

Board of Trustees Monitoring Report

Student Achievement Points, 2008-09

Board Ends Policy/Strategic Plan Goal

Board Ends Policy E-4/Strategic Goal #1 – INSTRUCTION & 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-6/Strategic Goal #3 – COMMUNITY PARTNERSHIPS & RESOURCE DEVELOPMENT

- 3.2 – Create and promote educational opportunities for our community, particularly the underserved populations in the district.

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

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

April 13, 2010



Background

The SBCTC has designed an accountability system based on student achievement points. The student achievement database enables colleges to track students and identify the incremental successes achieved during the year in the following categories:

- 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.

The system identifies these as “momentum points” because they add momentum to a student’s longer term success. The opportunity for earning points is greatest for students in basic skills who earn points each time they successfully move up a level. Students also earn points each time they successfully pass a developmental course. Students can only earn a point once for each of the other categories.

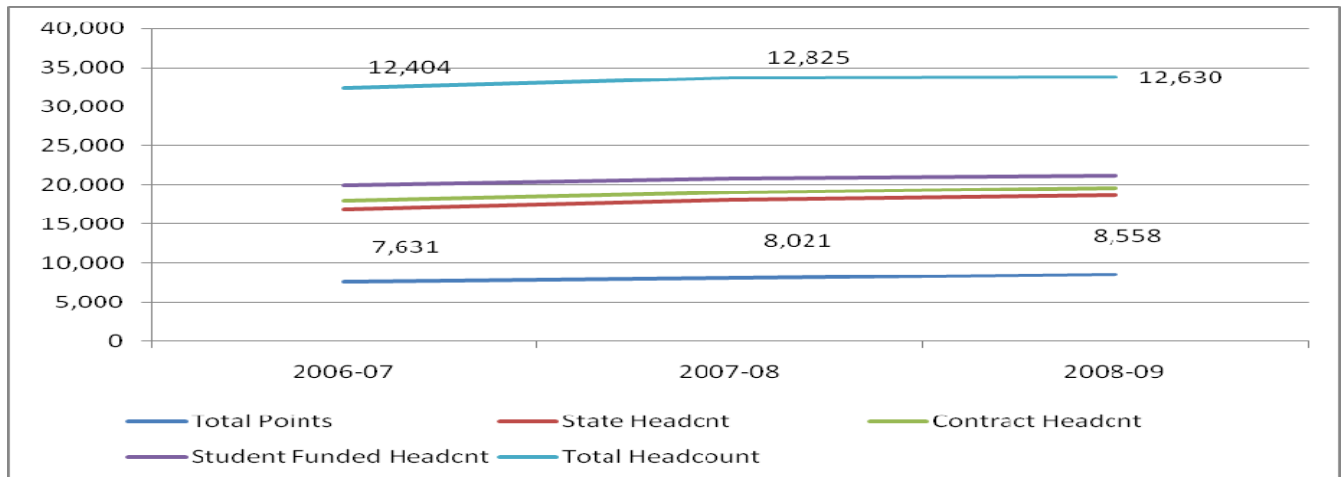
These measures were designed to focus on short-term, intermediate outcomes that provide meaningful momentum towards degree and certificate completion for all students regardless of where they start. The achievement points are also meant to encompass all students regardless of demographic characteristics (race, age, income, employment status), academic program or entering skill levels (basic skills, remedial, workforce education, academic transfer), enrollment (part-time or full-time enrollment), and type of institution attended (urban, rural, large, small, community college, technical college).

Colleges received money from the SBCTC (combined with grant funds from foundations) based on the gains made during the two years between 2006-07 (the baseline year) and 2008-09. In the future, colleges will receive funds based on gains made over the prior year.

SVC Performance: 2006-07 to 2008-09

- The college increased the total student achievement points earned by 927 points from 2006-07 to 2008-09, an increase of 12%. This increase is considerably higher than the modest 1.8% increase in enrollments during this time period.

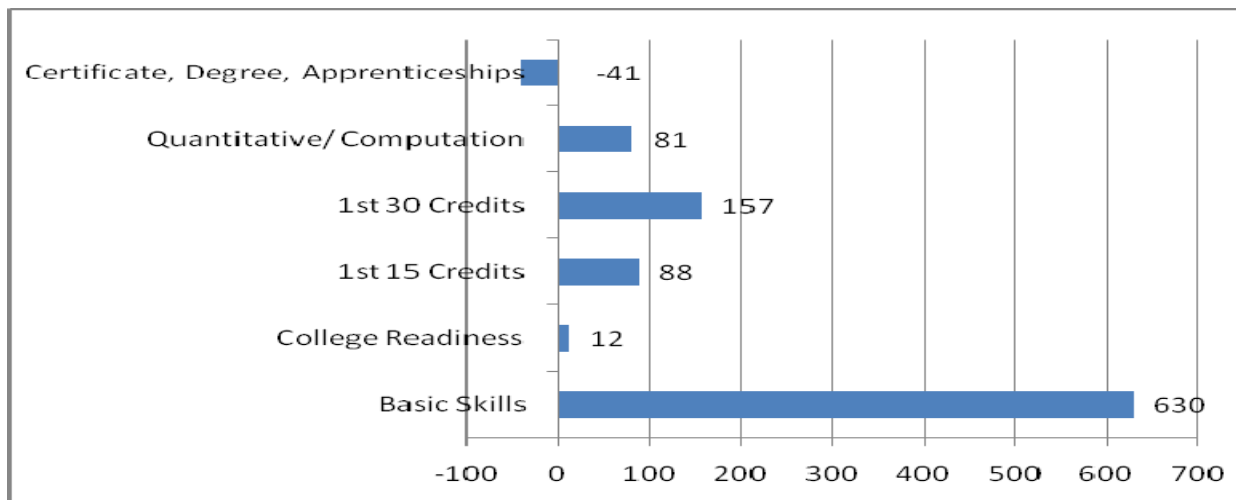
State- & Contract-funded Enrollments Compared with Student Achievement Points



Reference: Appendix Table 1

Points Increase by Category: 2006-07 to 2008-09

Change in Points Earned by Category



Reference: Appendix Table 2.

- *Overall, the point increase from 2006-07 to 2008-09—12%--is significantly greater than the modest increases in enrollments (1.8%)*
- *Increases in point earned from 2006-07 and 2008-09 were made in all categories--except for certificate, degrees, and apprenticeship awards. This was expected since the college significantly reduced apprenticeship offerings in 2008-09 as part of the budget reduction.*
- *The greatest gains were in the Basic Skills area, not a surprising result given the college's emphases during the past few years on increasing access, success and reportability for basic skills students.*

Action Plan. The college is piloting several initiatives to increase progress made by SVC students. For example, based on the early results from a pilot, counselors will be integrated into all our developmental learning communities. This project also led us to pilot this coming fall College Success Skills courses linked intentionally with the courses in which new students are most likely to enroll. We are also integrating college readiness skills (i.e., AVID) into a variety of courses in nursing, math, the sciences, and early childhood education. We will expand this project into new instructional areas next year.

Basic Skills Points Earned

- *Both the number of point earned in basic skills and in the percent of the total points earned at SVC have increased steadily over the past three years.*

Basic Skills Points Earned and Percent of SVC Total

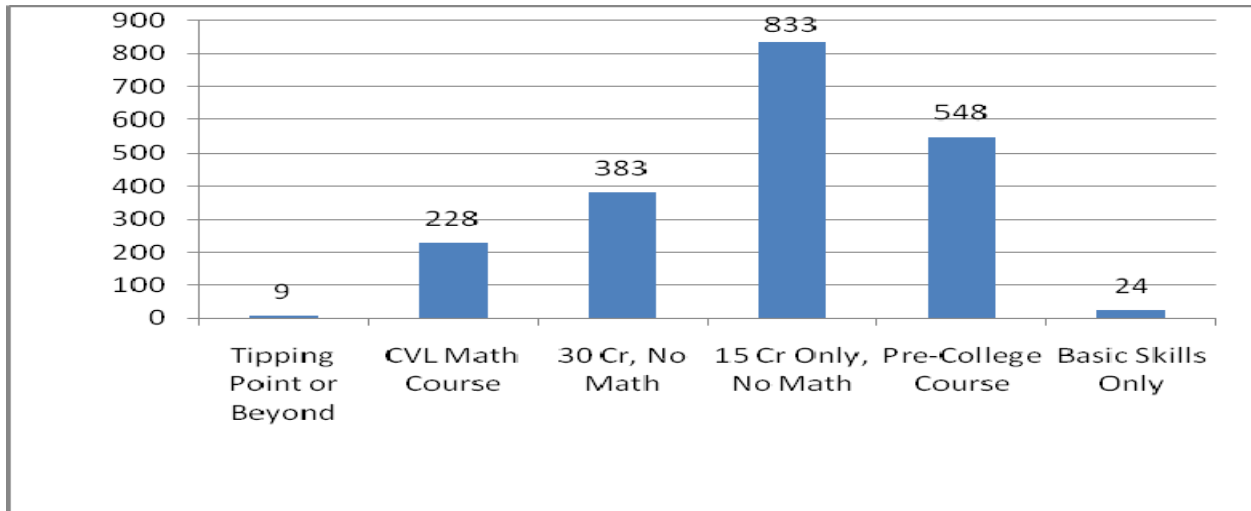
Year	Basic Skills Point Earned	Percent of SVC Points Earned
2008-09	1,749	20.4%
2007-08	1,464	18.3%
2006-07	1,119	14.7%

Action Plan. We are using our 2008-09 student achievement dollars for several initiatives to continue the increase in basic skills achievement: At MV, we are adding a part-time ESL tutor and increasing the evening hours available to ESL students in counseling. At both campuses, additional instructional assistants have been hired to increase student access, success, and reportability.

Students With No Prior College-Level Points

- *The 1734 transfer students enrolled in 2008-09 who started the year with no prior college-level points earned 2025 achievement points, or 1.17 points per eligible student.*

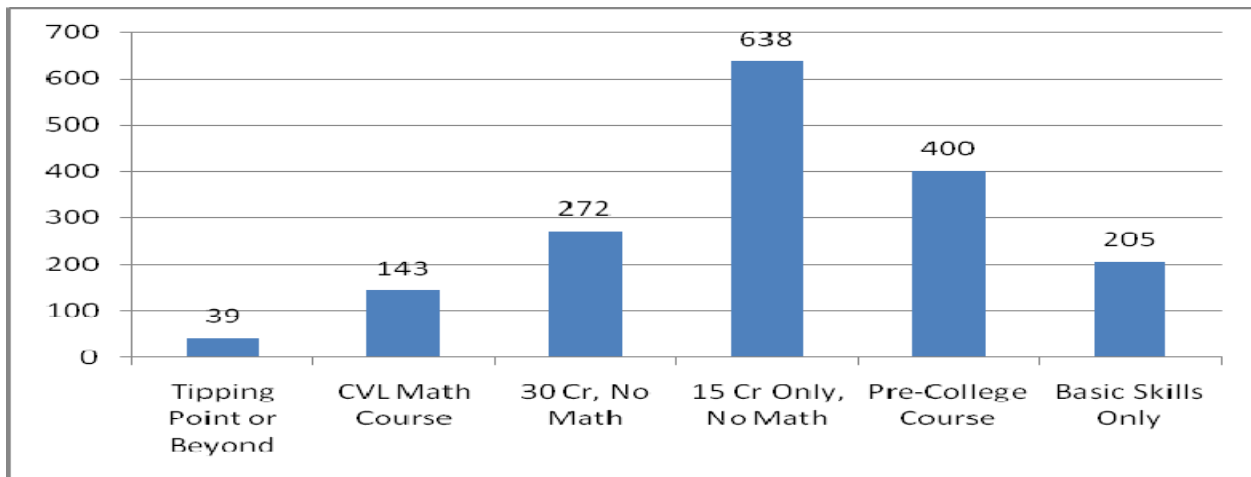
Points Earned by Transfer Students With No Prior College-Level Points



Reference: Appendix Table 3

- *The 2988 workforce students who started the 2008-09 year without prior college-level points earned 1697 achievement points, or .57 points per eligible student.*

Points Earned by Workforce Students With No Prior College-Level Points



Reference: Appendix Table 3

Action Plan. We are using our 2008-09 student achievement dollars for several initiatives to increase transfer and workforce student achievement points. One of the major thrusts continues to be support for students to successfully complete both developmental and college-level mathematics courses. We are adding evening sections of developmental math, increasing the availability of tutoring in the WIC Math Center (approximately 10 hours per week), and implementing a plan for faculty to personally contact and support students who are at risk of failing their math courses.

Other initiatives being funded by our student achievement funds from 2008-09 to increase student achievement include:

- hiring a retention support person to contact and assist students who have been placed on academic alert or probation,
- implementing an online learning orientation course to increase the success of our eLearning students, and
- increasing English language tutoring hours for international students.

Board Plus/Delta

13 April 2010

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

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Appendix

Table 1: State- & Contract-Funded Enrollments Compared with Student Achievement Points

	Total Points	State Funded Headcnt	Contract Funded Headcnt	Student Funded Headcnt	Total Headcount
2006-07	7,631	9,201	1073	2130	12,404
2007-08	8,021	10,095	943	1787	12,825
2008-09	8,558	10,120	964	1546	12,630
Increase 2006-07 to 2008-09	927				226

Table 2: Points Earned by Category

	Basic Skills	College Readiness	1st 15 Credits	1st 30 Credits	Quantitative/ Computation	Certificate, Degree, Apprenticeships
2006-07	1,119	2,391	1,611	1,137	778	595
2007-08	1,464	2,294	1,619	1,230	773	641
2008-09	1,749	2,403	1,699	1,294	859	554
Increase 2006-07 to 2008-09	630	12	88	157	81	-41

Table 3: Points Earned by Students Starting the Year with No Prior College-Level Points

	Transfer		Workforce	
	N	%	N	%
Tipping Point or Beyond	9	1%	39	1%
CVL Math Course	228	13%	143	5%
30 Cr, No Math	383	22%	272	9%
15 Cr Only, No Math	833	48%	638	21%
Pre-College Course	548	32%	400	13%
Basic Skills Only	24	1%	205	7%
No Points	635	37%	1926	64%
Total Points Earned	2025		1697	
Total Eligible Students	1734		2988	