SHORELINE COMMUNITY COLLEGE **TAB 4**
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF DECEMBER 5, 2012

REPORT

Subject: **BOARD MONITORING REPORT (December 2012)**

Attachment

Report to the Board ["Board Monitoring Report - BMR"] entitled Report: Student Performance on Student Achievement Initiative (SAI) Measures.

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BOARD MONITORING REPORT:
STUDENT PERFORMANCE ON STUDENT ACHIEVEMENT INITIATIVE (SAI) MEASURES

Presenters

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Introduction / Background

The Student Achievement Initiative (SAI) is a funding system based on institutional performance that was adopted by all 34 community and technical colleges in Washington State.   Its purpose, according to the State Board for Community and Technical Colleges (SBCTC), is to "raise the knowledge and skills of the state's residents by increasing educational attainment across the state." The system is intended to improve public accountability by describing what students achieve while enrolled in college and rewarding meaningful outcomes with financial incentives.

The framework of SAI indicates that the more students develop basic skills, college readiness, and gain momentum from their success in first-year courses and complete a college-level math course, the more likely it will be for them to complete a credential (degree or certificate).   Colleges will receive financial rewards for determining where students begin to experience difficulty and then helping students overcome these difficulties.

Accordingly, institutions receive funding based on gains made in four categories of achievement measures and are awarded points for each:

1) ***Becoming College-Ready:*** Adult basic education students increase their basic literacy and math skills or pass pre-college English and math.

2) ***First-Year College Success:*** Students successfully complete 15 credits (one quarter) and 30 credits (two quarters) in their first year.

3) ***Completion of First Five Credits in Quantitative Requirement:*** Students meet the math requirement for their programs.

4) ***Credential Completion:*** Students complete a credential (degree, certificate, or apprenticeship)

5) ***Total Points:*** Financial rewards based on total gain in points. A college's performance is compared to its past performance to calculate its improvement in total points.

Currently, the State is adjusting the point system for SAI.   The intent of this modification is to create a greater balance between basic skills, 15 or 30 credit completion, and credential completion.   In the present system, the belief is that it is too "front loaded" with basic skills. Therefore, interpreting SAI points next year will be problematic in terms of identifying trends since the point distribution will likely be very different.

Supporting Data

SCC experienced limited gains in SAI achievement points over the past five years. In addition, the College experienced gains in College Ready points in 2011-2012, but decreases in the other three student achievement categories.

Table A: SCC Achievement Points for 2006-2007 to 2011-12

Category	Year 2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Headcount	*11,690*	*11,497*	*12,663*	*12,255*	*11,461*	*10,459*
Basic Skills	1,763	1,666	2,733	2,742	2,063	1,952
College Ready	1,717	1,770	1,709	2,064	1,901	2,075
1st 15 Credits	1,760	1,660	1,914	1,997	1,915	1,680
1st 30 Credits	1,410	1,338	1,412	1,555	1,487	1,400
Quantitative	1,215	1,233	1,259	1,331	1,316	1,285
Awards	682	710	765	838	948	908
Total Points	**8,547**	**8,377**	**9,792**	**10,527**	**9,630**	**9,300**

1 –Becoming College-ready
2 –First-Year College success
3 –Completion of first 5 credits in quantitative requirement
4 – Credential Completion

**Key Points of Interest in Table A:**
1. Between 2010 and 2011, our SAI headcount dropped by 1,002 (8.7%); this compares with a system-wide headcount drop of 43,963 (9.0%).
   a. Comparatively, we retained 95% of our Basic Skills points (1952/2063), compared to the system as a whole, which came in at 84%
2. The main reason Basic Skills points dropped from 2009/10 to 2010/11 was the con-version of Learning Center North (LCN) students from State-funded to Contract funded.
3. Because the point award system has been front-loaded with Basic Skills points, these points are more responsive to enrollment levels.

Key Points of Interest in Chart A and Table B:
1. The information below reveals the following information: Chart (A) shows that our current Basic Skills point per student has been stable for the past two years, as measured by the Achieving the Dream Cohort model of the SAI data. The subsequent Table (B), Basic Skills 2nd Year Measures, appears to show we are doing quite well in comparison to the system as a whole in terms of enabling Basic Skills students to progress.

2. Our headcount enrollment drop is less apparent when we look at institutional headcounts; the current thinking is that the drop in SAI-eligible students is due to our increased enrollment of international students, thus 'masking' the SAI headcount trend.

Chart A: Achieving the Dream (GISS) Basic Skills Cohort – First Year Measure.
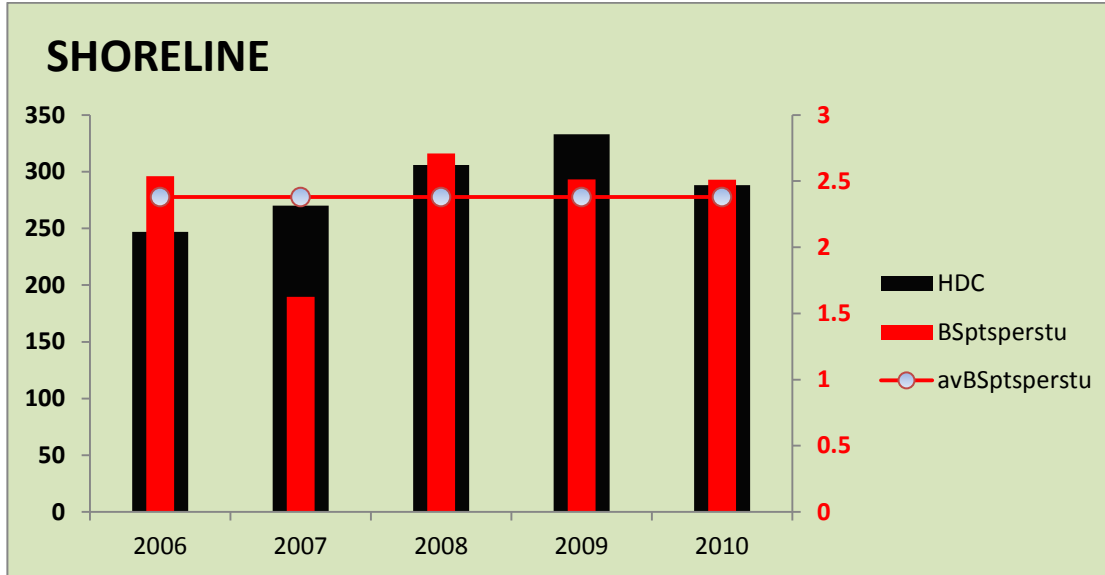
Headcount has dropped between 2009 and 2010, but points awarded per student has remained somewhat constant.

Table B: ATD Cohort Model, Basic Skills 2nd Year Measures

Highest Momentum	SCC Cohort Headcount	SCC%	System%
No Momentum	95	28.5%	39.3%
Basic Skills Gains	130	39.0%	48.6%
College Ready Point	12	3.6%	2.7%
15 College Level Credits Point	38	11.4%	3.1%
30 College Level Credits Point	14	4.2%	2.8%
Quantitative Point	16	4.8%	1.8%
Tipping Point	28	8.4%	1.7%
Grand Total	**333**	**100.0%**	**100.0%**

In the future, we may want to make a more focused comparison than 'SCC vs. State System'.

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Improvement Measures

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Our focus this past year has been on Basic Skills points due in part to the perceived drop in absolute points from 2009/10 to 2010/11. However, some have expressed concern over college readiness. Both categories are addressed below.

In particular, since the beginning of 2012, the Mathematics Department has piloted a series of modular math classes aimed at overcoming the hurdles posed by Math 080 (Elementary Algebra) and Math 099 (Intensive Intermediate Algebra). The pilot identified some preliminary problems with respect to accurately tracking student progress, but as of this past summer the modular classes can

be tracked and are being put into practice. (The modular idea is that instead of taking, for example, all 5 credits of Math 080, and potentially failing, the student can elect to attempt between 1 and 5 credits of Math 080 content and spread out the effort over multiple quarters. The working assumption is that this will enable higher percentages of students to get through Math 080. At present, we only have reliable data for Summer Quarter 2012, but over the next year we will be keeping an eye on how the modularization works out.)

In addition, in the 2013 Winter Quarter the Mathematics Department is planning to implement "testing out" for modules in the above modular sequences. This will allow the College to accelerate the learning process for those students who need only a partial review of the material by not requiring them to take the entire course.

The other main focus related to basic skills and college readiness has been on English skills. Many of the points that can be gained in 'basic' English relates to the Comprehensive Adult Student Assessment System (CASAS). The college is in the process of developing a tracking and reporting system to enable us to provide instructors with more information regarding the gains students are making in CASAS. Also, full-time faculty members are creating a task force to look into providing this data to all instructors regarding class performance. This task force will also consider the potential for addressing CASAS skills within the curriculum. The Office of Instruction intends to have an update on this plan shortly after the start of the 2013 Winter Quarter.

Strategies

To date, SCC has employed the following strategies using seed funding from SAI:

- Implementing the Degree Audit system
- Revising academic planning sheets
- Continuing a GED Advisor
- Providing tutoring for basic skills and developmental education students

The following is a brief overview of strategies underway at colleges across the Washington State system that SCC may consider as part of its comprehensive SAI performance plan:

- Writing contextualized mathematics curriculum (Lake Washington),
- Creating purposeful advising models (Tacoma),
- Integrated developmental education instruction (Clover Park)
- Curriculum alignment for basic skills (Tacoma)
- Online course management tools (Edmonds)
- Modularizing curriculum (Olympic)
- Learning communities (Lower Columbia)