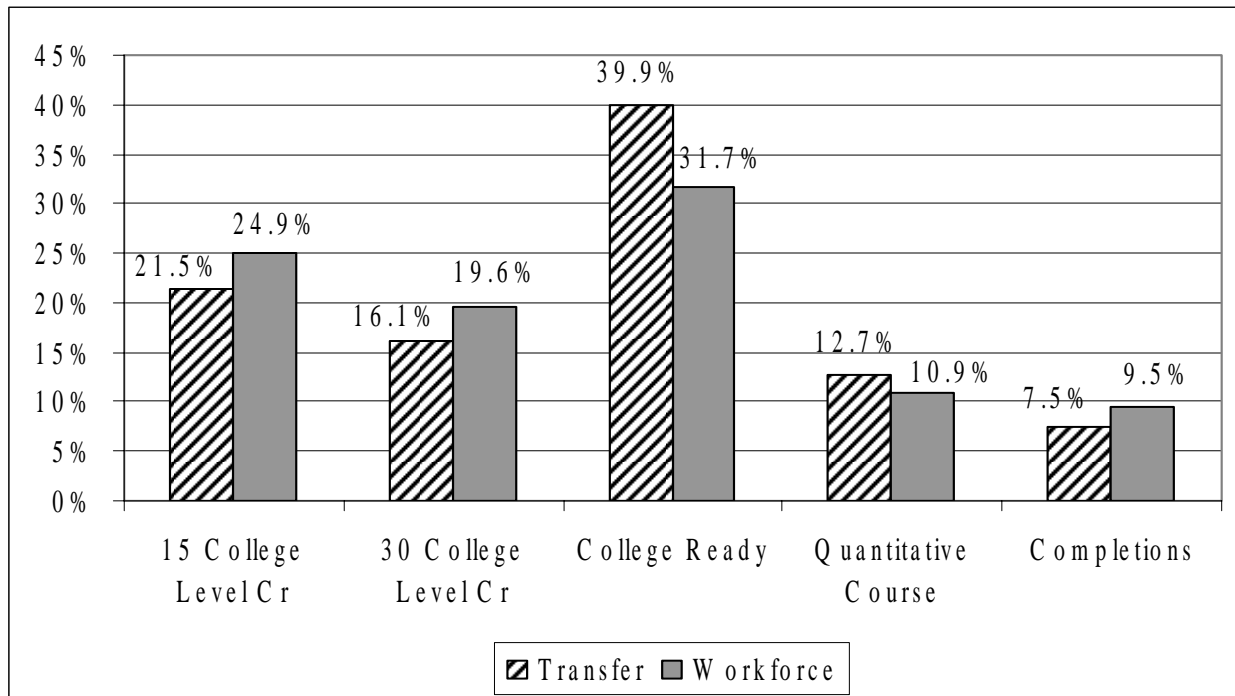
Section III: Student Achievement Initiative Data

As noted in the March report on Academic programs, 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 by the State Board for Community and Technical Colleges (SBCTC) specifically to help colleges track their students for the incremental gains they make during the year in the areas described below. Note that at this writing, the final 2006-07 database has not yet been provided by the SBCTC; that database will serve as the baseline data for this initiative.

Table 3.1 Transfer and Workforce Student Achievement Points Earned, 2005-06 and 2006-07 Cohorts

	2005-06		2006-07	
	<i>Transfer</i>	<i>Workforce</i>	<i>Transfer</i>	<i>Workforce</i>
15 College Level Credits	816	622	787	641
30 College Level Credits	634	498	588	505
Basic Skills Gain	60	92	88	85
College Ready	1490	977	1460	815
Quantitative Course	453	334	465	281
Tipping Points	341	300	274	245
<i>Total Points</i>	<i>3794</i>	<i>2823</i>	<i>3662</i>	<i>2572</i>
<i>Number of Students</i>	<i>3271</i>	<i>3897</i>	<i>3296</i>	<i>3959</i>
<i>Average Points</i>	<i>1.16</i>	<i>0.72</i>	<i>1.11</i>	<i>0.65</i>

Figure 3.1 2006-07 SVC Achievement Point Sources for Transfer and Workforce Students



Section IV: CCSSE

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 following tables, for example, compare SVC students who reported they were enrolled for work-related reasons (N = 223) compared with the results from all other medium-sized colleges in the 2007 cohort on items related to intellectual activities (Table 4.1) and the types of activities emphasized by the college (Table 4.2).

Table 4.1 CCSSE Results Related to Intellectual Activities

	Percent Reporting “Quite a bit” or “Very much”	
	SVC Prof/Tech Students	Other Medium Colleges
<i>Prompt: “During the current school year, to what extent has your coursework <u>at this college</u> emphasized the following mental activities?”</i>		
Analyzing the basic elements of an idea, experience, or theory	76.7%	65.1%
Synthesizing and organizing ideas, information, or experience in new ways.	75.7%	57.5%
Making judgments about the value or soundness of information, arguments, or methods	62.5%	49.9%
Applying theories or concepts to practical problems or in new situations	72.2%	53.8%
Using information you have read or heard to perform a new skill	80.2%	58.0%

Table 4.2 CCSSE Results Related to College Emphases

	Percent Reporting “Quite a bit” or “Very much”	
	SVC Prof/Tech Students	Other Medium Colleges
<i>Prompt: “How much does <u>this college</u> emphasize each of the following?”</i>		
Encouraging you to spend significant amounts of time studying	82.2%	71.2%
Providing the support you need to help you succeed at this college	74.8%	70.2%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	60.1%	45.6%
Helping you cope with your non-academic responsibilities (work, family, etc.)	29.8%	23.3%

Section V: Employer Perceptions

A survey regarding employer needs and satisfaction with their employees who attended SVC was distributed to employers at the annual Advisory Committee dinner held in November 2007. Fifty-five (55) completed surveys were returned. Table 5.1 presents the responses provided by employers regarding the knowledge, skills, and attributes of SVC graduates. Most areas were rated by approximately 80% of the employers as superior or good. Eighty-seven percent (87%) of employers rated the technical skills of SVC graduates as superior or good. The area with the most potential for improvement was written communication.

Table 5.1 Responses to Survey Question, “Based on your experience with SVC graduates, please rate the program with regard to the following general skills.”

General Skill	Superior	Good	Adequate	Poor	N/A
Interpersonal	13 21.3%	36 59.0%	8 13.1%	1 1.6%	3 4.9%
Written Communication	8 13.1%	34 55.7%	16 26.2%	1 1.6%	2 3.3%
Problem Solving/ Critical Thinking	11 19.0%	33 56.9%	11 19.0%	1 1.7%	2 3.4%
Job-related Technical	20 32.8%	33 54.1%	6 9.8%	0 0.0%	2 3.3%
Understanding of Job/Employer Expectations	14 23.0%	34 55.7%	11 18.0%	0 0.0%	2 3.3%
Professional Attitude	14 23.3%	36 60.0%	9 15.0%	0 0.0%	1 1.7%

Board Plus/Delta
“What is good about this report?
What would you like to see changed?”

April 15, 2008

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