

Board of Trustees Monitoring Report

Student Achievement Points, 2009-10

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.

January 11, 2011



Background – The Student Achievement Initiative

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).

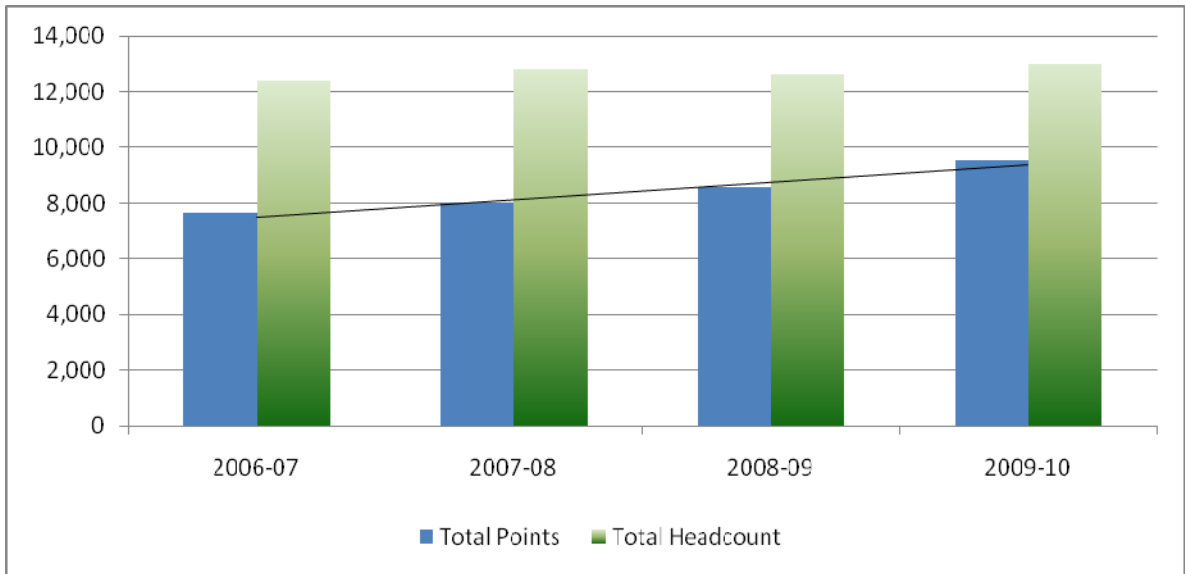
In the first round of award payments, colleges received money from the SBCTC (combined with grant funds from foundations) based on the gains made during the two years between 2006-07 (the baseline year) and 2008-09. In October 2010, colleges were awarded student achievement dollars based on the point increase between the 2008-09 and 2009-10 academic years.

This report is divided into the following sections to provide a comprehensive look at SVC student achievement points for 2009-10:

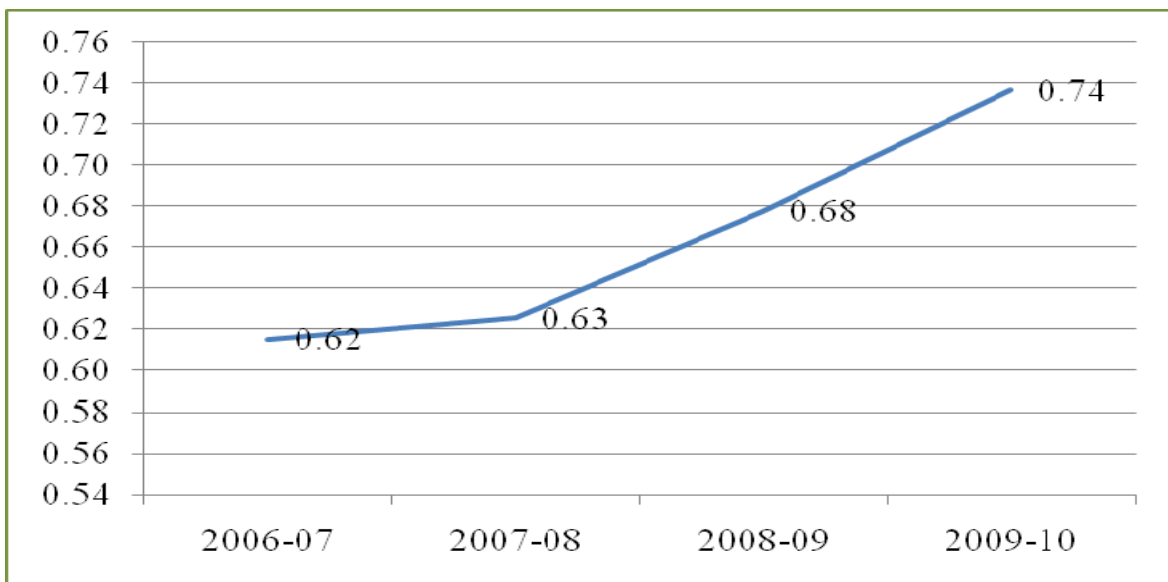
1. SVC Overall Performance: 2006-07 to 2009-10
2. Points Increase by Category: 2008-09 to 2009-10
3. Highest Achievement Points Earned by Students: 2008-09 & 2009-10
4. Comparison to System by Intent & Enrollment Status: 2009-10
5. Points Earned by SVC Students Receiving State-Based Financial Support: 2009-10
6. Points Earned by Basic Skills & I-BEST Students: 2009-10

1. SVC Overall Performance: 2006-07 to 2009-10

- *The college has consistently increased the total achievement points of students between 2006-07 and 2009-10.*
- *SVC students earned 9,557 total points in 2009-10, an increase of 999 points from 2008-09.*



- *Because this increase is considerably higher than the modest increases in enrollments during this time period, the points per student—one measure of efficiency—has increased from .62 to .74 points per student.*



2. Points Increase by Category: 2008-09 to 2009-10

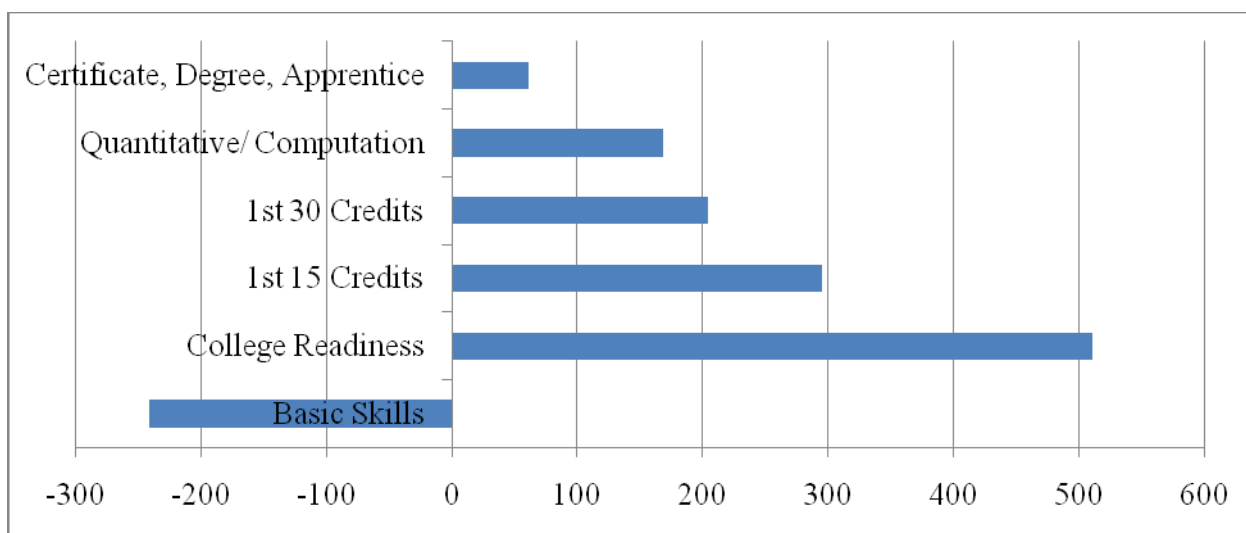
- Overall, the point increase from 2008-09 to 2010-11 (11.7%) is significantly greater than the modest increases in enrollments (2.7%).

	Total Points	Total Headcount	Pts/Student
2008-09	8,558	12,630	0.68
2009-10	9,557	12,972	0.74
Increase 2008-09 to 2009-10	999 (11.7%)	342 (2.7%)	

- Increases in points between 2008-09 and 2009-10 were made in all categories except for basic skills—the latter attributable in part to decreasing ABE and ESL offerings over the past year in response to budget cuts.

	Basic Skills	College Readiness	1st 15 Credits	1st 30 Credits	Quantitative/ Computation	Certificate, Degree, Apprenticeships
2008-09	1,749	2,403	1,699	1,294	859	554
2009-10	1,508	2,914	1,994	1,498	1,028	615
Increase 2008-09 to 2009-10	-241	511	295	204	169	61

- *The most significant gains over the prior year were made in college-readiness—successful completion of a developmental mathematics or English course—attributable in part to the efforts of teaching and counseling faculty to increase support for students in developmental classes.*
- *The small gain in completions is due, in part, to a 25% reduction in apprenticeship enrollments in 2009-10 (from 151 to 114 FTES) as part of budget reductions.*



3. Highest Achievement Points Earned by Students: 2008-09 & 2009-10

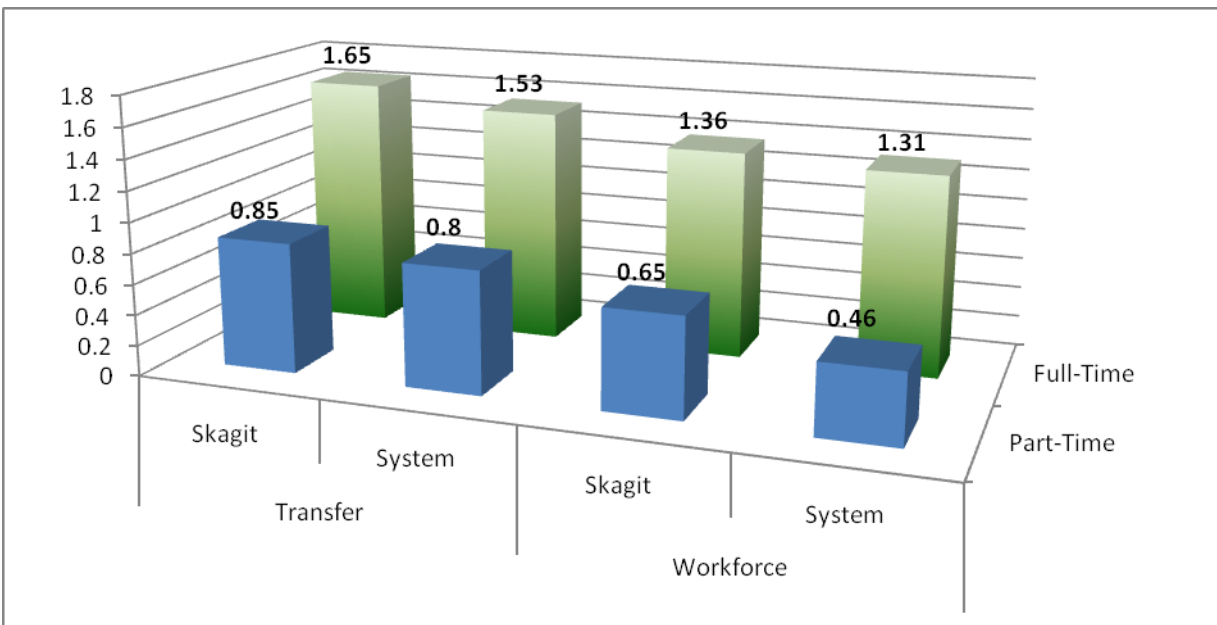
- *In the 2009-10 academic year, a greater percentage of students earned points in most categories, reducing the percentage of students who made no momentum from 68% to 63%.*

	2008-09	2009-10
No Momentum	68%	63%
Basic Skills Points	4%	4%
Pre-College Points	5%	7%
15 CLVL Credits Point	6%	7%
30 CLVL Credits Point	7%	8%
Quant Course Point	6%	7%
Tipping Point	4%	5%
	100%	100%

As a point of comparison, the lowest “no momentum” percentages were in the mid-40s. However, 11 of the colleges had higher “no momentum” percentages than Skagit in 2009-10.

4. Comparison to System by Intent & Enrollment Status: 2009-10

- *Students who are enrolled full-time make more points per student than those enrolled part-time.*
- *Students enrolled with the goal of transferring to a four-year institution make greater per student point gains than their workforce counterparts.*
- *The points per students for both transfer and workforce students—whether full-time or part-time—is higher for SVC than for the system, with the largest comparative gains being made by SVC full-time transfer and part-time workforce students.*



5. Points Earned by SVC Students Receiving State-Based Financial Support: 2009-10

- *Students who obtain state-based financial support are more likely to earn points, with Opportunity Grant recipients making the biggest gains.*

	Workfirst	Worker Retraining	Pell Grant Recipients	Opportunity Grant Recipients	State Need Grant Recipients	All Others
No Momentum	66%	44%	33%	40%	28%	68%
Basic Skills Points	14%	3%	0%	11%	0%	4%
Pre-College Points	5%	8%	15%	13%	13%	5%
15 CLVL Credits Point	5%	7%	12%	11%	12%	7%
30 CLVL Credits Point	5%	16%	17%	12%	19%	6%
Quant Course Point	3%	14%	15%	9%	17%	6%
Tipping Point	2%	9%	8%	5%	11%	4%

6. Points Earned by Basic Skills & I-BEST Students: 2009-10

- *While a larger percentage of basic skills students do not earn momentum points, student enrolled in I-BEST programs earn a significantly higher percentage of points.*

