

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 10, 2009



Background

Forty-one percent (41%) of the 6800 students enrolled at SVC in fall 2008 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, student progress in reaching their educational goals, and student achievement points earned. This year the report does not include data for the Community College Survey of Student Engagement (CCSSE) as it was last administered in spring 2007 and findings were reported to the Board in 2008. An administration of the CCSSE is scheduled for spring 2010. The last section of this report provides data from implementing a strategy to increase the success of students in developmental mathematics, reading and English. This data is included in this report since a majority of these students (~75%) intend to transfer.

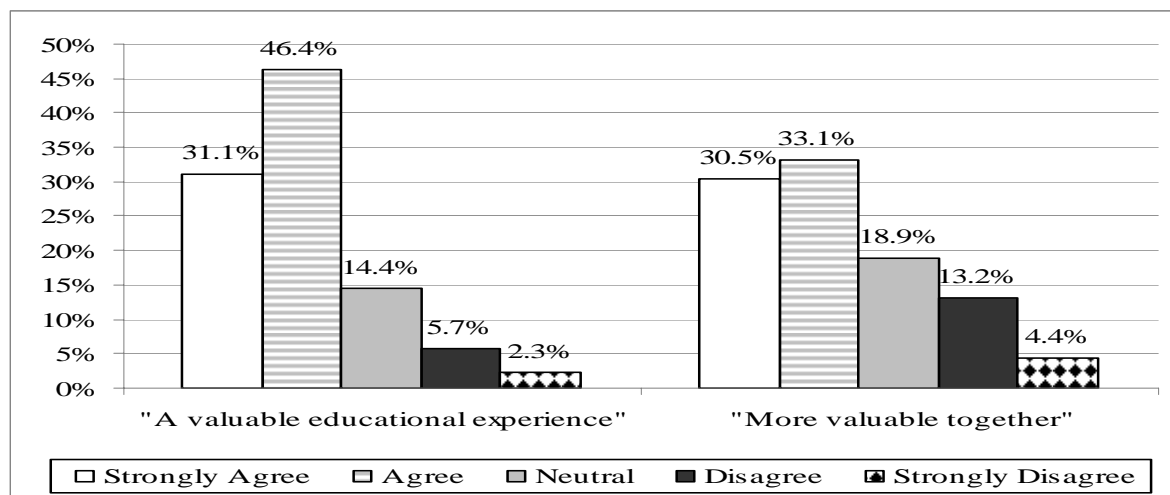
Section I: Student Satisfaction

Student Satisfaction with Collaborative Courses

With the implementation of our new General Education program, the distinction between Learning Communities and English Links has been eliminated. These courses are now all referred to as learning communities. College-level learning communities are taken primarily by transfer students and are offered on the Mount Vernon Campus, Whidbey Island Campus and through eLearning.

Students in all learning communities are surveyed each quarter. Figure 1.1 shows student responses from collaborative courses offered at SVC from winter 2002 through fall 2008. *The percentage of students who report that learning communities were a valuable experience continues to be high—78%. A majority of students (64%) also report that combining classes was more valuable than taking the courses alone.* These percentages have not varied significantly over the past several years.

Figures 1.1 Cumulative Data for Learning Communities (N = 6167)

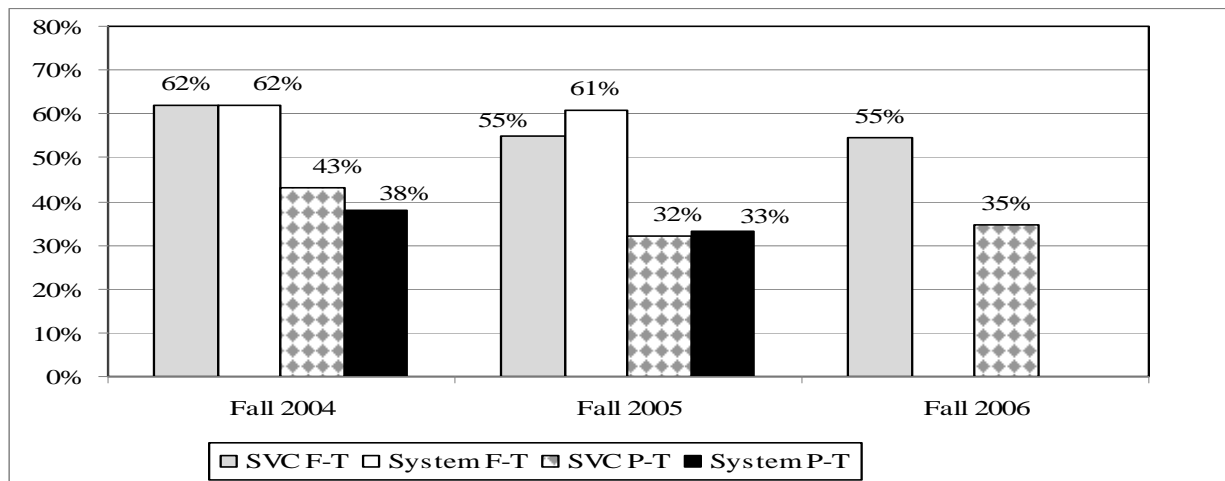


Section II: Substantial Progress

“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 2006. While we were able to get a dataset for the college, the SBCTC has not completed the system analysis as of this date.

As shown in Figure 2.1, *part-time students at SVC generally have a substantial progress rate similar or slightly higher than the system, although the performance for the last two years has been below that of the fall 2004 cohort. The substantial progress rate of full-time SVC students for the fall 2005 and fall 2006 cohorts were the same—55%.* It should be noted that the numbers for these cohorts is not large—342 for full-time and 204 for part-time. Consequently, even small changes can result in significant variations.

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



Note: The SBCTC has not yet released system-wide data for Fall 2006

Section III: Student Achievement Initiative Points

As noted in the 2008 Academic Monitoring Report, the SBCTC designed an accountability system based on momentum points. The student achievement database enables colleges to track students and identify 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 first 30 college level credits,
- earning first 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, *there were slightly fewer students who were identified as transfer students in 2007-08 when compared to 2006-07. While they achieved fewer total momentum points, a slightly higher percentage of the 2007-08 students earned points (59% versus 57%).* It is worth noting, however, that *a greater number of the 2007-08 transfer students earned their first 30 college credits, a significant momentum point.*

Table 3.1 Transfer Student Momentum Points: Academic Years 2006-70 and 2007-08

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
<i>2006-2007 (N = 3335 students)</i>						
72 pts. (39 students)	1510 pts. (899 students)	814 pts.	593 pts.	471 pts.	283 pts	3743 points (1910 unduplicated students)
<i>2007-2008 (N = 3130 students)</i>						
65 pts. (18 students)	1398 pts. (869 students)	790 pts.	649 pts.	455 pts.	272 pts.	3629 points (1846 unduplicated students)

Another useful way of examining student achievement points is by full- and part-time status. Table 3.2 analyses only students with no prior college-level momentum points and indicates that *part-time students are less likely to achieve points than their full-time counterparts in all areas with the exception of points earned from successful completion of pre-college courses (i.e., English, mathematics, and reading).*

Table 3.2 Momentum Points Achieved by Full-Time and Part-Time Students Enrolled in 2007-08 with No Prior College-Level Points

	All Students <i>N = 1590</i>	Full-Time <i>n=761</i>	Part-Time <i>n=829</i>
Complete a degree or certificate	0.4%	.8%	.1%
CLVL Math Course	11.1%	14.8%	7.7%
30 Cr, No Math	16.0%	27.1%	5.9%
15 Cr Only, No Math	22.4%	27.1%	18.1%
Pre-College Only	12.8%	10.6%	14.7%
No Points	37.2%	19.6%	53.4%

Section IV: Counseling-Enhanced Developmental Learning Communities

One of the strategies being implemented at the college to increase student progress and point achievement is the integration of counseling and advising into developmental learning communities. Developmental learning communities are generally comprised of a combination of pre-college mathematics, English and/or reading. Counselors focus on study skills, test anxiety and test preparation, time management and educational planning. These topics are integrated into the learning community rather than taught as separate topics.

Fall 2008 was the second year of the project, following a successful pilot in 2007-08. The performance of students in both the developmental learning communities—all with a counseling component—and the matched comparison courses are shown in Table 4.1. *Students who were in the learning communities with a counseling component had a higher pass rate and higher retention rates than their counterparts in the comparison stand-alone developmental courses.*

Table 4.1 Student Performance in Developmental Learning Communities and Comparison Stand-Alone Courses, Fall 2008

Performance Measure	Developmental Learning Communities with Counseling Component	Stand –Alone Comparison Courses
Pass rate - any passing grade	83%	78%
Pass rate - C or better	74%	68%
Fall to Winter Retention	91%	85%

Our counseling-enhanced developmental learning communities have come to national attention and will be featured in an upcoming Department of Education publication, *Community Colleges Can!* Additional information on this project is available at www.communitycollegescan.org. Related to this, the college is also a mentor college in a follow-on Department of Education project to “mentor” other colleges about how Skagit has organized and implemented its learning communities with a focus on the developmental learning communities with a counseling component.

Board Plus/Delta

10 March 2009

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

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