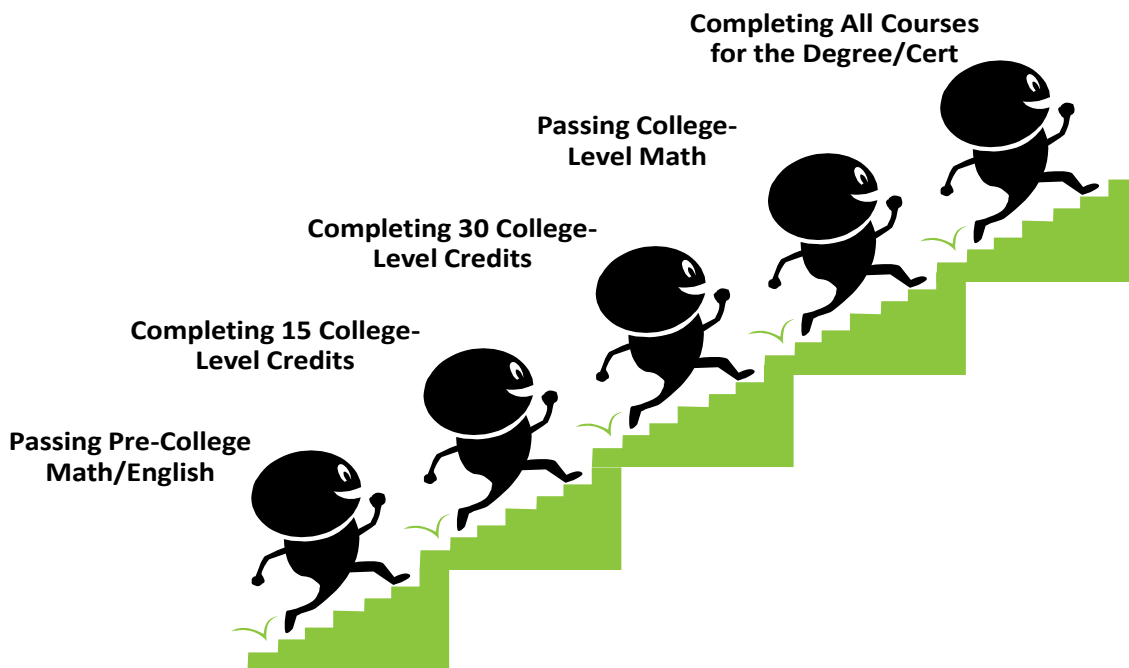


Fall 2011 In-Service -- Looking at the Data

The goals of our ATD efforts are to improve student retention and completion rates and overall student success. Our ATD measures are the Student Achievement Points below.



This packet includes an overview and definitions of the long-term (four-year) measures using the student achievement framework (p.2), long-term achievement data for transfer (p. 3), and workforce (p. 4), and basic skills (p. 5) students new to the college in Fall 2006. The last two pages include the four-year achievement data for transfer (p. 6) and workforce (p. 7) cohorts disaggregated by race/ethnicity. Note that all achievement data in this packet excludes Running Start and Tech Prep students.

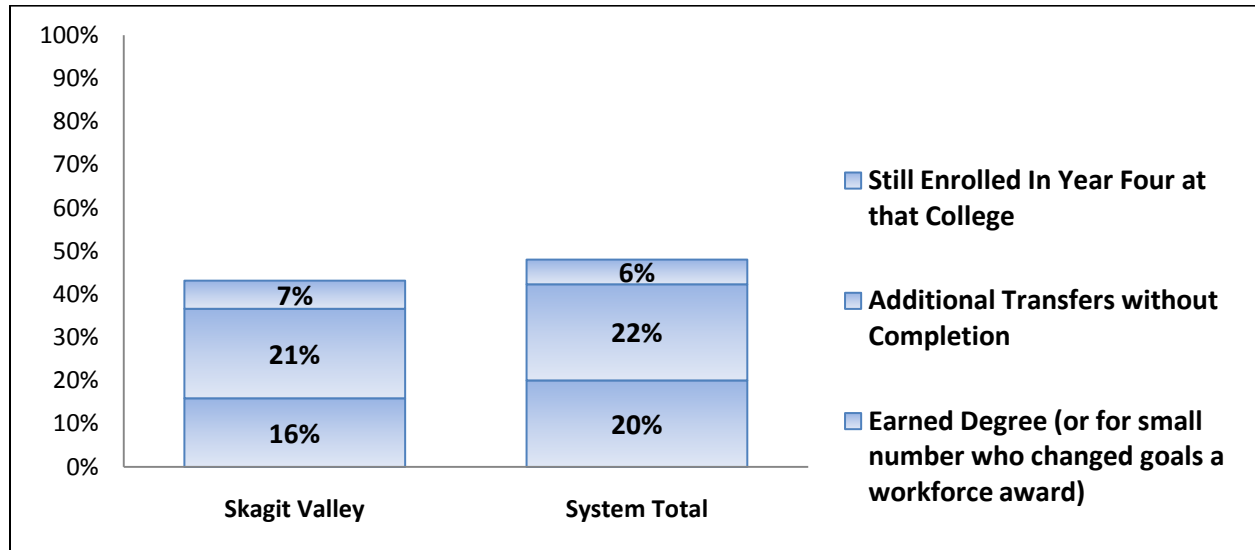
Overview of Long-Term Measures by Mission Area

Mission Area	Long-Term Measures
Transfer	<p>Success+: % of starting Fall 2006 cohort that completed at the tipping point (earned a degree) plus those who transferred without degree and those still enrolled 4 years after start.</p> <p>All Others that Made Achievement Gains: % all remaining students in starting cohort that made at least one achievement point gain before leaving college.</p> <p><i>Note that totals may not equal 100% due to rounding.</i></p>
Workforce	<p>Success+: % of starting Fall 2006 cohort that completed at the tipping point (earned a degree or certificate of 45 or more credits) plus those who earned a short certificate and those still enrolled 4 years after start.</p> <p>All Others that Made Achievement Gains: % all remaining students in starting cohort that made at least one achievement point gain before leaving college.</p> <p><i>Note that totals may not equal 100% due to rounding.</i></p>
Basic Skills	<p>Success: % of Fall 2006 cohort that transitioned plus those that earned a GED or High School Completion and those who increased one basic skills level by end of 4th year.</p> <p>Transition is movement from lower (level 1-3) to upper level (4-6, or GED Prep) basic skills or the movement from upper level basic skills to a college-level achievement point.</p> <p>(Increase one level means student earned at least 3 basic skills achievement points, roughly the equivalent to advancing from one basic skills course level to the next.)</p>

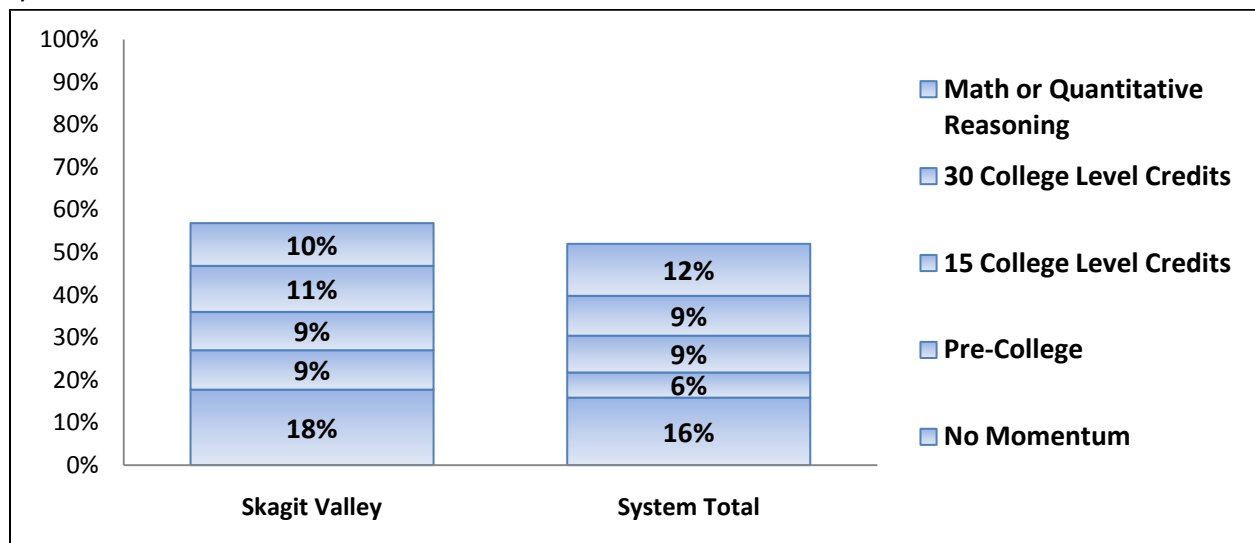
Note that the GISS database includes ONLY state-funded students. The achievement points earned by Running Start students are excluded from this analysis.

TRANSFER STUDENTS NEW TO THE COLLEGE IN FALL 2006

- Of the 767 students in this cohort, 31% made no achievement points during their first year.
- Of the cohort, half returned the following fall.
- Of the cohort, 16% earned a degree, 21% transferred without a degree, and 7% were still enrolled at the college in year four—a combined total of 44%. The comparison to the system is provided in the table below.

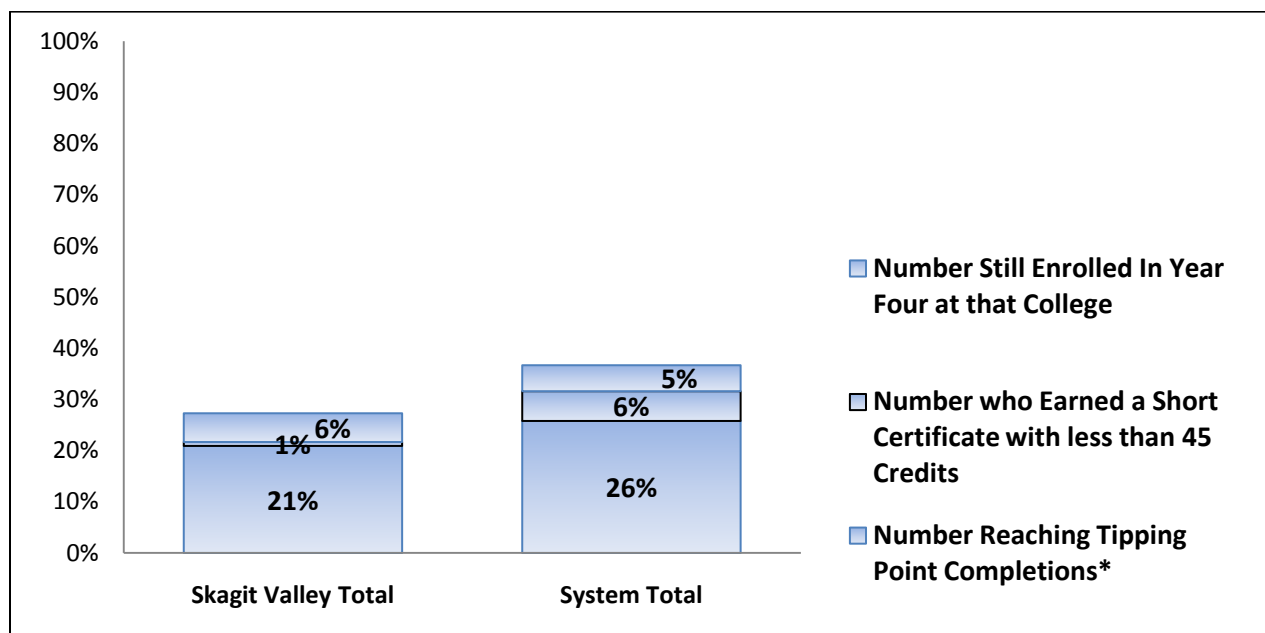


The table below shows the highest achievement made by year four for the remaining 56% of the students in the 2006 transfer cohort (those who did not complete or transfer) with a comparison to the system.

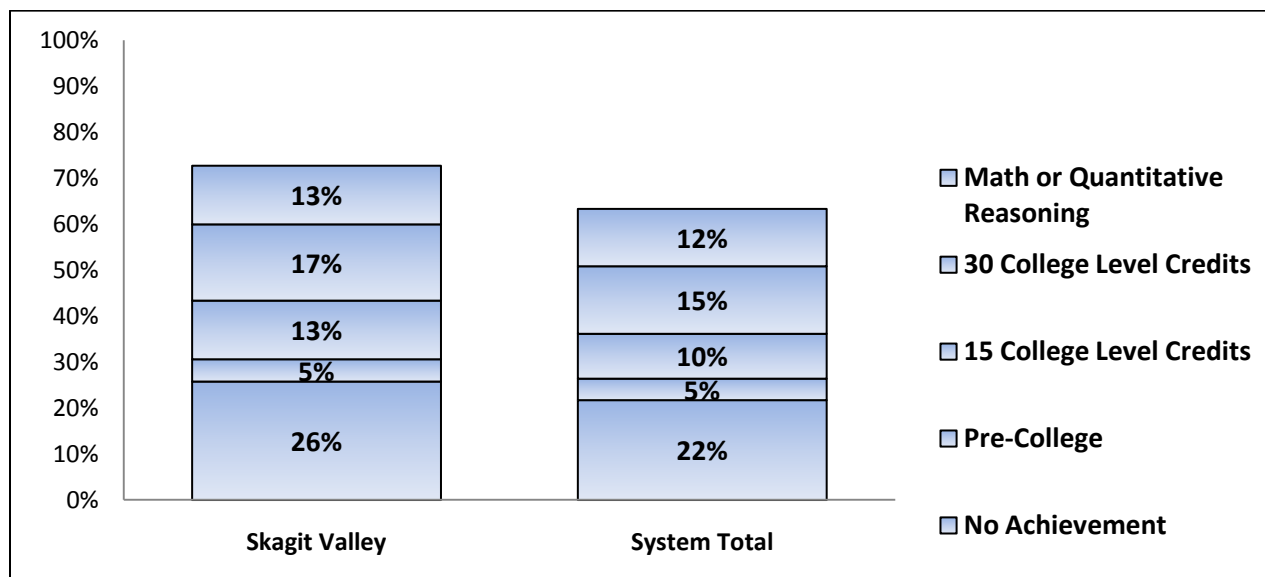


WORKFORCE STUDENTS NEW TO THE COLLEGE IN FALL 2006

- Of the 392 students in this cohort, 40% made no achievement points during their first year.
- Of the cohort, half returned the following fall.
- Of the cohort, 21% completed a degree or certificate of 45 credits or more, 1% earned a short term certificate, and 6% were still enrolled by the end of year four—a total of 28%. The comparison to the system is provided in the table below.



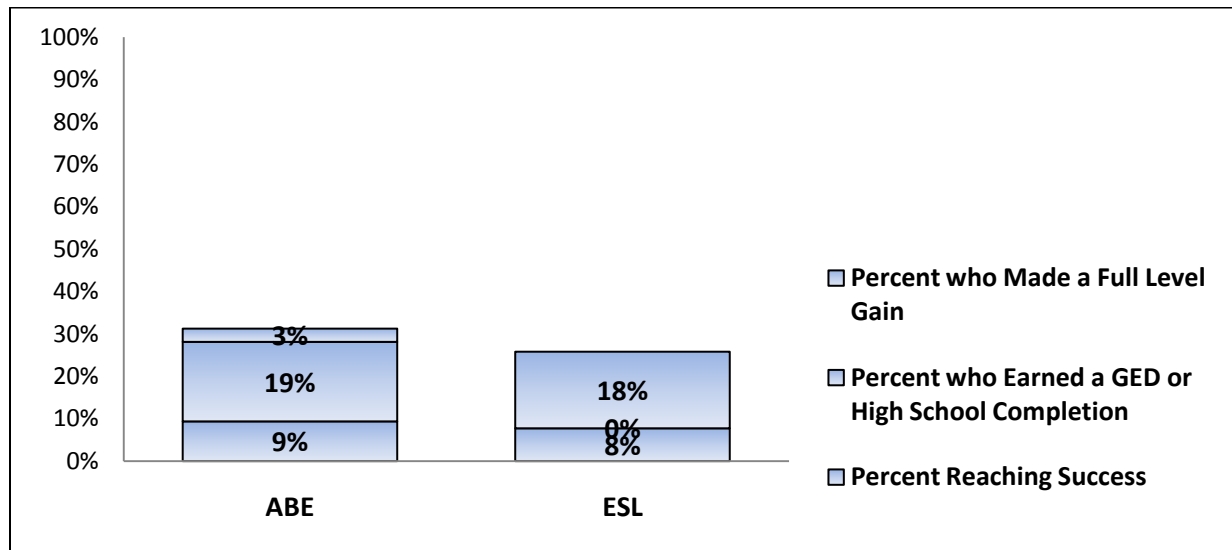
The table below shows the highest achievement made by year four for the remaining 72% of the students in the 2006 workforce cohort with a system comparison.



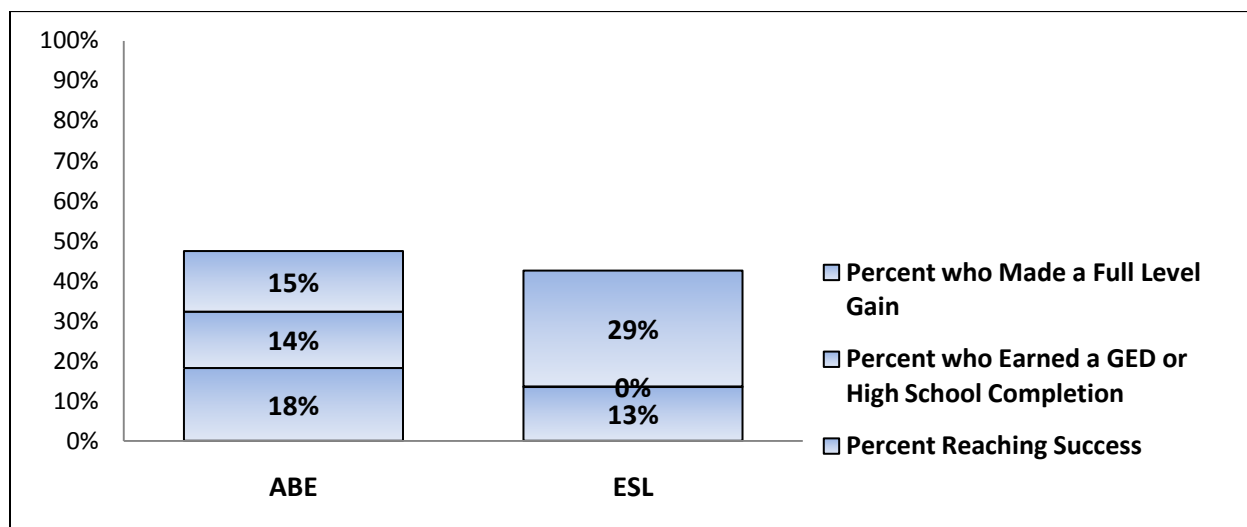
BASIC SKILLS STUDENTS NEW TO THE COLLEGE IN FALL 2006

- Thirty-one percent (31%) of ABE students who started in Fall 2006 either transitioned into a college-level course, earned a GED or High School Completion, or increased one basic skills level by end of year four.
- Twenty-eight percent (28%) of ESL students who started in Fall 2006 either transitioned into a college-level course or increased one basic skills level by end of year four.

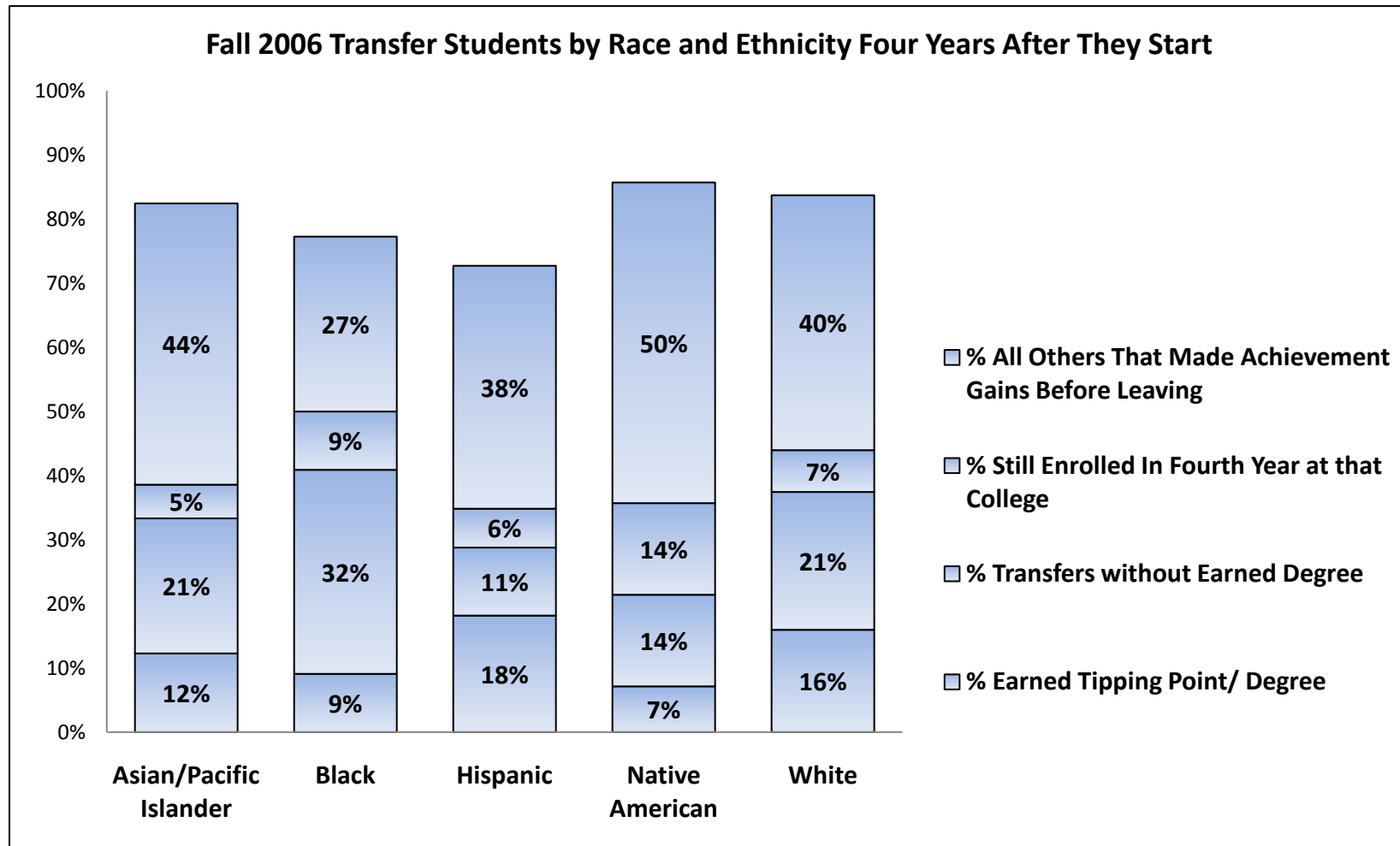
Status of Basic Skills Students 4 Years after Start -- Skagit



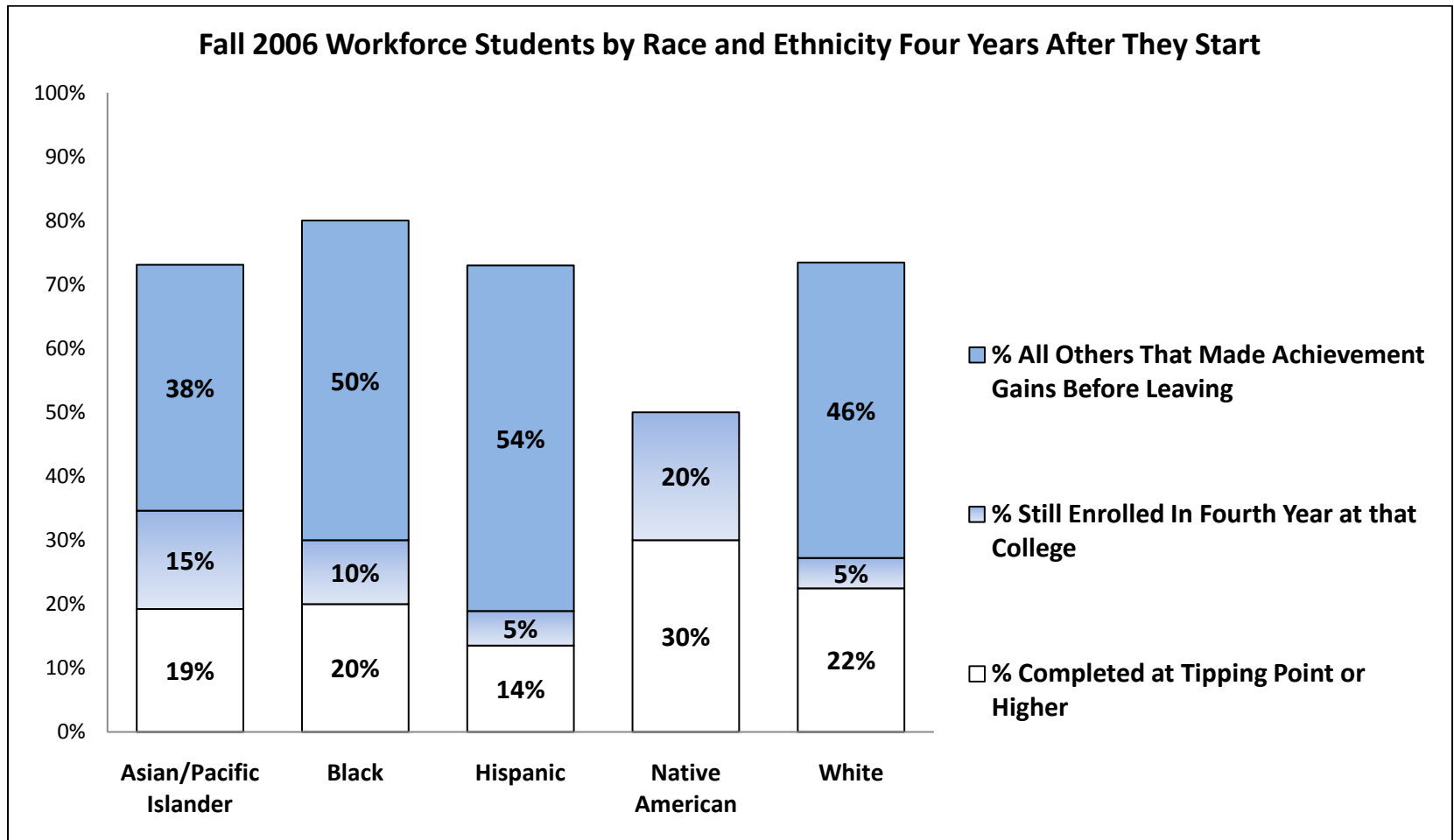
Status of Basic Skills Students 4 Years after Start -- System



FOUR YEAR ACHIEVEMENT FOR FALL 2006, TRANSFER & WORKFORCE, DISAGGREGATED BY RACE/ETHNICITY



Note: The cohort starting number for all ethnic categories was 10 or more.



Note: Both the Black and Native American categories totals were 10 or less. Caution should be used in generalizing from this data. No Native American students were still enrolled in the fourth year.