

## Measures of Student Achievement

Eastern Shore Community College (ESCC) evaluates success with respect to student achievement with its mission through the following means: graduation, retention, transfer rates, and licensing and certification. Additionally, the college manages and tracks student achievement through its “local” measures of internships and coaching activities.

### Overview

ESCC is a small, rural community college that serves an area that has relatively high unemployment, low wages and limited employment prospects so “student achievement” may be viewed in many ways and from many perspectives. Approximately 74% of the students are classified as “under represented” (URP), a descriptor crafted by the VCCS that encompasses Pell status, physical location that has limited higher education opportunities, race and first-generation status. Additionally, we are described as being in the “Rural Horseshoe” <http://www.vccs.edu/giving/rural-horseshoe-initiative/>, a term used by the VCCS to describe a group of colleges within its system that are challenged in a variety of ways. On the Shore, we strive to meet the varied needs of our students while using our mission statement as a touchstone:

*“We serve the Eastern Shore of Virginia by meeting educational and training needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society. By providing access to a broad range of academic, workforce development, and personal enrichment opportunities, we empower learners to improve the quality of life for themselves and their communities.”*

Student achievement is an integral part of the college’s mission; as a community college it is important to evaluate student achievement through the lens of student goals. It depends on the students’ goals as to exactly what to measure as an accurate reflection of *achievement*. These goals may include completing a specific degree program; transferring to a four-year institution; obtaining a work-related credential; or simply taking a single course. The information provided in the tables below reflect a variety of metrics employed at ESCC to capture “student achievement” at various points and with various populations at the college.

The current student demographic at ESCC is captured in the table below.

<b>ESCC Student Demographic: 2013-14 Based on Unduplicated Annual Headcount</b>		
	Headcount	Percent
College Transfer Programs (AA&S)	463	41%
Career and Technical Programs (AAS, CERT, CSC)	379	33%
Dual Enrollment	209	18%
Not specified; not dual enrollment	91	8%
<b>TOTAL</b>	<b>1142</b>	<b>100%</b>
<b><i>Of this total:</i></b>		
Taking Developmental Courses	271	24%
First Generation	331	29%

Taking a Distance Learning Course	503	44%
Under represented Population*	839	73.5%

\*Defined by the VCCS as meeting specific criteria related to location, Pell, race and first-generation status

The Virginia Community College System (VCCS) establishes benchmarks for the colleges within its system regarding specific student success goals, they include: increasing the number of students graduating, transferring or completing a workforce credential by 50% from 2009 - 2015. For a number of years, the VCCS goal was primarily “access” that has changed in the last five years to “graduating with a credential.” Additionally, goals are set for what is described as the “under-represented population” (URP) which is defined as students who are a minority, first-generation, low income, or live in a specific location with relatively low higher education participation rates.

The way in which the goals are incorporated into the college is through the President’s Goals. Currently, for AY 2013-14, 74% of the population attending ESCC is in the “underserved” category. The goal for this year was to increase the participation rate among the URP by 2% over the previous year; this is a difficult feat as enrollment numbers declined in AY 2013-14 and the college student body is nearly 75% URP at this time.

## **GRADUATION**

<b>Graduates and Awards</b>				
Academic Year	Total Graduates	<i>Of Total Grads:</i> URP Graduates	Total Awards	Percent Change from Previous Year (Total Graduates)
2013-2014	116	95	148	
2012-2013	148	125	182	(31%)
2011-2012	167	127	203	22%
2010-2011	136	106	157	0%
2009-2010	136	110	144	

## **IPEDS GRADUATION and TRANSFER RATES (most recent and available)**

<b>EASTERN SHORE COMMUNITY COLLEGE</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
<b>COHORT</b>	110	113	105	85
<b>GRADUATION RATE (150%)</b>	29 (26%)	26 (23%)	27 (25.7%)	19 (22.3%)

<b>TRANSFER OUT RATE</b>	5 (5%)	19 (16.8%)	7 (6.6%)	13 (15.2%)
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<b>VIRGINIA COMMUNITY COLLEGE SYSTEM (VCCS)</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
<b>COHORT</b>	18,604	19,710	17,840	16,797
<b>GRADUATION RATE (150%)</b>	4,076 (21.9%)	3,865 (19.6%)	3,266 (18.3%)	3,015 (17.9%)
<b>TRANSFER OUT RATE</b>	2,487 (13.4%)	2,056 (10.4%)	1,960 (11.0%)	2,086 (12.4%)

The ESCC graduation rate has consistently been higher than the graduation rate of the VCCS.

#### Transfer Trends 2007 - 2011

According to the VCCS and based on the information provided by the National Student Clearinghouse (NSC), on average 40 students transfer from ESCC to four-year Virginia institutions each year. Many of the students are successful in earning their four-year degree. The number of students transferring from ESCC to a four-year institution has steadily increased over the five-year period captured for review. The colleges on the list range from Old Dominion University (ODU) which provides local access from the ESCC campus via distance learning to Virginia Polytechnic Institute (Virginia Tech), Virginia Commonwealth University and the University of Virginia.

#### **RETENTION**

ESCC has continued to stay within the range of overall VCCS fall-to-fall retention rates.

<b>Fall-to-Fall Retention Rates</b>				
	<b>ESCC Total Fall Headcount</b>	<b>ESCC Returned Fall Headcount</b>	<b>ESCC Percent</b>	<b>VCCS Returned Percent</b>
2012-2013	990	374	38%	42%
2011-2012	1022	395	39%	42%
2010-2011	1052	412	39%	43%
2009-2010	987	399	40%	43%

<b>Fall-to-Fall Retention Rates: First-Time Curricular</b>				
	<b>ESCC Total Fall</b>	<b>ESCC Returned</b>	<b>ESCC Percent</b>	<b>VCCS Returned First-Time</b>

	First-Time Curricular Headcount	Fall First-Time Curricular Headcount		Curricular Percent
2012-2013	158	63	40%	52%
2011-2012	197	95	48%	52%
2010-2011	191	91	48%	54%
2009-2010	178	99	56%	54%

## **CERTIFICATIONS and LICENSURES**

HVAC is a Career Studies Certificate (CSC) program that was relocated from the Industrial Maintenance Technology lab at Nandua High School to ESCC in spring, 2009. Since that time the program has gone through a number of refinements including introduction of the EPA Section 608 examination (see table below).

### **EPA SECTION 608 EXAMINATION PASS RATES**

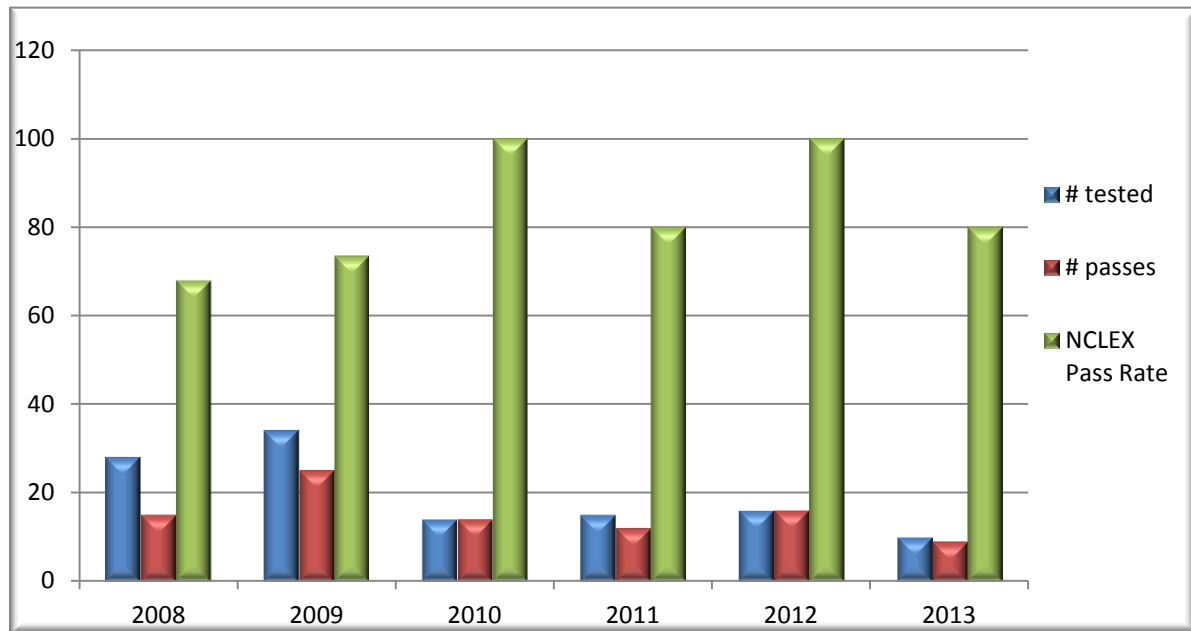
<b>Academic Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
EPA Section 608	05/2009: 15 tested, 4 passed; 26% pass rate	04/2010: 13 tested, 7 passed; 54% pass rate	03/2011: 7 retests = 72% pass rate;	04/2012: 13 tested, 6 passed; 63% pass rate	04/2013: 16 tested, 10 passed; 63% pass rate	04/2014: 11 tested, 7 passed; 64% pass rate
	11/2009: 6 tested, 6 passed; 100% pass rate					

### **Graduates and Certifications/Licensure: Practical Nursing**

<b>Academic Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Graduates	9 (part-time group)	25	15	14	16	11
Graduation Rate	100%	92.5%	62.5%	63.6%	84.2%	67.4%
CPR Healthcare Provider Certified*	12	26	24	22	19	17
Licensed Practical Nurse (LPN)**	4	21	14	12	16	9

Students must be CPR certified at the Health Care Provider level upon admission to the program\*  
 Data reflects first time NCLEX-PN test takers only\*\*

NCLEX Pass Rates for ESCC



Licensure and Certification: Industrial Technology

Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14
AWS Fillet Weld Certification 7018	-	4	6	8	11
AWS Fillet Weld Certification GTAW	-	3	5	5	7
AWS Fillet Weld Certification GMAW	-	4	5	6	4
OSHA 10 Safety Certification*	-	-	-	8	**
EPA Refrigerant Handling Certification	-	2	4	4	**

OSHA- 10 safety certification implemented spring, 2013 \*  
 Not yet available\*\*

Federal Communications Commission (FCC) Licensure

Through an Institute of Excellence (IOE) grant, students at ESCC are able to participate in FCC licensure examination; this activity is listed as part of the course outcomes for ETR 241 and 242, Electronic Communications 1 and 2. An excerpt from the lead faculty member provides additional information, “ five enrolled in each of ETR 241,242 Electronic Communications I and II, where FCC licensure is

*listed as a recommended outcome. Tests were conducted quarterly using three Volunteer Examiners accredited by the ARRL (American Radio Relay League) Four out of five students earned at least an entry level (Technician Class) Amateur Radio FCC license. Two of five upgraded to General Class and one of five reached the highest level of Amateur Licensure (Extra Class). Two students from a previous cohort also upgraded to Extra. In addition to my students, Six (I need to check this number) people from the community were tested and three earned the Technician class license and one general”.*

*“One from this cohort and one from a previous cohort also passed FCC elements one and three earning the GROL (General Radio Operators License), a commercial FCC License. Commercial license tests were proctored on campus and submitted to ETA for processing”.*

### Internships

In addition to the traditional measures of student success, ESCC has a local measure that is important to note; these are the internship opportunities at Wallops Flight Facility (WFF) and Perdue Industries. These internships align perfectly with the College’s mission.

Beginning in spring, 2011, through spring, 2014, ESCC has had anywhere from 4-6 interns at WFF each semester. To be selected as an intern, one is recommended by a faculty member and must meet the educational criteria necessary for the position; it is important to note that a stipend accompanies these internships. Internships are critically important for students on the Shore as this may be the first time they actually have an opportunity to demonstrate mastery of their skills in a workplace environment. Several students have received full-time offers of employment based on their internships.

### Summary

As ESCC continues its dialogue with faculty and staff regarding student achievement and success, we expect the collection of relevant metrics to evolve over time.