

**Attachment A**

**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 14, 2009**



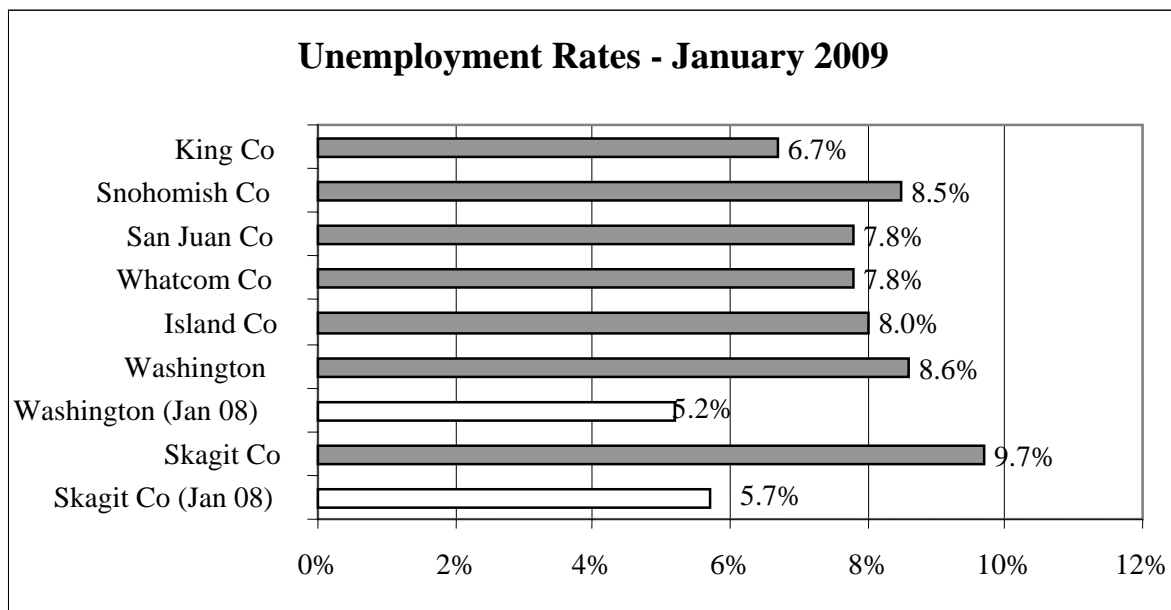
## Background

Twenty-eight percent (28%) of the 6806 students enrolled at SVC in fall 2008 for credit reported that their goal was to obtain a work-related certificate or degree. This report provides general employment data (Section I) to provide context. Section II provides employment rates and hourly wages for workforce students after leaving the college). Student Achievement Initiative (SAI) data are provided for workforce students in Section III. Section IV reports responses from employers regarding student preparation for the workplace.

### Section I: Regional Employment Data

The most recent unemployment information (January 2009) 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 was 5.7% compared to 9.7% in January 2009, while Washington State experienced an increase from 5.2% to 8.6%.

Figure 1.1: Unemployment Rate for Washington State and Selected Counties, January 2009



Source: Washington State Employment Security Department, Washington Workforce Explorer, [www.workforceexplorer.com](http://www.workforceexplorer.com).

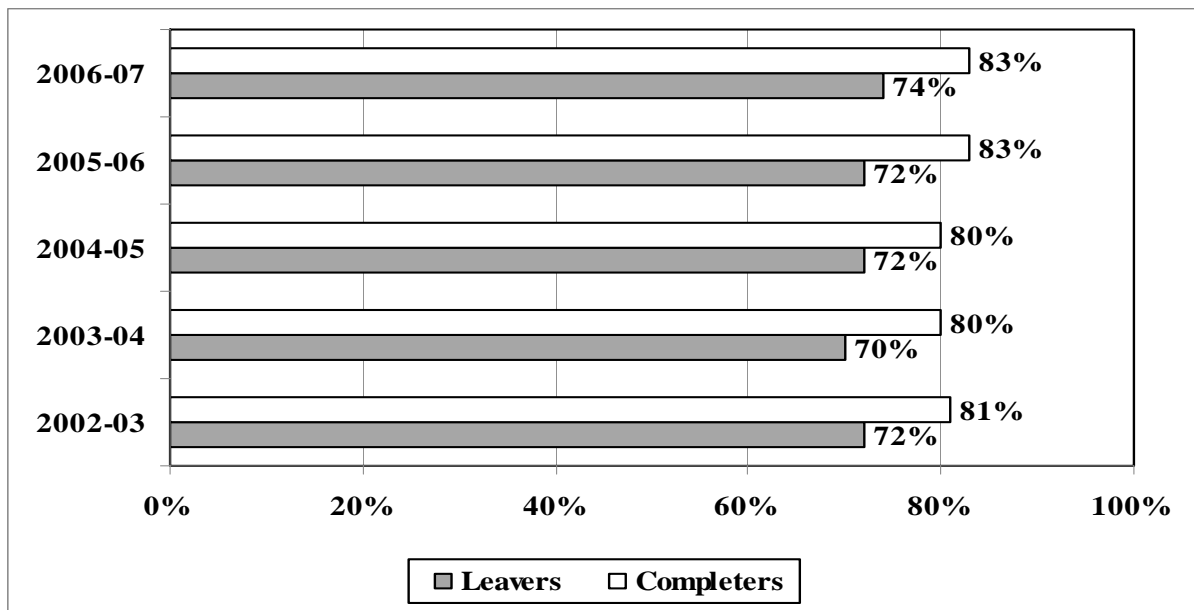
## Section II: Student Progress & Attainment

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 2006-07. The total number of completers in the SVC database is approximately 487 and leavers 505.

### 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 2006-08 were employed nine months after leaving SVC. The SVC leavers' 74% employment rate is slightly higher than in recent years.*** System data are not yet available.

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 median hourly wage of all leavers - \$16.06. The median 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 median hourly wage for students who complete a program and are working full time is \$16.06, slightly higher than the median hourly wage for early leavers.*** Both completers and leavers who are employed full-time earn a higher hourly wage than their counterparts who are employed part-time.

Figure 2.2: Median Hourly Wages by Exit Type

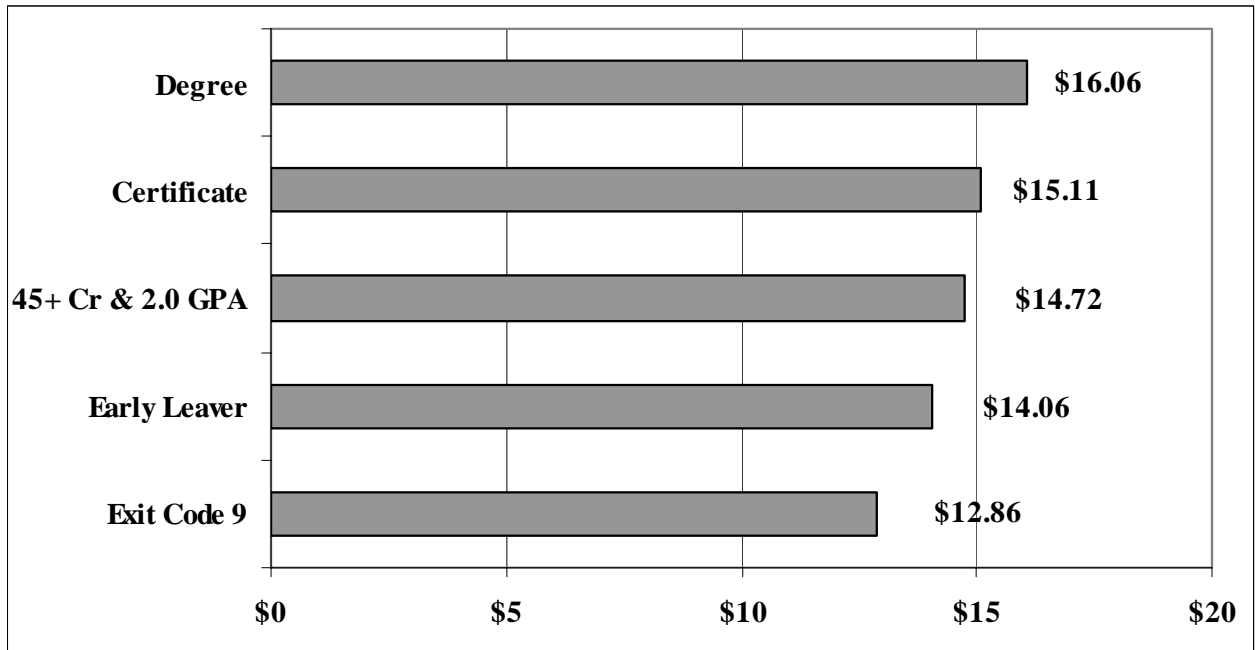
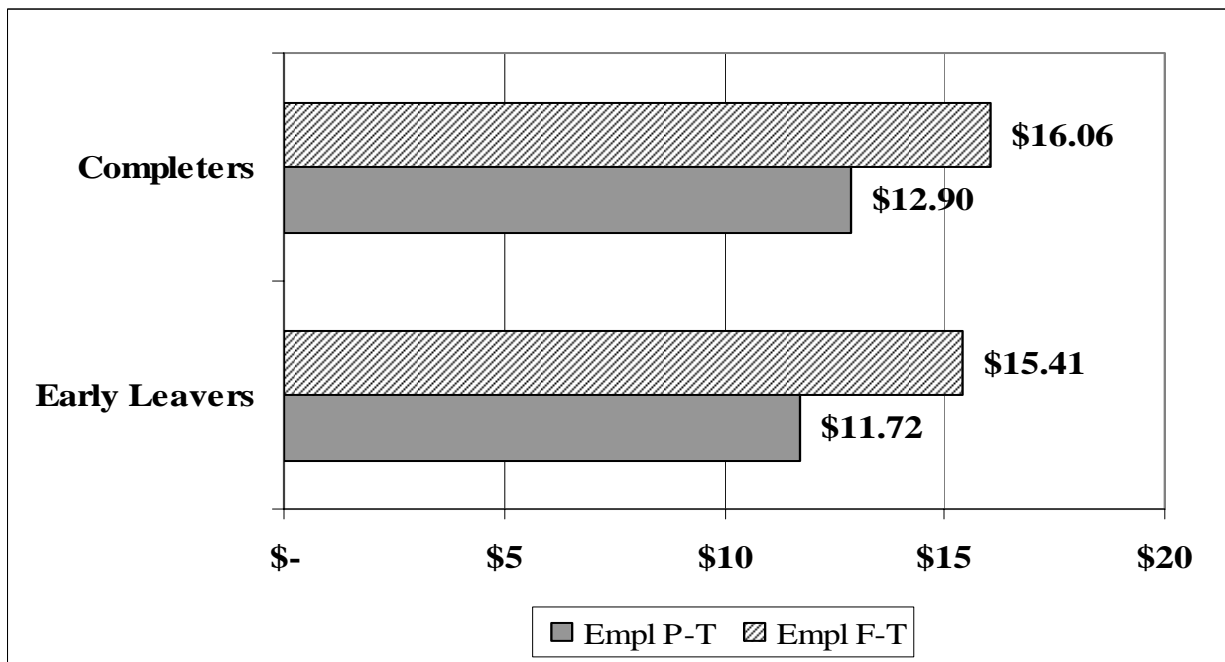


Figure 2.3: Median Hourly Wages by Exit Status and by Full-Time or Part-Time Employment



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

The following tables examine student achievement points earned by workforce students. As shown in Table 3.1, *while there were nearly 1000 more workforce students enrolled in 2007-08, compared to the 2006-07 workforce students, they earned slightly fewer average points.*

Table 3.1 Workforce Student Achievement Points Earned by Year

	<b>2006-07</b>	<b>2007-08</b>
15 College Level Credits	641	652
30 College Level Credits	505	509
Basic Skills Gain	85	468
College Ready	815	797
Quantitative Course	281	296
Tipping Points	245	338
Total Points	2572	3060
Number of Students	<b>3959</b>	<b>4949</b>
Average Points	0.65	0.62

The next two tables look at workforce students enrolled in 2007-08 who entered the college with no prior college-level momentum points. As shown in Table 3.2, the percent of achievement points earned by workforce students differs significantly based on their full- and part-time status. *Part-time students were less likely to achieve points than their full-time counterparts in all categories.* Sixty-one percent (61%) of full-time workforce students earned points compared to 21% of part-time workforce students.

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

	<b>All Students</b>	<b>Full-Time</b>	<b>Part-Time</b>
	<i>N = 3306</i>	<i>N = 805</i>	<i>N = 2201</i>
Complete a degree or certificate	.9%	2.2%	.4%
CLVL Math Course	3.8%	8.3%	2.1%
30 Cr, No Math	6.0%	17.4%	1.9%
15 Cr Only, No Math	11.6%	21.2%	8.0%
Pre-College Only	9.2%	11.4%	8.4%
No Points	68.6%	39.4%	79.3%

A student's ability to earn achievement points also differs based on the student's financial aid status. As shown in Table 3.3, *students with financial aid awards anytime during 2007-08 were significantly more likely to earn achievement points.* Seventy percent (70%) of the students who had a financial award earned points during the year compared to 27% of those who did not. As a point of reference, 22% of the full-time students in this category were awarded financial aid of some type compared to 5% of part-time students.

Table 3.3 Percent of Momentum Points Achieved by Workforce Students Based on Financial Aid Award Status, Students with No Prior College-Level Points

	Received Financial Aid	
	Yes	No
	N = 293	N = 2713
Complete a degree or certificate	.3%	.9%
CLVL Math Course	13.0%	2.8%
30 Cr, No Math	16.0%	4.9%
15 Cr Only, No Math	24.6%	10.2%
Pre-College Only	16.0%	8.4%
No Points	30.0%	72.8%

#### Section IV: 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 2008. Sixty-six (66) completed surveys were returned. Table 4.1 presents the responses provided by employers regarding the knowledge, skills, and attributes of SVC graduates. *The percent who rated students' skills and abilities as superior or good ranged from 70% to 85% with professional attitude rated the highest and written communication the lowest.*

Table 4.1 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	9 13.8%	44 67.7%	10 15.4%	1 1.5%	1 1.6%
Written Communication	13 19.7%	33 50.0%	18 27.3%	1 1.5%	1 1.5%
Problem Solving/ Critical Thinking	13 20.0%	36 55.4%	14 21.5%	1 1.5%	1 1.5%
Job-related Technical	22 33.8%	29 44.6%	10 15.4%	2 3.1%	2 3.1%
Understanding of Job/Employer Expectations	14 21.5%	33 50.8%	13 20.0%	3 4.6%	2 3.1%
Professional Attitude	24 36.4%	32 48.5%	7 10.6%	2 3.0%	1 1.5%

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

**April 14, 2009**

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