

APPENDICES

Skagit Valley College Self Study 2009

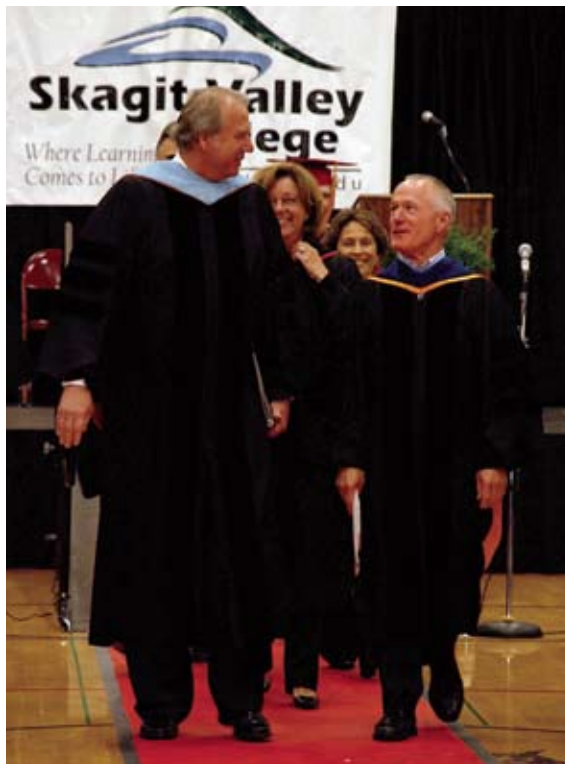


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Mission, Vision, Values and Strategic Goals & Objectives

Adopted by the Skagit Valley College Board of Trustees on 4/11/06

Mission

Skagit Valley College exists to expand opportunities and horizons for students and to improve the communities in which they live. We achieve this by welcoming and valuing diverse learners, providing quality education and support, and contributing community leadership and service.

Vision

We will be the community's college, respected by our diverse population for open access, a welcoming climate, excellent teaching and support services, successful student learning, and for our contribution to economic development, cultural enrichment, environmental awareness, and social justice.

Core Values

Learning: Our focus is on learning in a climate of open inquiry, respect, academic freedom, and scholarship.

Excellence: We deliver skillful teaching, innovative curricula and co-curricular activities, effective services and support, continuous assessment, and systematic, measurable change.

Student Success: We foster student success by being learner-centered, remaining flexible and accessible, and engaging students as active partners in their learning and in shaping and participating in the life of the college community.

Employees: We support, value, and reward our employees, who are key to the achievement of our vision and mission.

Diversity and Global Multiculturalism: We affirm individual uniqueness, celebrate diversity, and encourage mutual cultural understanding.

Civic Responsibility: We are committed to democratic ideals that encourage engagement in the affairs of the college and the community it serves, involvement in the global community, and the promotion of social justice.

Sustainability: We model best practices to create facilities, systems, and programs that are regenerative and sustainable.

Communication: We value honest and respectful communication that contributes to effective relations, operations, personal growth and learning.

General Education Learning Values

0. Integration and Application: Using information, concepts, analytical frameworks, and skills from different fields of study to understand and develop comprehensive approaches/responses to personal, academic, professional, and social issues.
1. Information Literacy: Recognizing when information is needed and having the ability to locate, evaluate, and use effectively the needed information.
2. Critical Thinking: The ability to think critically about the nature of knowledge within a discipline and about the ways in which that knowledge is constructed and validated and to be sensitive to the ways these processes often vary among disciplines.

3. Communication: Understanding and producing effective written, spoken, visual, and non-verbal communication.
4. Community & Cultural Diversity: Recognizing the value of human communities and cultures from multiple perspectives through a critical understanding of their similarities and differences.
5. Global & Local Awareness & Responsibility: Understanding the complexity and interdependence of, and stewardship responsibilities to, local and global communities and environments.
6. Individual Awareness & Responsibility: Understanding, managing, and taking responsibility for one's learning and behavior in varied and changing environments.
7. Aesthetics & Creativity: Interpreting human experience through engagement with creative processes and aesthetic principles.
8. Mathematical Reasoning: Understanding and applying concepts of mathematics and logical reasoning in a variety of contexts, both academic and non-academic.
9. Scientific Literacy: Understanding scientific principles, and analyzing and applying scientific information in a variety of contexts.
10. Technology: Understanding the role of technology in society and using technology appropriately and effectively.

Goals & Objectives

The SVC Strategic Plan serves the decision-making process of the institution. Using the Strategic Plan as a foundation, the institution's decisions are proactive rather than reactive, follow a clearly designated timeline, and are both informed and justified by the Plan.

1. INSTRUCTION and STUDENT SUCCESS: Provide effective learning options for 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.
- 1.2 – Increase professional development opportunities for faculty and staff to encourage excellence in learning.
- 1.3 – Enhance articulation with K-12 and four-year colleges and universities.
- 1.4 – Support growth of interdisciplinary programs to enrich student learning.
- 1.5 - Increase international/global opportunities across the college curriculum, including through student and employee study, travel, and exchange.
- 1.6 – Research and develop new markets and opportunities to identify curricula and programs that respond to student, employer and community needs, and enrollment targets.
- 1.7 – Support the development and maintenance of co-curricular learning opportunities to foster students' social and personal development, including a balanced and healthy lifestyle.
- 1.8 – Based on assessments of students and programs, establish appropriate preparatory or prerequisite course requirements to enhance students' transition to and success in college-level courses.

2. COLLEGE CLIMATE: Create rich, respectful, and welcoming learning environments for students and employees.

- 2.1 – Develop effective communication strategies that improve working relationships throughout the college district.

2.2 – Provide educational opportunities to increase respect and civility among diverse student groups, college employee groups, and all college locations.

2.3 – Attract, support, and retain a qualified and diverse workforce.

2.4 – Celebrate and support learning and accomplishments

2.5 – Evaluate, develop and implement procedures that ensure safety and security for all throughout the college district.

3. COMMUNITY PARTNERSHIPS and RESOURCE DEVELOPMENT: Develop strategic alliances that contribute to educational, cultural, economic, and community development.

3.1 – Increase community partnerships that support the college's responsiveness to employment needs and community economic viability, and enhance college visibility in the community.

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

3.3 – Develop a regional university center.

3.4 – Encourage, sponsor and support community cultural activities and events.

4. FACILITIES and TECHNOLOGY: Create sustainable, improved, and modernized learning and working environments.

4.1 – Develop and implement an inclusive planning process for upgrading and building sustainable facilities throughout the district.

4.2 – Develop and implement a district-wide integrated plan for purchasing, maintaining, upgrading, and replacing technology and equipment for classrooms and college operations.

4.3 – Evaluate administrative structure and staffing of Information Technology to improve coordination and services.

4.4 – Increase technology training for Information Technology, staff, and all faculty.

4.5 – Establish regenerative and sustainable processes in campus facilities, grounds, and college operations.

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

5.1 – Based on assessments of the on-line delivery of learning and related support services, develop and coordinate program standards that enhance student success and curricular coherence and quality, and improve decisions regarding offerings across the district.

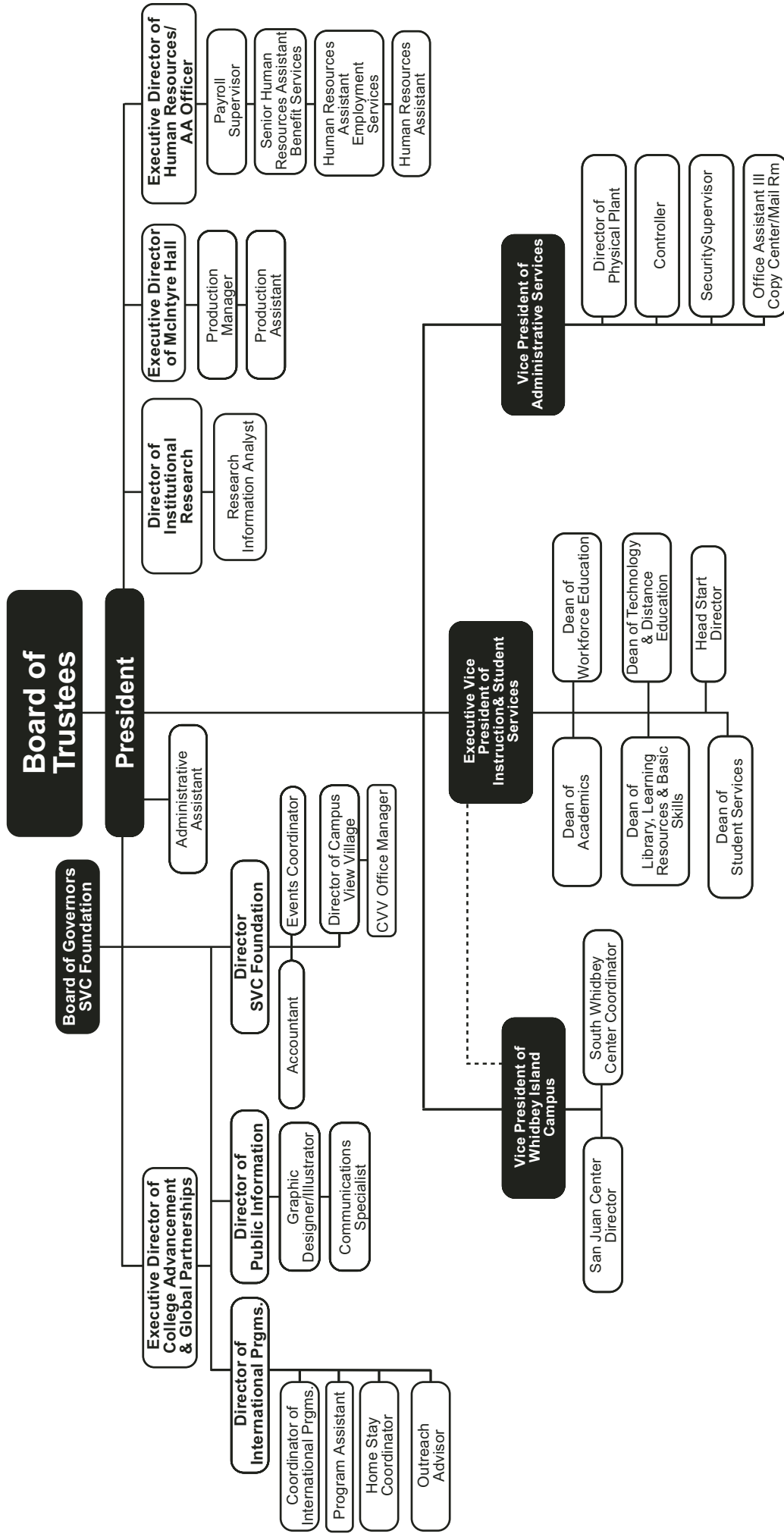
5.2 – Assess the General Education Learning Values and Learning Outcomes to ensure integration across the curriculum and improve student learning in both academic and technical programs.

5.3 – Continually assess the college governance system to ensure improved inclusiveness and better accountability in decision making.

5.4 – Collect and analyze data and information to respond to changing demographics and employer needs in communities throughout the college district.

5.5 – Assess college systems and processes against core values, Learning Values and Learning Outcomes to continue building a learning college.

Skagit Valley College Organizational Chart



2005-06 Strategic Priorities & Targets Year-End Report, August 2006

The following information is a year-end progress report to the Skagit Valley College Board of Trustees regarding the five 2005-06 Strategic Priorities. Measurable quantitative and process outcomes were identified for each Strategic Priority. Where applicable, the data is presented in tabular form.

Strategic Priority #1: Increase enrollments throughout the district

1.1 Maintain State FTE enrollments within 3% of the 2004-05 baseline – 3,626.

State FTE 2004-05 and 2005-06 Comparison

	2005-06				
	2004-05	2005-06	AY Diff	State Allocation	Actual vs. Allocation
Summer	1145	1081	-64	1147	-66
Fall	3425	3273	-152	3430	-157
Winter	3330	3239	-91	3334	-95
Spring	2978	2896	-82	2994	-98
Total	10878	10489	-389	10905	-416
Annualized	3626	3496	-130	3635	-139

FTEs declined in 2005-06 by 130 FTES over the prior year. The enrollment trends for SVC are similar to other colleges in the system.

1.2 Increase Distance Education offerings with 12 additional courses and sections.

The following seventeen (17) new DE courses were offered during 2005-06:

ABE 050	ART 143	CIS 161	THTR 236	ART 144	MATH 098	SOC 206	BA 219	PSYC 220
ABE 060	BMT 121	OFTEC 244	HIST 103	MUS 127	MATH 112	BA 141	MEDA 103	

In addition, the number of courses being offered as hybrid (combining on-ground and distance learning) has increased substantially this year.

1.3 Improve C or better pass rate in MATH gateway courses.

Pass Rates in Gateway Math Courses – 2003-04 Data

Course	Percent Passing with a C or better			
	Summer	Fall	Winter	Spring
Math 96	73	68	74	65
Math 97	73	66	68	63
Math 99	78	70	72	61

Pass Rates in Gateway Math Courses – 2004-05 Data

Course	Percent Passing with a C or better			
	Summer	Fall	Winter	Spring
Math 96	82	72	69	69
Math 97	66	67	71	71
Math 99	72	62	69	69

Pass Rates in Gateway Math Courses – 2005-06 Data

Course	Percent Passing with a C or better			
	Summer	Fall	Winter	Spring
Math 96	67	68	66	54
Math 97	76	64	73	57
Math 98	71	75	72	56
Math 99	78	61	75	71

Curricular changes to the pre-college math sequence and math learning centers were proposed during the 2004-05 academic year and implemented in 2005-06. The impact of these changes is expected to be seen starting this year, but with the more significant results expected in 2006-07.

It is important to note that pass rates listed here are not necessarily final. A substantial number of students exit the class with a grade of incomplete or in-progress. Pass rates increase as students complete the class according to their contract, and are given a grade. For example, Fall 2005-06 pass rates increased by two to seven percent over those reported in the 2005-06 mid-year report. This difference prompted us to revise the pass rates for 2003-04 and 2004-05 as well, resulting in substantial increases in Spring 2004-05 pass rates (three to eight percent), and minor increases in Summer and Fall 2004-05 rates. Pass rates for the most recent quarters (Winter and Spring 2006) will likely increase in as students complete the coursework..

1.4 Increase the number of students who transition from ESL to ESL bridge, ABE, or college classes by 20% from prior cohort year.

All Students Enrolled in ESL 014, 015 or 016	Fall 2002 N = 113		Fall 2003 N = 163		Fall 2004 N = 122		Δ% 02 - 04	Δ% 03 - 04
Number of students over the next six quarters who:	N	%	N	%	N	%		
a. Completed any ABE course with a D or better, or a P or Y	3	2.70%	8	4.90%	11	9.02%	6.32%	4.12%
b. Completed any college level course with a D or better, or a P	18	16.00%	17	10.40%	23	18.85%	2.85%	8.45%
c. Completed a college level course included as a degree requirement with a D or better, or a P*	14	12.40%	17	8.60%	12	9.84%	-2.56%	1.24%
d. Completed a pre-college level Math or English course with a C or better (includes students in d below)	9	8.00%	8	4.90%	8	6.56%	-1.44%	1.66%
e. Completed a college-level Math or English course with a C or better	3	2.70%	5	3.10%	1	0.82%	-1.88%	-2.28%

* Excludes Gray Area courses (e.g., Family Life, CSS, MEDA, PSYC 104, SOSC 113, and other courses that are not required for an associates degree at the college, but may be counted toward the total number of credits required for graduation).

Note that beginning with Fall 2004 the college initiated several programs, including Integrated Basic Skills, to increase the transition of ABE and ESL students into vocational programs. Fall 2004 cohort data was expected to increase in response to these programs. Measures a through d show an increase over Fall 2003 data. Looking back to Fall 2002, measure “a” shows a steady increase over time, with more a more than

three-fold increase in percent of the cohort passing an ABE course with a D or better, or a P or Y. Measures “b”, “c”, and “d” are more constant. Measure “e” shows a steady decline over the three years, with only one student out of 122 in the Fall 2004 cohort passing a college level math or English course with a C or better.

1.5 Increase the number of students being advised by faculty advisors by 10% over 2004-05.

Faculty Advising—2003-04, 2004-05 and 2005-06 Data

Year	Number of Students Advised								
	Fall			Winter			Spring		
	Faculty	Counsel	Total	Faculty	Counsel	Total	Faculty	Counsel	Total
2003-04	331	1457	1788	366	1331	1697	362	1326	1688
2004-05	294	1405	1699	414	1372	1786	296	1217	1513
2005-06	470	1446	1916	406	1422	1828	371	1369	1740

The number of students assigned to faculty for advising increased by 24%, from 1059 in 2003-04 to 1247 in 2005-06. Faculty advising accounted for 23% of the total advising load for the 2005-06 school year as opposed to 21% in the 2004-05 school year.

Strategic Priority #2: Provide students with an educational environment that promotes and develops an understanding of diversity with a global perspective

2.1 Reduce gap between Affirmation Action Plan goals and actual employment in selected job categories using Fall data.

Note: An affirmative action goal is considered “met” if the measure of utilization exceeds the measure of availability.

2004-2005	African American	Hispanic	Asian/ Pacific Isl	Native American
Job Group 1 Administrative/Exempt	<u>Goal Met</u>	Goal Not Met	<u>Goal Met</u>	<u>Goal Met</u>
Job Group 2 Faculty	Goal Not Met	<u>Goal Met</u>	<u>Goal Met</u>	<u>Goal Met</u>
Job Group 3 Instructional/Research	Goal Not Met	Goal Not Met	<u>Goal Met</u>	<u>Goal Met</u>
Job Group 4 Clerical/Secretarial	<u>Goal Met</u>	<u>Goal Met</u>	<u>Goal Met</u>	<u>Goal Met</u>
Job Group 5 Clerical and Secretarial	Goal Not Met	<u>Goal Met</u>	<u>Goal Met</u>	<u>Goal Met</u>
Job Group 6 & 7 Technical, Paraprofessional, Skilled Crafts	Goal Not Met	Goal Not Met	<u>Goal Met</u>	<u>Goal Met</u>

2.2 Increase the percent of students of color enrolled at the college as a percent of the total and the number completions of students of color over 2004-05.

Ethnic Distribution, Students Enrolled for Credit Fall Quarters 2002 - 2005

Ethnicity	Fall Quarter, Year				Δ '04 to '05
	2002	2003	2004	2005	
Other/Unknown	122	105	114	204	90
Asian/Pac Islander	282	340	323	296	-27
Black	107	86	94	126	32
American Indian	105	80	82	151	69
Hispanic	853	801	764	625	-139
White	5598	5285	5110	4725	-385
International	186	159	137	155	18
TOTAL	7253	6856	6624	6282	-342
Students of Color Total	1469	1412	1377	1198	-179
Students of Color %	20.3%	20.6%	20.8%	19.1%	-1.7%

Completions by Award Type and Ethnicity, 2003-04, 2004-05 & 2005-06

2003-04								
	Total	Other/ Unknown	Asian/ Pac Islander	African American	Native American	Hispanic	Caucasian	Intern'l Student
AA Transfer	347	2	24	2	2	11	284	21
AA Tech Arts	280	1	18	4	1	23	224	9
AA General	53	3	1	0	0	2	32	15
Certificate: 45 - 89 credits	165	1	17	1	1	9	134	2
Certificate: < 45 credits	59	0	2	1	1	2	49	4
HS Diploma	38	0	1	1	0	2	33	0
Certificate: work skills set	133	0	12	3	5	4	109	0
Totals	1075	7	75	12	10	53	865	51

2004-05								
	Total	Other/ Unknown	Asian/ Pac Islander	African American	Native American	Hispanic	Caucasian	Intern'l Student
AA Transfer	368	4	19	3	2	19	306	15
AA Tech Arts	201	4	10	5	1	13	163	5
AA General	73	2	1	3	2	4	46	15
Certificate: 45 - 89 credits	193	3	17	5	1	20	144	3
Certificate: < 45 credits	102	0	3	6	0	9	82	2
HS Diploma	41	1	1	0	1	2	35	1
Certificate: work skills set	151	1	24	6	0	23	97	0
Totals	1129	15	75	28	7	90	873	41

2005-06								
	Total	Other/ Unknown	Asian/ Pac Islander	African American	Native American	Hispanic	Caucasian	Intern'l Student
AA Transfer	340	6	18	9	3	16	281	7
ATA	232	1	12	3	5	14	194	3
AA General	79	2	2	1	1	1	37	35
Certificate: 45 - 89 credits	6	3	14	2	2	9	107	3
Certificate: < 45 credits	6		10	1		10	86	
HS Diploma	41		1			1	39	
Certificate: work skills set	189	6	17	3	3	37	123	
Totals	1128	18	74	19	14	88	867	48

Students of color (excluding unknown and International) were awarded 195 degrees, certificates or diplomas in 2005-06 compared to 200 in the prior year. Students of color accounted for 14% of the awards in 2003-04, 18% in 2004-05, and 17% in 2005-06. The percentage of transfer degrees awarded to students of color has risen steadily over the three years from 11% in 2003-04 to 12% in 2004-05 and 14% in 2005-06. The percents of professional/technical degrees and certificates awarded to students of color in 2005-06 were similar to the 2004-05 numbers, though the certificates number (21% in 2004-05 and 19% in 2005-06) is substantially more than the 15% in 2003-04.

Strategic Priority #3: Encourage and support the professional growth of faculty, staff, and trustees

- 3.1 All classified and exempt staff will develop a training plan based on the results of an evaluation process. All full-time faculty members will develop a Professional Development Plan in accordance with the negotiated agreement.

Faculty have completed professional development plans, classified staff have such plans incorporated into their evaluations, and Headstart/ECAAP staff have completed plans. Discussion regarding the viability of a tracking system for this target has been initiated.

- 3.2 All employees will complete training in college-wide policies and procedures as determined by the President.

Training completed in Governance (1/2/05 & 1/14/05), Recruiting/Hiring Process for Faculty and Exempt (1/3/05), Travel Procedures (1/18/05), Civil Service Reform (4/18/05), and Ethics (4/18/05).

Strategic Priority #4: Develop a planning process, utilizing the college's mission, vision and goals, that directs the district-wide budget

- 4.1 An analysis for targeted programs will be piloted to determine fiscal and other contributions to the college.

Cabinet has been conducting regular analysis of enrollments and student to faculty ratio and has identified potential changes. Some reductions in staff have occurred as a result. We are continuing to work on restructuring of programs to be more cost effective.

- 4.2 Increase the revenues from non-state enrollments and activities by 6% over 2004-05.

Running Start revenues are in excess of income anticipated. The significant increase in revenue for the BRC last year continues this year. International enrollments are higher than anticipated and, consequently, income estimates from that source will be greater than estimated.

- 4.3 The college community will indicate a high (75% or greater) satisfaction with the process for developing the budget.

The process will be re-designed this year to focus on the Strategic Plan and the presentation documents for the Board of Trustees and the community were simplified.

- 4.4 Re the handling of funds, the Business Office will 1) identify employees who handle funds, 2) provide training for them, 3) conduct internal audits, and 4) ensure clear policies & procedures.

The college has made changes to improve internal controls over cash handling to protect public assets from the risk of future loss. Responsibility for handling funds is now clearly identified. The Armored Car Service has been re-instated. The Controller is conducting risk audits with all units in the college.

Strategic Priority #5: Identify and redesign ineffective and or inefficient processes and systems

- 5.1 The SVC Operational Policies and Procedures Manual will be revised, reviewed, and converted to a web-based document by the end of the 2005-06 academic year.

Guidelines, definitions, and timelines were developed in Summer to revise the Operational Policies and Procedures Manual. Work on this is progressing with draft documents completed for some sections. It is expected that the Operational Policies and Procedures Manual sections will be proceed through governance during Fall 2006 and Winter 2007.

- 5.2 Implement Mount Vernon Campus Parking Task Force recommendations, as approved by the President, consistent with negotiated agreements.

The President has implemented some of the recommendations from the Task Force report; however, other recommendations need further review with the Administrative Team.

- 5.3 Revise the Master Plan for both campuses by the end of the 2005-06 academic year.

The Mount Vernon Campus Master Plan has been revised. However, the review of the plan by the architectural firm designing the Science Building has resulted in some recommendations for revising the document. The review of the Whidbey Island Campus Master Plan has not been initiated, but is scheduled for next year. Continued review and modification of the Master Plan is recommended as the campus environment continues to change.

- 5.4 Complete the major and minor projects as scheduled for 2005-06.

All major and minor projects are progressing as anticipated.

- 5.5 The college community will indicate a high (75% or greater) satisfaction with the process for the Mount Vernon Campus Science Building design.

The schematic design for the Science Building is nearing completion. The faculty scheduled to use the building have been directly involved in the design phase and have indicated satisfaction with the process.

Skagit Valley College Annual Report for 2006-2007: Meeting 2006-2008 Strategic Priorities

1.1 Evaluate programs and scheduling at all SVC locations, and develop a plan to effectively and efficiently meet community/employer and student needs.

Indicator 1: Increase State FTE in 2006-07 by 64 FTE over 2005-06 (3496) to an annualized total of 3560.

The initial FTE goal for the College for 2006-07 was to increase State FTE by 64 FTE over 2005-06 (3496) to an annualized total of 3560. As noted in the mid-year report, however, the College received additional, unanticipated FTE from the State, including FTE for high-demand professional-technical programs. The final State FTE for SVC was 3630, higher than our initial target, but still 90 FTE below the *revised* target of 3720, based on final allocation from the SBCTC.

Annualized FTE			
Quarter	Goal*	Actual	Difference
Summer	372	356	
Fall	1153	1156	
Winter	1153	1093	
Spring	1042	1025	
Totals	3720	3630	-90

A comprehensive Enrollment/Marketing Plan was developed, with priorities and targets for enrollment growth in 2006-07, to inform target-specific marketing efforts. Based on the Enrollment/Marketing Plan strategies and administrative initiatives, a number of curricular changes were made to increase FTE:

- Implemented a new international student enrollment plan that allows use of international enrollments to meet the state enrollment target
- Redeployed faculty resources in Computer Information Services (CIS); the CIS program is now available 100% on-line with on-site support
- Modified the number and distribution of faculty for Business Management and Office Technology to meet current and projected enrollments
- Started a part-time 2nd year of the RN program in Fall 2006 at WIC; hired new nursing faculty at both campuses and restructured the position of director to supervise nursing programs district-wide
- Due to low enrollments, placed the Construction/Building and Process Technology programs on “inactive” status
- Strategies to build enrollment of ABE/ESL students resulted in an annualized FTE increase of 55 FTE (414 in 2006-07 compared to 359 in 2005-06). Strategies included identifying alternate sites and times for delivering ABE/ESL courses to meet the needs of students, employers, and the community and adding content areas such as work readiness, safety, and vocational skills. The college also added a new director position, and the budget for 2007-08 includes funding for an additional full-time instructor

- A certificate in Health and Fitness Technology was offered beginning in Winter 2007 at WIC
- Business Administration classes were revised to meet the transfer requirements of the University of Washington's Business School

Indicator 2: Increase Student-Faculty Ratio in all CIP areas by one (1) point over the 2005-06 SBCTC system averages.

System and College Student Faculty Ratio (SFR), All Funds

2005-06			2006-07			
	System	SVC	System	+/-	SVC	+/-
Annualized	20.82	18.08	20.59	-.23	17.94	-.14

While the college hoped to raise the SFR over 2005-06, in an effort to meet our FTE goal many classes were continued—rather than cancelled—despite low enrollments. Since the system SFR for 2006-07 declined as well, we remain approximately two points below the system average.

General Education Program

The Instruction Committee reviewed the recommendations for curricular revisions made by the General Education Task Force during the year, tackling some important yet intractable curricular issues. The definition of “learning communities” has been revised to eliminate the distinction of links as something different from learning communities, thus simplifying the requirement for students and advisors. A major challenge will be to create learning community options that are 3-6 credits to make it possible for more part-time students throughout the district to more easily meet this requirement, and we need to clarify the third “integrative learning experience.” The goal is to make the learning community requirement easily understood and easily accessible throughout the entire district.

In response to the President's call to find a way to be certain all students obtaining an SVC degree are challenged to think and learn about diversity issues, the General Education Task Force and the Instruction Committee have recommended a “Diversity” requirement, one that will not require additional credits.

An Implementation Committee will begin right away to work on finding flexible Learning Community alternatives and identifying courses that will satisfy the Diversity requirement within the context of existing requirements.

Other Achievements Related to the Improvement of Programs and Enrollments

- Artsphere 2006 was held at McIntyre Hall and throughout the Mount Vernon campus in October. Over 400 area high school students and their teachers attended a full day of arts activities and competitions. As a result of that event, enrollments in the arts have increased and we anticipate even larger increases from that event in Fall 2007. Because of the success of Artsphere 2006, we will be staging a new and improved Artsphere 2007 in November, a major opportunity to educate the community about the arts degrees, programs and events at SVC
- The International English Language Institute (IELI) was fully integrated into the college to replace previously outsourced services. The IELI enrolled 237 FTES during the first six quarters of operation (compared to 173 in the equivalent six quarters under prior management), generating \$596,790 in tuition for the Spring 2006-Summer 2007 quarters
- Blackboard was upgraded from Basic v.6.1 to Enterprise v.7.1. The migration to the Enterprise version will allow future integration of the Blackboard with the Student Management System so that every

course has a Blackboard site and students can automatically be enrolled. Blackboard usage continues to increase, particularly in the area of hybrid courses

- An online library tutorial, TILT (The Information Literacy Tutorial), was implemented to provide additional instructional capabilities for both on-campus and remote instructors and students
- Integrated Basic Education and Skills Training (I-BEST) professional development modules were implemented by I-BEST instructors and distributed to other programs around the state upon request. (Note: I-BEST pairs English as a Second Language (ESL)/Adult Basic Education (ABE) instructors with professional-technical instructors in the classroom to provide students with literacy education and workforce skills at the same time. I-BEST challenges the traditional notion that students must first complete all levels of basic education before they can begin workforce training.) The Early Childhood Education I-BEST was launched in Fall 2006
- Work began on common course numbering, part of a State initiative
- The Community College Survey of Student Engagement (CCSSE) was administered to nearly 600 students in Spring quarter in order to obtain data on student engagement and satisfaction with the quality of their educational program.

Other important activities related to this priority included the implementation of the college's new Mission, Vision, Values and Strategic Goals. Units created action plans for meeting the strategic goals and objectives. The college also began the accreditation processes by developing Accreditation Steering Committee leaders and sending them to training with the Northwest Association of Colleges and Universities; multiple accreditation orientation sessions were offered in Spring quarter.

2.1 Develop effective communication strategies that improve working relationships throughout the college district.

Indicator 1: Increase the utilization of new web functionality by students and employees, and maintain or increase current web support positions.

- SharePoint Portal Services, a web-based server application that supports communication, document sharing and management, and threaded discussions was deployed. This system was used to redesign the college Intranet, where all faculty and staff access key information. This information can be accessed directly over the web from off-campus in a secured environment. "Team Sites" have been established where team members can share documents, notes, announcements, calendar items, discussion threads and other knowledge-management features.
- Student Services and Information Technology collaborated on a pilot study to provide real-time online advising. This required the testing and deployment of a live chat system and a VPN (Virtual Private Network) that allows the advisor to simultaneously communicate with several students while looking up their student records. The advisor has worked with approximately 1,000 students to date.

Indicator 2: Increase the communications within the college and with the community.

- The monthly communication from the college President, *College Updates*, has been upgraded in look and content. The communication is distributed via e-mail to the college community and key community leaders: trustees, elected officials (local, state, and federal), foundation board, advisory group members, and school superintendents in Skagit, Island and San Juan counties.

- In December 2006 the inaugural issue of *Currents*, a publication developed by the College and the Foundation that focuses on college events and information, was published. The publication was distributed to a wide array of community members and donors to the Foundation and is available on the SVC website. The second issue of *Currents* was distributed in Spring 2007.
- The President met with adjunct faculty at both the Mount Vernon and Whidbey Island campuses (Dec. 5 – MV; Jan. 16 – WIC) to express the college's commitment to best practices in the employment of adjunct faculty members.
- Speech Department faculty revived the SVC Yearbook. In addition to the learning opportunities provided for students participating in this project, this will also serve as a retention tool in the future.
- A nationally recognized poverty expert was brought to campus for faculty/staff/community training on working with populations in poverty.
- A new electronic reader board at the corner of La Venture and College Way was installed to communicate with the public 24/7.
- The college continues to be an extremely active partner in Leadership Skagit, a community leadership program jointly sponsored by SVC, WSU, and the EDASC.
- The President continues to be an active participant in the Mount Vernon Leadership Group comprised of city and county officials and also facilitated a meeting of county and city officials to discuss flood abatement issues.
- The Business Resource Center (BRC) offered: 88 Business classes serving 878 students; 59 Computer Training Institute classes serving 467 students; 123 Community Education classes serving 1,125 students; 59 Continuing Professional Education courses with an enrollment of 444 students; 8 Intensive Spanish courses; and 80 Customized Training classes for industry. In addition, BRC staff collaborated with community partners to continue the Leadership Skagit program, the Institute for Non-Profit Excellence workshops, and the Latino Business Retention and Expansion Initiative. The BRC also provides Information Resource and Referral Services for local business.
- In May on the Mount Vernon Campus, the college sponsored International Week, a week-long celebration designed to promote global awareness and enhance cultural and learning opportunities for faculty, staff, students, and the community. The week included a variety of activities, entertainment, and foods, including an International Dinner with keynote speaker Dr. Allan E. Goodman, President and CEO of the Institute of International Education, a leading not-for-profit organization in international educational exchange and development training.
- Events held at the McIntyre Hall conference center and theater attracted over 50,000 patrons, an increase of 42% over the prior year. Use of the facility by the college increased 115%. The facility realized a net surplus of \$89,000, attributable to the continued support of SVC and the Public Facilities District, increased rental revenues and attendance, and reduced expenditures.
- Study Sessions for the Board of Trustees provided information on the 2005-06 Year-End Report; the revision to the college's Mission, Vision, Values, and Strategic Goals; revisions to the Ends Policies; 2006-07 Strategic Priorities; and the mid-year progress report on 2006-07 priorities. Other study session topics included the regional skills center, college facilities, library services, mathematics instruction, tech prep, and the operating budget. Joint sessions were arranged with the SVC Foundation Board of Governors, the Skagit Regional Public Facilities District, and Mount Vernon School District Board.

- The Board of Trustees was provided Monitoring Reports on Enrollment Management and Marketing, Institutional Diversity, Student Satisfaction and Success in Academic Program, and Student Satisfaction and Success in Professional-Technical Programs.

Indicator 3: Increase cross-unit coordination and collaboration.

- Cross-campus collaborations have resulted in coordinating on-line offerings and course schedules; sharing facilities, resources, and industry knowledge; the use of common textbooks in developmental Math courses; and increased communication with student services staff and administration across the district.
- Information Technology was reorganized to include Distance Education and Media Services, facilitating discussion and collaboration between units that have significant overlap in both mission and technical skills.
- The position of Webmaster was moved from the Public Information Office to Information Technology. This new position, Web Services Administrator, will now focus entirely on the design, development and integration of the college's District-wide web services, including the Intranet using SharePoint, the public web site, Macintyre Hall, Head Start, faculty web sites, and other web services.

2.3 Attract, support, and retain a qualified and diverse workforce

Indicator 1: Increase the diversity of applicant pools and the number of employees by category through more timely recruitment cycles and other strategies

- The college was able to influence the State Board's approach to part-time faculty salary allocations so that colleges like SVC at the lower end of the salary scale received salary equity dollars to address the part-time faculty salary inequities. The impact will be seen in part-time faculty salaries in 2007-08. Even before implementation of these adjustments, the annualized average part-time faculty increased from \$18,157 in 2005-06 to \$19,337 in 2006-07.
- The average salary for full-time faculty increased from \$49,996 in 2005-06 to \$51,559 in 2006-07. The system average salary for full-time faculty in 2006-07 was \$50,766.
- The college hired 30 new employees, including four Hispanics and one Asian-Pacific Islander. Two were from outside the state of Washington and a number of new employees came from areas outside of our local community/district. In addition, a number of internal changes were made providing a number of staff advancement opportunities.
- The college continued to advertise in diverse media (such as the local Hispanic newspaper, CraigsList.com, and job fairs in California) and to use direct mailings to target diverse audiences.
- The college continued to pursue Interest-Based Bargaining with SVCFT to develop long-term relationships and communication about issues of mutual concern, and the President met with the SVCFT co-Presidents monthly.
- District-wide budget forums were held at various points in the budget development process.
- The payroll function was moved from the Business Office to Human Resources in order to provide a "one-stop" environment for employment questions. The Human Resources web page was updated to include FAQs, links to state resources (retirement, benefits, etc.), and forms.

- A “buddy” system, matching new academic faculty members with veteran academic faculty members has helped quickly integrate new faculty into the campus community and include them in professional and social events.
- The Center for Learning and Teaching (CLT) assisted with planning Fall 2006 in-service and coordinated breakout sessions; offered weekly workshops and roundtables, including the Special Topics on China series; sponsored the Gen Ed information sessions; centralized faculty conference information; solicited articles for and published a quarterly newsletter; acquired new research materials for the CLT; and supported non-CLT sponsored event including the Jill Fugate Presentation Series, Winter Wellness Challenge, and Books of the Quarter.

Indicator 2: Create and systematize an Institutional Portfolio for Professional Development for assessing and sharing the outcomes of employee professional development activities.

- This project has been discussed but not yet been started.

3.1 Increase community partnerships that support the college’s responsiveness to employment needs and community economic viability, and enhance college visibility in the community.

AND

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

Indicator 1: Increase partnership activities with pre-K – 20.

- The college partnered with eight school districts to obtain a legislative allocation of \$24.4 million for the proposed Skagit Valley Skills Center at the Mount Vernon Campus (\$17 million) and the Marine Technology Center in Anacortes (\$7.4 million).
- The college secured two GEAR UP Grants and an Early Outreach Grant totaling \$75,000. The funds were used to hire the Spanish Language Coordinator, implement youth radio programs, and collaborate with WSU on several outreach and parent information events.
- The college welcomed the first AVID class to SVC in Fall 2006. Of the 12 AVID Mount Vernon High School graduates who came to SVC in 2006-07, 11 have done exceedingly well and are scheduled to return in 2007-08. (We’re still working on the twelfth student!)
- As a result of continuing participation in the Tech Prep consortium, Tech Prep enrollments at SVC increased from 1124 in 200-06 to 1937 in 2006-07, a 72% increase.
- As partners with the Skagit River Poetry Project, SVC hosted two poet visits during the Spring Quarter. The poets appeared before four full classes each and also performed readings at McIntyre Hall for the entire college and greater community.
- With funding through the Exceptional Faculty Award, the college initiated a Latino Literature Radio Program this year, aired on our own KSVR radio station. Students, faculty and community members read Latin American folk tales, legends and myths. We recognize that this community outreach attracts a wide audience of Spanish-speaking community members.
- The SVC Spring Symposium and Sustainability Fair brought together local industries, environmental advocates, and scholars for three days of very well-attended educational opportunities. Several hundred faculty, staff, students, and community members attended the event.

- More than 20 students and staff turned out to work on a home under the auspices of Habitat for Humanity. For more than half of the participants, this event was the first time they had been exposed to community service outside of the college setting.
- The Whidbey Island Golf Classic grossed more than \$43,000—the largest gross to date. Approximately 100 golfers participated.
- The SVC Music Department's trip to perform at Carnegie Hall has been a major effort this year. Certainly the effort raised awareness of our music program and the quality of instruction here.
- Starting a part-time Registered Nursing program and increasing the number of students in the part-time Practical Nursing program was supported by high demand grant from the State Board.

Indicator 2: Develop system for assessing Advisory Committee and employer relations.

- An Advisory Committee survey was distributed at the Fall 2006 Advisory Committee dinner. The results provided useful information, and the survey will be repeated at future Advisory Committee dinners.
- Departments have conducted or drafted surveys to assess the needs of local industry leaders and businesses.

Indicator 3: Increase basic skills offerings that meet the needs of the community and generate new FTE.

- The college began offering Basic Skills courses at four new off campus sites, developed ESL introductory courses in medical assistant, welding, and office technology. The library expanded the collection of basic skills (ABE/ESL) materials.
- Building on the I-Best model, the following content-based ESL programs were offered: Parenting (through the Head Start partnership), Workplace Safety, ESL Computer Basics, Advanced Computer Basics, ESL Welding, ESL Fundamentals of Care Giving, and ESL Nursing Assistant Certification.
- Basic Skills received the following grants: EL Civics (\$33,865), Volunteer Literacy (\$500), Adult Basic Education (\$137,918), AIDDE (\$5,000), I-BEST learning (\$300), and CASAS "train the trainer" (\$300).
- Through Early College in the High School and the Lumina Foundation grants, the college partnered with La Conner High School and the Swinomish People to create learning opportunities for a number of underserved people. Of particular note was the SVC Learning Community (Ethnic Studies & Multimedia Technology) offered at the Swinomish Reservation, which helped a group of intergenerational Swinomish to begin the creation of an online, beautifully enhanced genealogy study.
- A total of \$77,500 in scholarships was committed to high school seniors for fall 2007 college attendance in the state of Washington through the Champions of Diversity Awards Ceremony.
- For academic year 2005-06, all approved program objectives were met or exceeded by the federally funded TRIO program, including retention, academic standing, graduation, and transfer. Although the program was funded to serve 230 students, 305 students were served.
- WIC Literacy Program received a \$5,000 grant from Verizon.

4.2 Develop and implement a district-wide integrated plan for purchasing, maintaining, upgrading, and replacing technology and equipment for classrooms and college operations.

Indicator 1: Fund additional equipment over the 2005-06 baseline, including classroom technology, based on a formal plan for periodic evaluation of needs.

- Cabinet allocated an additional \$105,000 in the operation budget to upgrade 26 classrooms in 2006-07. Media Services and IT Help Desk staff worked with facilities to design and install new “smart classroom” technology. These multimedia stations include computer, network access, DVD player, locked podium, multimedia projector and display screens. As of Spring Quarter 2007, 20 classrooms have been fully upgraded.
- The Library worked with Information Technology to upgrade and increase the number of computers available in the library to 40 and to provide (open) wireless access within the library for students.

Indicator 2: Build a high-reliability information technology infrastructure that supports instruction and administrative activities and ensures implementation of long-term vision of technology at the college.

- The IT department has worked with facilities to design and build a high-end Data Center (one of only three in the system with these capabilities) that will support a highly reliable technology infrastructure. The Data Center was completed by the end of Spring Quarter 2007, with equipment to be installed during the Summer Quarter. The Data Center houses all of the college’s core server and data networking hardware. It is a physically secure room with a dedicated air conditioning system, a backup generator with an automatic transfer switch, a high-end uninterruptible power supply, environmental controls and warning systems, an FM200 fire suppression system, and state-of-the-art computer racks and Blade Servers.
- Information Technology supported a wide range of new innovations, including the support for delivering interactive classes with the University Center and Eastern Washington University, a point-of-sales system for culinary arts, expanded wireless connectivity throughout campus, and a ticketing software system for Macintyre Hall.

Indicator 3: Complete a revision of the Whidbey Island Campus Master Plan

- The Whidbey Island Campus Master Plan was completed. The college is preparing a capital funding request to include the replacement of Old Main and Sprague Hall at WIC.

Additional Achievements Related to Infrastructure

- Acquired the back half of the church property identified in Master Plan for Mount Vernon Campus; negotiations continue for balance of building and property
- Began construction/renovation of Campus Center Building on the Mount Vernon Campus
- Completed design and presently in bid process for Angst Hall replacement on the Mount Vernon Campus
- Obtained legislative funding for replacement of Lewis Hall on the Mount Vernon Campus
- Acquired minor capital funding to renovate the Philip Tarro Theatre (theater and lobby on the Mount Vernon Campus)
- Completed installation of new fire control water lines on the Mount Vernon Campus

- Renovated Connite House, so that the structure now contains modern 1-bedroom and additional 3-bedroom apartments with joint laundry space between units

Skagit Valley College Annual Report for 2007-2008: Meeting 2006-2008 Strategic Priorities

1.1 Evaluate programs and scheduling at all SVC locations, and develop a plan to effectively and efficiently meet community/employer and student needs.

Indicator 1: Increase State FTE in 2007-08 over 2006-07 to an annualized total of 3,825 college-wide.

- Increased annualized State FTES in 2007-08 by 425 over 2006-07 (12%) and by 357 over 2005-06 (10%) for a total of 3,853 – 28 over the target.
- Increased International annualized FTES in 2007-08 by 34 FTES over 2006-07 (17%) and reached a record high of 235 annualized FTES.
- Increased English as a Second Language and Adult Basic Education (ESL/ABE) enrollment by 135 annualized FTES (549.5 in 2007-08 compared with 414.4 in 2006-07); ESL/ABE contributed 34.5 annualized FTEs towards I-BEST classes in addition to the above totals.
- Implemented IBEST programs in math, welding, nursing, early childhood education (ECE). Retention for ECE I-BEST students was 78% and 80% for Patient Registration I-BEST.

Examples of activities in support of this effort include:

- Developed a district-wide enrollment marketing campaign with identified priorities.
- The Foundation provided more than \$221,000 for student scholarship awards to students studying across all disciplines at SVC.
- To reduce high text book costs, SVC participated in the creation of a consortium involving MV, WIC, Whatcom CC, and Bellingham TC to divide the labor in production of alternate format text books. In addition SVC reinstated the Faculty/Staff Bookstore Steering Committee to address issues related to textbooks.
- Received a two-year Child Care grant in the amount of \$8,500 to give students access to affordable child care.
- Offered 41 Learning Communities across the district during 2007-08, including nine (9) developmental education Learning Communities to help our most academically disadvantaged students.
- A certificate in Health and Fitness Technology was started in 2007, generating 25 new FTE in 2007-08.
- Using State High Demand Math, Science and Engineering dollars, a full-time person was hired to increase staffing of the MV Math Center and to conduct evening study groups.
- Hosted “Mapping Your Future at Career Expo 2008” with 67 exhibitors and an estimated 400 attendees. Exhibitors included area employers and SVC programs.

Indicator 2: Increase Student-Faculty Ratio in all CIP areas by one (1) point over the 2005-06 SBCTC system averages.

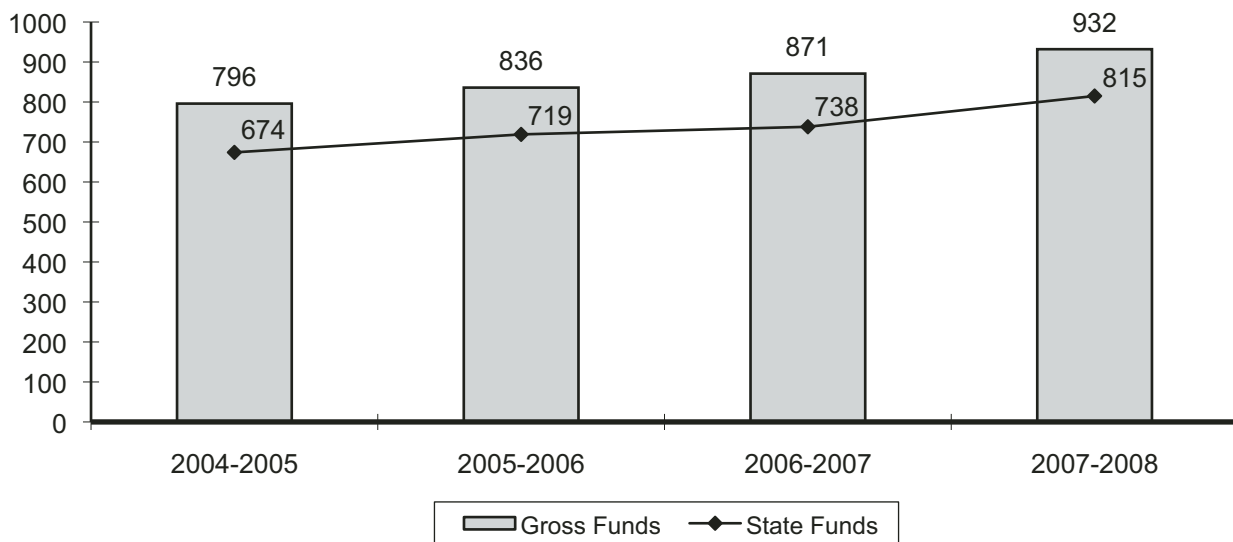
- Continued to close the gap between the SVC and system averages. While the overall progress was minor, emphasis on this indicator contributed to achieving the enrollment target and making up for last year's deficit. This allowed the College to participate in the funding of enrollment growth for 2008/09. See Table 1 below for data regarding this indicator.

Table 1: SVC and System Student-Faculty Ratios, All Funds

Year	System	SVC	Difference
2005-06	20.82	18.08	-2.96
2006-07	20.59	17.94	-2.65
2007-08	20.42	17.96	-2.46

Indicator 3: Develop alternative delivery options that increase student access, promote flexible course scheduling, and reduce transportation costs.

Table 2: eLearning FTES, 2004-04 to 2007-08



- Increased eLearning gross FTES from 796 in 2004-05 to 932 in 2007-08. See Table 2 below for data. In the professional-technical area, for example, these enrollments now account for 17% of enrollment, up from 12% in 2004-05.

Table 2: eLearning FTES, 2004-04 to 2007-08

- Purchased Resource 25, a software program that will allow the college to enhance the course scheduling process, including more block scheduling.
- Initiated a carpool incentive program whereby students purchase carpool parking permits that allow them to park in preferred reserved parking spaces if they ride share with others. In 2007-8 all six carpool parking spaces were purchased.

- Initiated a bus pass program at the college: bus pass sales increased from 105 in spring 2007 to 189 in fall 2007, 191 in winter 2008, and 171 in spring 2008.
- Indicator 4: Promote a student advising system that results in more faculty advising, improved retention rates of degree- and certificate-seeking students, and increased student use and satisfaction with advising.
- Initiated a Counseling-Enhanced Developmental Education Learning Community Pilot Project to assist our most challenged students to succeed in their earliest introduction to college work by connecting them with two to three college mentors (faculty and counselors). While the performance of students in the pilot did not differ from students in comparison courses, they did have a significantly higher retention rate: the pilot group had an 82% fall-to-winter retention rate compared to 74% for students in stand-alone developmental courses.
- Implemented the Faculty Advising Pilot Project—thirteen academic faculty received training and worked with a counseling “mentor.” The 156 students involved in the pilot project performed slightly better and had a higher term-to-term retention rate than other degree-seeking students. Faculty project participants reported they were pleased with the support they received from the counseling mentors and found the advising experience to be extremely worthwhile.
- Developed detailed career/educational pathway diagrams for each professional-technical program to provide a comprehensive advising tool.

2.1 Develop effective communication strategies that improve working relationships throughout the college district.

Indicator 1: Increase the utilization of new web functionality by students and employees, and maintain or increase current web support positions.

- Implemented and promoted the new MySVC portal and email system for students in fall 2007.
- Developed a SVC MySpace Web page and a SVC Facebook Web page. The MySpace Web page had 880 hits with 77 friends, and Facebook had 147 hits with 14 friends.
- Provided links on the library website to translations of the webpage utilizing Google translation software in several languages including Spanish, Russian, and Chinese.
- Achieved a record numbers of registered students, employers, and active job postings on the Online Job Board: 1118 new students created an account on the Online Board in 2007-08 compared to 767 in 2006-07, an increase of 31%, and 216 new employers registered on the Online Board in 2007-08 compared to 903 in 2006-07, an increase of 26%.
- Created a “TechKnow Bar” in the lobby area of the Campus Center to assist students and staff with technology issues; installed plasma displays in Nelson Hall and the Campus Center.
- McIntyre Hall has increased use of electronic communications to inform students, staff, faculty, and the community of events, offers reduced price SVC student tickets for some events, and has been assisting area schools with bussing costs related to attending educational and cultural programs at the Hall.
- Many administrative areas, including the Business Office and Human Resources, revamped their intranet sites to provide better access to forms, documents, general information and links to other state

agencies and programs. The SVC Library Blog was established to provide a timely venue for library and college news, information, and research tips.

Indicator 2: Increase the communications within the college and with the community.

- Increased the number of budget information sessions for the 2007-08 budget cycle. The 2008-09 cycle information was delayed, resulting in a shortened development process. To compensate, several one-on-one meetings with budget managers were held to develop the most accurate base budget.
- Two issues of Currents were published each year. A new, full-color magazine-style publication for external and internal audiences, Currents is a venue for the college to highlight history, achievements and critical initiatives, and for the Foundation to recognize active community volunteers and generous contributors.
- McIntyre Hall focused on developing alliances and partnerships with area arts organizations and business that contribute to community educational, cultural and economic vitality, and enhance SVC and McIntyre Hall visibility including: membership with area arts organizations, Chambers and EDASC; partnership with Hampton Inn and Suites, the Skagit Children's Museum; advertising and marketing collaborations with City of Mount Vernon, City of Burlington, Skagit County, Skagit State Bank, Cascade Cosmetic Skin Care, and other advertising sponsors.
- Developed a Parent Session for New Student Orientation and parent email newsletter; 50 parents attended with their students and registered to receive the newsletter.
- Received approval for the radio station upriver channel by Canadian CRTC and, consequently, an FCC permit valid until April, 2011.
- Paralegal students organized and participated in the annual Law Day free legal advice clinic. The Latino Business Retention and Expansion program reached the \$1 million mark in access to capital for Latino-owned businesses. Human Services developed the Peer Counseling Program with Skagit County Human Services and the North Sound Regional Support Network.
- Through a partnership with the Economic Development Association of Skagit County's Research and Education Fund, SVC is participating in the Skagit Early Learning Coalition to assure that our youth are prepared for success in school and life.

Indicator 3: Increase cross-unit coordination and collaboration.

- Faculty and staff collaborated across the district to develop program/department narratives for the Accreditation Self-Study.
- Several highly collaborative pilot projects were initiated between Academic unit and Student Services at Mount Vernon during 2007-08, including the counseling-enhanced developmental education learning communities pilot project, the faculty advising project and re-locating the transfer counselor's office into the science area to support the state High Demand initiative in the sciences and improve communication.
- Cross-unit and/or cross-campus meetings were held to coordinate basic skills student intake, develop Integrated Basic Education and Skills Training (I-BEST) courses, establish a joint certificate program for Translator Services (Medical, Legal & Human Services), and provide on-site lab support both at MV and WIC for CIS students.

- Student government and activities advisors for both MV and WIC attended a 2-day retreat focused on communication and leadership.
- The successful International Week events were a result of highly collaborative, cross-unit efforts that included instruction, student services, and McIntyre Hall.
- McIntyre Hall, the Theater Arts Department and Student Activities have collaborated by sharing technical staff to address issues of budget, staffing levels, technical expertise, and to augment courses offered.

2.3 Attract, support, and retain a qualified and diverse workforce.

Indicator 1: Increase the diversity of applicant pools and the number of employees by category through more timely recruitment cycles and other strategies.

- Continued commitment by the College and the faculty to make improvements in the salary for full and part-time faculty; see Table 3 below for increases in full-time faculty salaries.

Table 3: CTC and SVC Full-Time Faculty Salary Increases

Year	Average Faculty Salary		% Salary Increase	
	System	SVC	System	SVC
2001-02	46,247	44,486		
2002-03	47,916	45,156	3.6%	1.5%
2003-04	48,303	46,348	0.8%	2.6%
2004-05	48,240	48,292	-0.1%	4.2%
2005-06	49,518	49,996	2.7%	3.5%
2006-07	50,766	51,529	2.5%	3.1%

- Identified faculty positions in late Fall in order to meet major publication deadlines targeted at faculty and administrative recruitment. Early deadlines for screening allowed us to interview and hire for faculty positions prior to our competitors hiring process.
- Converted two temporary full-time positions to full-time tenure track positions.
- Committed to support best practices for part-time faculty by adding part-time faculty liaison positions at MV and WIC.
- The Foundation awarded more than \$47,000 in Exceptional Faculty Awards, one of the highest amounts in the state. The Foundation also contributed significant support for awards and celebrations that recognize and honor the college workforce (more than \$11,000).
- The Head Start Higher Education Hispanic-Latino grant supported 52 Head Start staff to earn ECE certificates and degrees.
- Participated in recruitment fairs in Los Angeles and Oakland, and participated in the campus Career Fair; the Speech instructor employed for 08-09 at WIC was a contact from the CA recruitment fairs.
- Changed minimum qualifications of some positions without jeopardizing the program requirements in order to broaden the applicant pool; identified specific classified positions as “in-training” positions to establish an adequate applicant pool; developed and supported training plans to help employees with promotion to higher level positions.

- Increased the number of employees and students participating in Center for Learning and Teaching (CLT) training by 33 people over the prior year. Visits to the CLT doubled during 2007-08 according to the visitor's log sheet.

Indicator 2: Create and systematize an Institutional Portfolio for Professional Development for assessing and sharing the outcomes of employee professional development activities.

- This task was not initiated during 2006-08, but is proposed for 2008-10.

3.1 Increase community partnerships that support the college's responsiveness to employment needs and community economic viability, and enhance college visibility in the community.

AND

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

Indicator 1: Increase partnership activities with pre-K—20.

- Selected sites for the Northwest Career and Technical Academy at Skagit Valley College and the Port of Anacortes. Construction is scheduled for 2009-10 and programs will begin in fall 2010.
- Through the Gear Up grant, coordinated with the Mount Vernon School District to establish a program designed to help students prepare for the transition from 8th to 9th grade. Twelve students participated in the 40 hour "Transitions Project."
- Human Services faculty partnered with Gear Up and the Mount Vernon school district to host at risk youth on our campus during the summer.
- Participated in AVID and Early College in the High School, which provided opportunities for productive outreach with Mount Vernon and La Conner High Schools.
- Received \$77,500 in scholarship dollars for Champions of Diversity including \$46,222 from the six public baccalaureates and \$5000 from the Skagit Community Foundation.
- Champions of Diversity awarded 40 scholarships to high school students in the area.
- Using Early College in the High School grant awards, SVC faculty and a counselor worked with La Conner High School and Middle School to strengthen our college pathway connections.
- Artsphere continued this year with over 400 high school students and teachers visiting our campus and being introduced to the variety of opportunities in arts education.
- A Learning Community was offered on the Swinomish Reservation, part of the Swinomish web-based genealogy project; continued to offer Lushootseed language instruction at the college and at the Swinomish reservation.
- Launched pilot project between SVC, Anacortes and Mount Vernon High Schools called Seaward Bound. Students from both high schools worked with Marine Tech to build a model boat.
- Conducted a successful PrepWork event for about 50 high school and college counselors and administrators in fall 2007. The event, held at the Pipefitters Union Hall in Burlington, was highlighted by a business/industry panel speaking to the need for well-trained, students for key trades and businesses

in our region. The panel included representatives from Hexel, Pipefitters, Marine Tech, Chamber of Commerce, and Skagit Valley Hospital.

- Implemented COMPASS placement testing at Anacortes High School and laid the foundation for COMPASS testing at LaConner High School.

Indicator 2: Develop system for assessing Advisory Committee and employer relations.

- Developed a comprehensive Advisory Committee Survey which was administered to committee members at the general Advisory Committee dinners in November 2006 and November 2007. The reports included information by program. Employer perceptions of SVC graduates' knowledge and skills from the 2007 survey are presented in Table 4 below.

Table 4: Employer Perceptions of Employability Skills

"Based on your experience with SVC graduates, please rate the program with regard to the following general skills:"	Superior	Good	Adequate	Poor	N/A
Interpersonal	13 21.3%	36 59.0%	8 13.1%	1 1.6%	3 4.9%
Written Communication	8 13.1%	34 55.7%	16 26.2%	1 1.6%	2 3.3%
Problem Solving/ Critical Thinking	11 19.0%	33 56.9%	11 19.0%	1 1.7%	2 3.4%
Job-related Technical	20 32.8%	33 54.1%	6 9.8%	0 0.0%	2 3.3%
Understanding of Job/Employer Expectations	14 23.0%	34 55.7%	11 18.0%	0 0.0%	2 3.3%
Professional Attitude	14 23.3%	36 60.0%	9 15.0%	0 0.0%	1 1.7%

Indicator 3: Increase basic skills offerings that meet the needs of the community and generate new FTE.

- Piloted and implemented new student orientation short-term classes, first in the evening and then added daytime offerings. All new students are introduced to the college and pre-tested for placement.
- Added an evening program manager in Basic Skills to support the ESL orientation classes and track students to order to monitor required assessments. Increased federally reportable students from 70% to 77% in one year.
- Increased marketing of new and existing ABE/ESL, Citizenship Preparation, Women's Programs, and Displaced Homemakers offerings; produced fliers and a web page in Spanish that promoted learning opportunities for I-BEST programs in Computer Basics, Home Healthcare, and Welding; utilized Mount Vernon's public access Spanish-language TV station – Channel 26 – to promote ESL and GEAR UP.
- The increase in Basic Skills (ESL/ABE) enrollments was partially a result of partnering with Head Start to offer ESL classes to parents in Sedro Woolley and partnering with Skagit County Community Action on the basic skills grant and the Even Start grant.
- Started a WorkFirst course, Essential Computer Skills, at the Oak Harbor site.

- Co-sponsored the annual Citizenship Day with 54 applications being completed, more than any other state site due largely to KSVR radio announcements.

4.2 Develop and implement a district-wide integrated plan for purchasing, maintaining, upgrading, and replacing technology and equipment for classrooms and college operations.

Indicator 1: Fund additional equipment over the 2005-06 baseline, including classroom technology, based on a formal plan for periodic evaluation of needs.

- Cabinet allocated an additional \$105,000 in the operation budget to upgrade 26 classrooms in 2006-07.
- Conducted an in-depth analysis of the network infrastructure; created equipment aging lists that identify date of purchase, cost, function, and desired replacement dates for servers, network devices, media equipment and desktop equipment. From this information, a five-year equipment budget will be developed.
- Conducted open forums on instructional technology for faculty at the Mount Vernon and Whidbey Island Campuses in order to identify needs and perceptions.
- Revised the process for the student-voted Technology Fee to fund technology requests (average of \$475,000/year district-wide).
- Set up a Maitre'D Point-of-Sale System for the Cafeteria, Café, and Bistro.
- Upgrades to: SVC Web Portal (SharePoint services; servers; MV labs; MV ABE Learning Center; equipment in the MV Multi-Media Center; WIC and So Whidbey classrooms, labs, and the tutoring center.

Indicator 2: Build a high-reliability information technology infrastructure that supports instruction and administrative activities and ensures implementation of long-term vision of technology at the college.

- The Data Center, including network infrastructure and server systems moves, is 90% complete.
- Added T1 lines to WIC's bandwidth; added a new T1 Wide-Area Network (WAN) connection for So Whidbey to significantly increase bandwidth for computing and to provide access to the college WAN.

Indicator 3: Complete a revision of the Whidbey Island Campus Master Plan.

- The Whidbey Island Campus Master Plan was completed in 2006-07.

**Community College Survey of Student Engagement
2007 Benchmark Summary Table - All Students
Skagit Valley College**

All Students				
Benchmark	Your College	Comparison Group Statistics		
		Medium Colleges	2007 CCSSE Cohort	
Active and Collaborative Learning	58.3	Benchmark Score	49.7	50.0
		Score Difference	8.6	8.3
Student Effort	53.0	Benchmark Score	50.1	50.0
		Score Difference	2.9	3.0
Academic Challenge	53.7	Benchmark Score	50.1	50.0
		Score Difference	3.6	3.7
Student-Faculty Interaction	56.6	Benchmark Score	49.9	50.0
		Score Difference	6.8	6.6
Support for Learners	52.1	Benchmark Score	49.6	50.0
		Score Difference	2.6	2.1
		Number of Colleges	136	525

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2007 CCSSE Cohort) from your college's score on each benchmark.

2007 CCSSE Cohort Benchmark Deciles

All Students

Skagit Valley College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2007 CCSSE Cohort and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

2007 CCSSE Cohort	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	40.5	45.8	47.1	48.1	49.1	50.1	51.2	52.3	53.7	55.7	75.8
Student Effort	41.3	46.2	47.4	48.3	49.1	50.1	51.1	52.0	53.3	55.1	74.3
Academic Challenge	35.2	45.9	47.4	48.4	49.2	50.0	50.9	51.7	52.9	54.4	67.8
Student-Faculty Interaction	41.0	45.8	47.4	48.3	49.3	50.2	51.4	52.4	53.7	55.9	65.1
Support for Learners	38.6	45.1	46.9	48.0	49.2	50.4	51.5	52.6	54.0	56.1	81.5

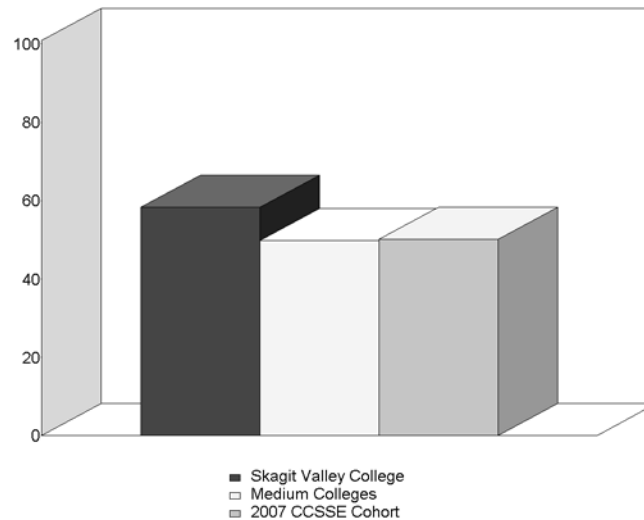
Medium Colleges											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	42.3	45.5	47.2	48.0	48.6	49.4	50.3	51.4	52.9	54.1	58.3
Student Effort	41.4	46.0	47.5	48.2	48.9	49.7	50.9	51.5	52.7	54.9	61.1
Academic Challenge	41.4	46.1	47.8	48.3	49.1	49.8	50.9	51.9	53.1	53.9	57.9
Student-Faculty Interaction	42.3	45.6	47.3	48.2	49.0	49.9	50.8	51.7	52.3	53.6	59.8
Support for Learners	42.1	45.0	46.2	47.3	48.1	48.9	50.6	51.9	52.7	54.6	60.5

Rural Colleges											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	40.5	45.8	47.4	48.6	49.5	50.5	51.8	52.9	54.1	58.2	75.8
Student Effort	41.3	46.3	47.6	48.6	49.6	50.5	51.4	52.2	53.5	55.1	74.3
Academic Challenge	35.2	45.8	47.2	48.4	49.2	50.1	51.0	51.9	53.0	54.2	67.8
Student-Faculty Interaction	42.2	46.5	47.7	48.6	49.9	51.4	52.1	53.0	54.6	56.8	65.1
Support for Learners	38.6	45.6	47.0	48.5	49.4	51.1	52.2	53.2	54.6	56.5	81.5

Active and Collaborative Learning

Bar Charts and Benchmark Item Composition - All Students

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



	Benchmark Scores		
	Skagit Valley College	Medium Colleges	2007 CCSSE Cohort
All Students	58.3	49.7	50.0

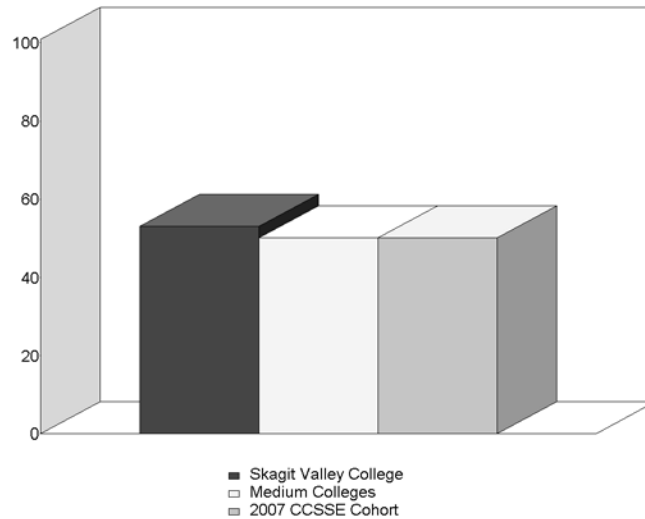
Active and Collaborative Learning	Your College Mean	Other Medium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.97	2.61		2.91	
4b. Made a class presentation	2.22	2.02	▲	2.04	
4c. Worked with other students on projects during class	2.68	2.45	▲	2.46	▲
4g. Worked with classmates outside of class to prepare class assignments	2.14	1.82	▲	1.84	▲
4h. Tutored or taught other students (paid or voluntary)	1.45	1.35		1.36	
4i. Participated in a community-based project as a part of a regular course	1.43	1.28	▲	1.29	▲
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.70	2.66		2.66	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .21

Student Effort

Bar Charts and Benchmark Item Composition - All Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



	Benchmark Scores		
	Skagit Valley College	Medium Colleges	2007 CCSSE Cohort
All Students	53.0	50.1	50.0

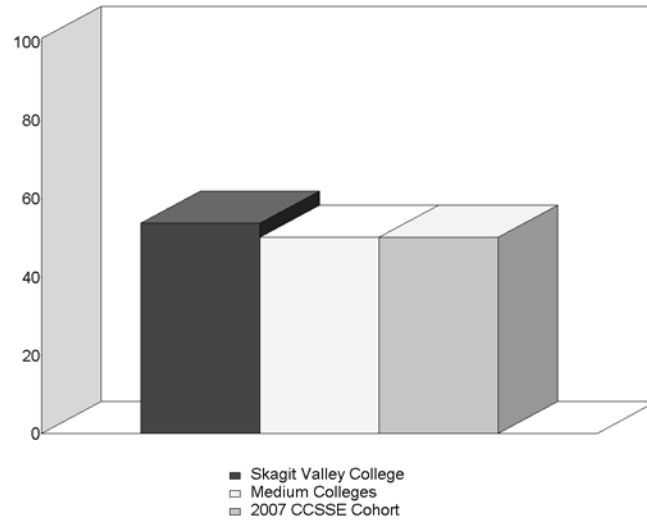
Student Effort	Your College Mean	Other Medium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.52	2.48		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.79	2.70		2.69	
4e. Came to class without completing readings or assignments	1.91	1.88		1.88	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.06	2.07		2.07	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.32	1.88	▲	1.88	▲
13d1. Frequency: Peer or other tutoring	1.49	1.44		1.45	
13e1. Frequency: Skill labs (writing, math, etc.)	1.75	1.88		1.70	
13h1. Frequency: Computer lab	2.07	2.09		2.09	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Academic Challenge

Bar Charts and Benchmark Item Composition - All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



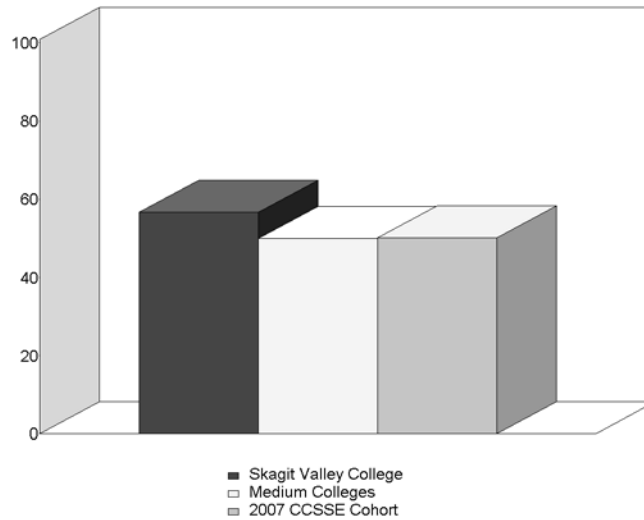
Benchmark Scores			
	Skagit Valley College	Medium Colleges	2007 CCSSE Cohort
All Students	53.7	50.1	50.0

Academic Challenge	Your College Mean	Other Medium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.55	2.62		2.52	
5b. Analyzing the basic elements of an idea, experience, or theory	2.90	2.82		2.82	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.75	2.68		2.69	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.60	2.53		2.53	
5e. Applying theories or concepts to practical problems or in new situations	2.60	2.62		2.62	
5f. Using information you have read or heard to perform a new skill	2.94	2.71	▲	2.72	▲
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.86	2.85		2.85	
6c. Number of written papers or reports of any length	2.92	2.81		2.81	
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	5.09	5.02		5.00	
9a. Encouraging you to spend significant amounts of time studying	3.01	2.94		2.94	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student-Faculty Interaction Bar Charts and Benchmark Item Composition - All Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



	Benchmark Scores		
	Skagit Valley College	Medium Colleges	2007 CCSSE Cohort
All Students	56.6	49.9	50.0

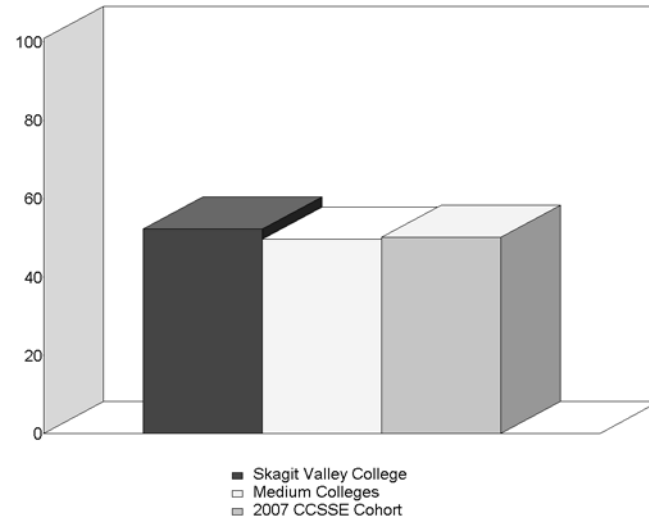
Student-Faculty Interaction	Your College Mean	Other Medium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4k. Used email to communicate with an instructor	2.67	2.41	▲	2.41	▲
4l. Discussed grades or assignments with an instructor	2.60	2.49		2.49	
4m. Talked about career plans with an instructor or advisor	2.17	1.99	▲	1.99	▲
4n. Discussed ideas from your readings or classes with instructors outside of class	1.88	1.70	▲	1.72	▲
4o. Received prompt feedback (written or oral) from instructors on your performance	2.73	2.65		2.65	
4q. Worked with instructors on activities other than coursework	1.49	1.38		1.39	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Support for Learners

Bar Charts and Benchmark Item Composition - All Students

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores			
	Skagit Valley College	Medium Colleges	2007 CCSSE Cohort
All Students	52.1	49.6	50.0

Support for Learners	Your College Mean	Other Medium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
9b. Providing the support you need to help you succeed at this college	2.94	2.92		2.93	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.69	2.43	▲	2.45	▲
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.94	1.88		1.90	
9e. Providing the support you need to thrive socially	2.11	2.06		2.08	
9f. Providing the financial support you need to afford your education	2.30	2.37		2.37	
13a1. Frequency: Academic advising/planning	1.72	1.73		1.74	
13b1. Frequency: Career counseling	1.54	1.41	▲	1.43	

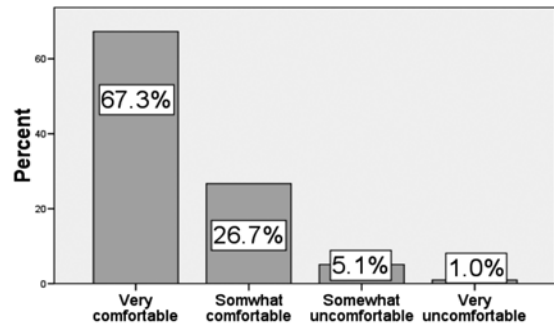
[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

2007 Community College Survey of Student Engagement (CCSSE)

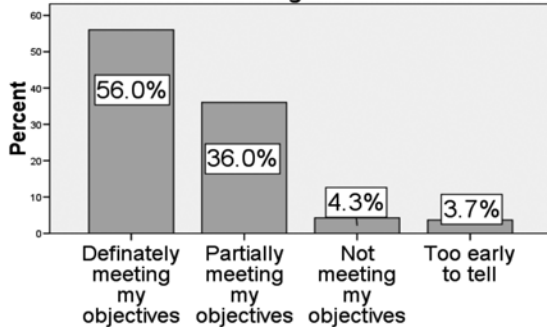
Student Satisfaction – General

SVC Office of Institutional Research
Dr. Maureen Pettitt, Director
Dr. George Fuhr, Analyst

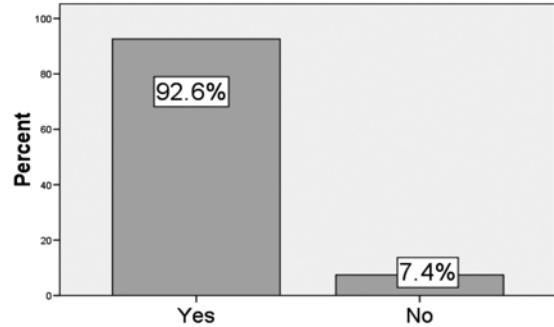
Extent to which the college is a comfortable environment for all students



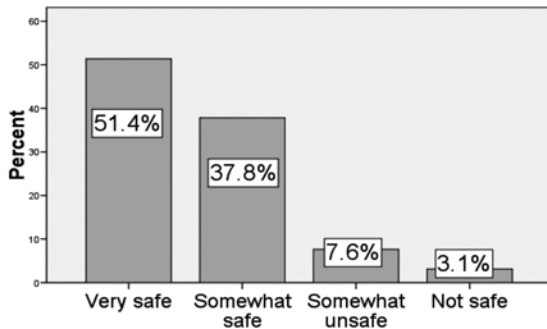
Extent you are meeting your educational objectives as a result of your enrollment at this college



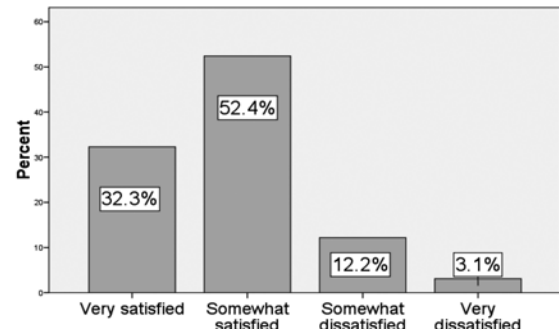
Would you recommend this college to a friend or family member?



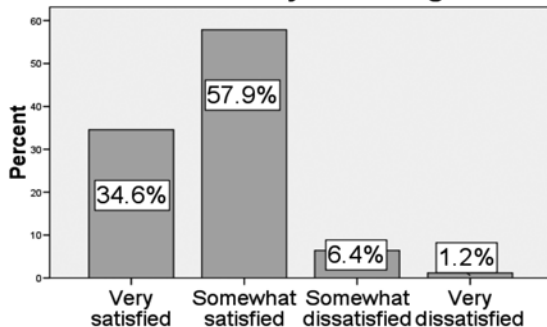
How safe do you feel on campus



Rate your overall satisfaction with this college's processes for working with new students



Satisfied with the quality of instruction at your college

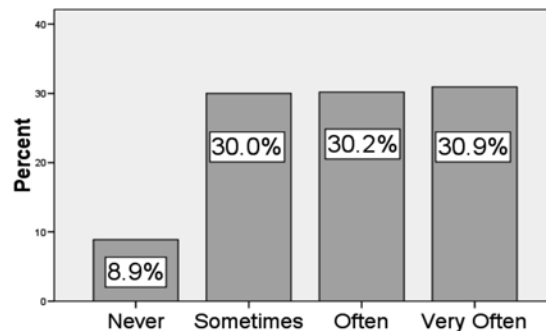


2007 Community College Survey of Student Engagement (CCSSE)

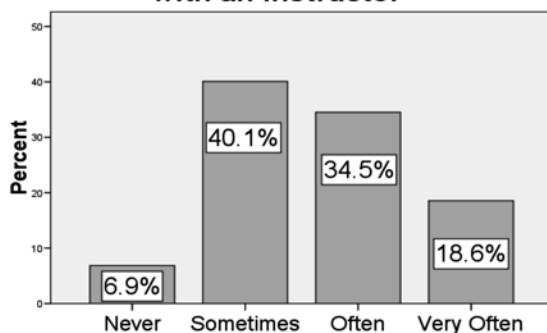
Student-Faculty Interaction

SVC Office of Institutional Research
Dr. Maureen Pettitt, Director
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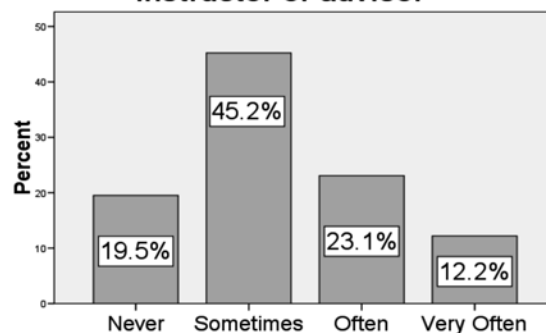
Used email to communicate with an instructor



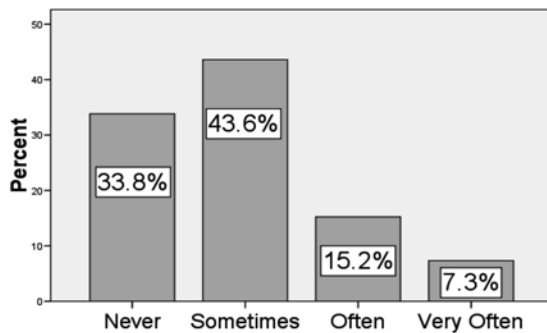
Discussed grades or assignments with an instructor



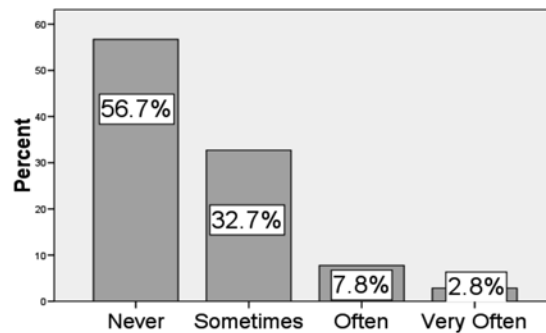
Talked about career plans with an instructor or advisor



Discussed ideas from your readings or classes with instructors outside of class



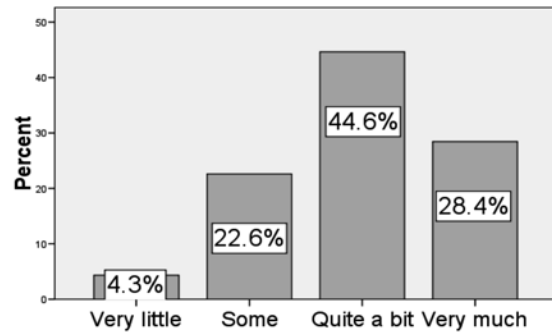
Worked with instructors on activities other than coursework



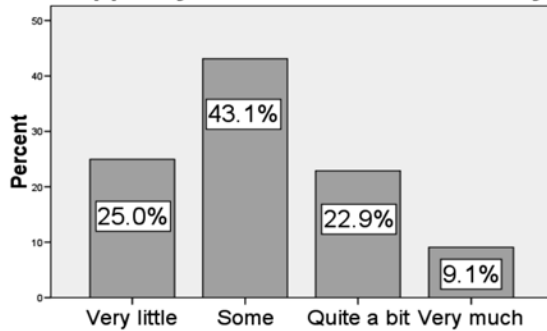
2007 Community College Survey of Student Engagement (CCSSE)

Use & Satisfaction – Services

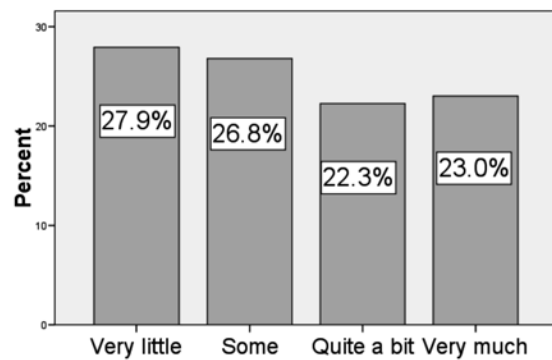
How much does the college provide the support you need to help you succeed at this college



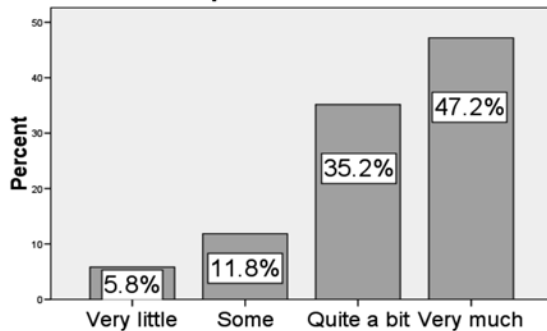
How much does the college provide the support you need to thrive socially



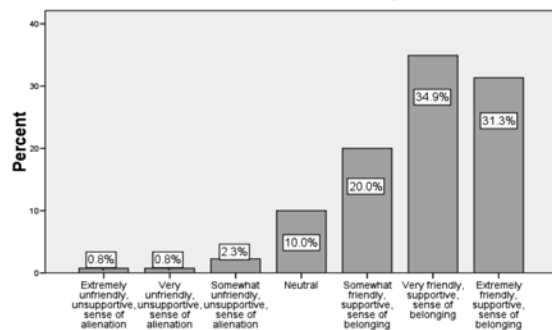
How much does the college provide the financial support you need to afford your education

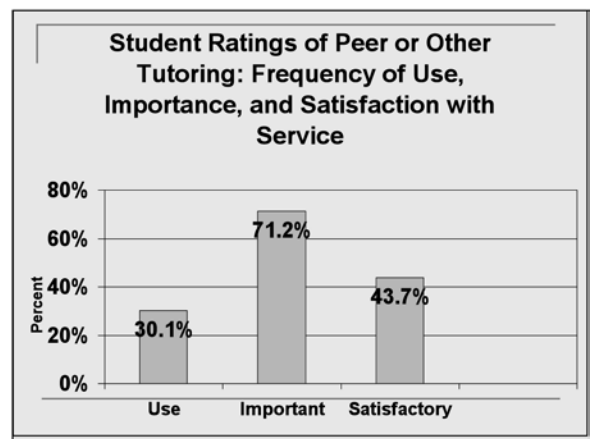
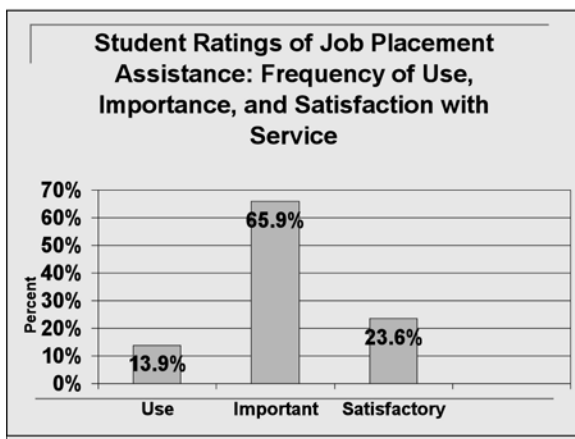
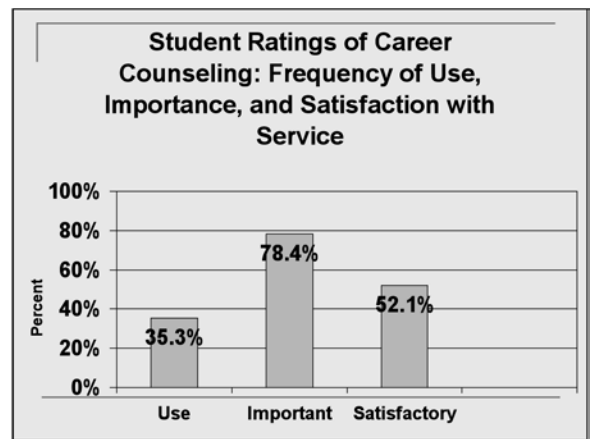
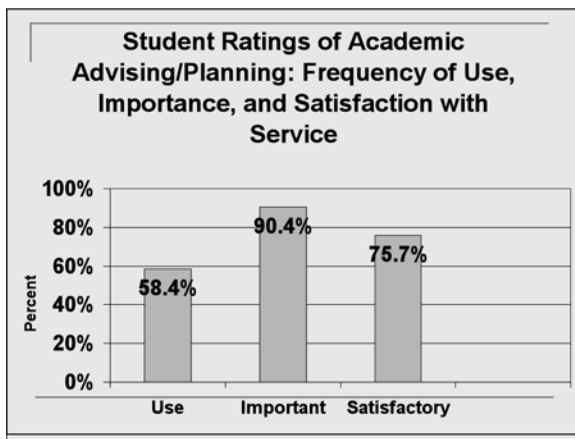
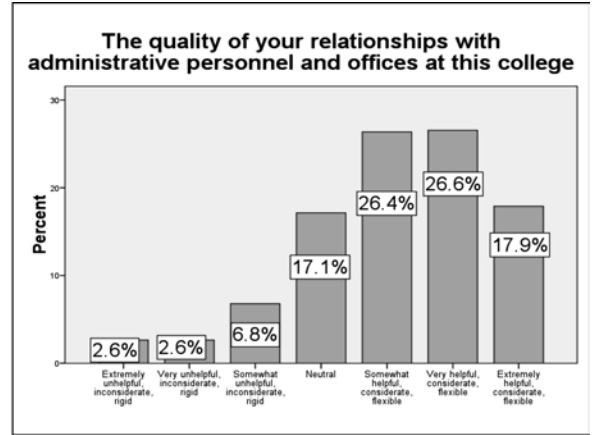
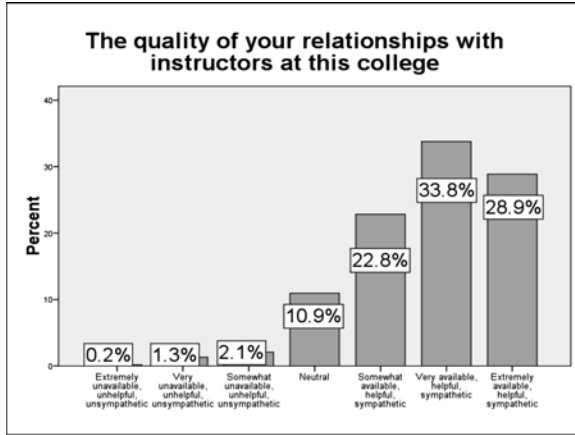


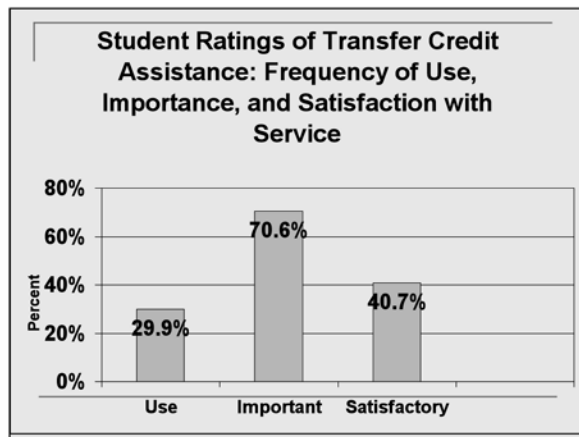
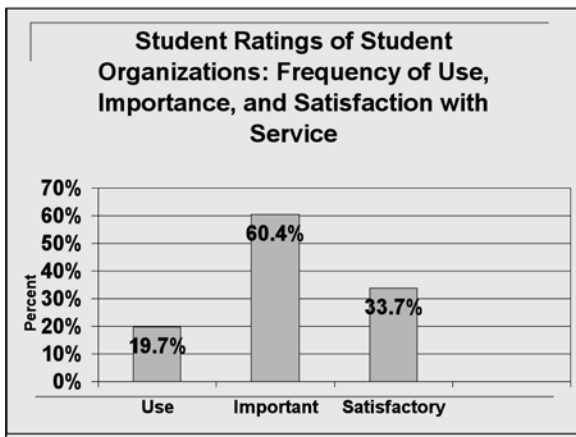
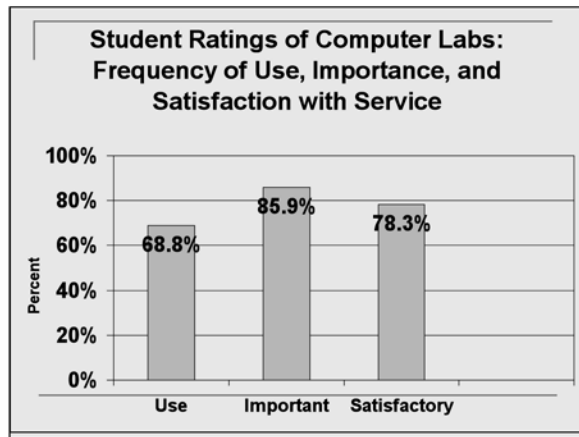
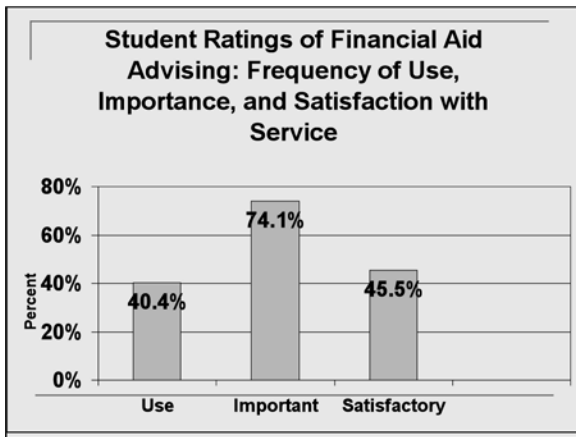
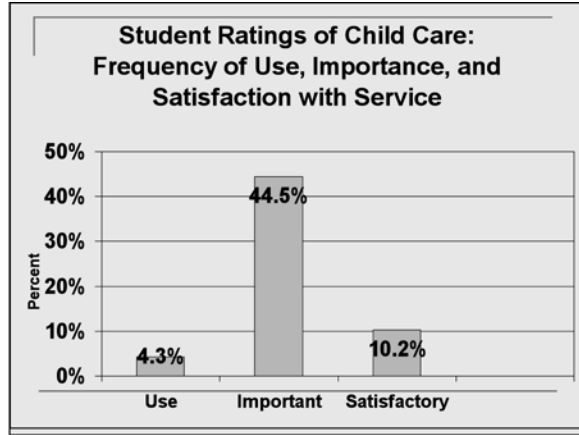
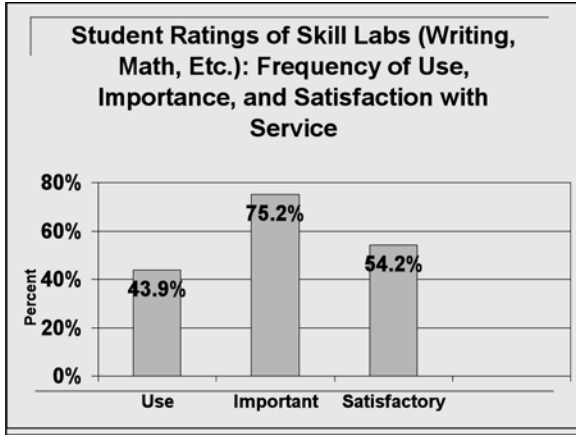
How much does the college emphasize the use of computers in academic work

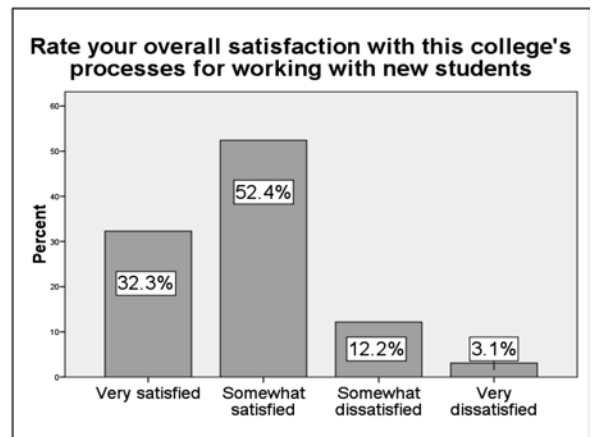
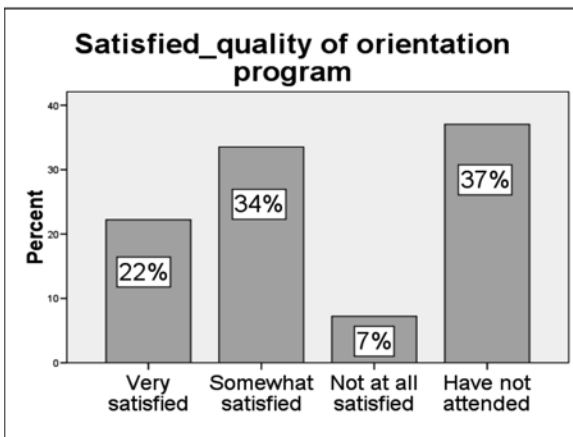
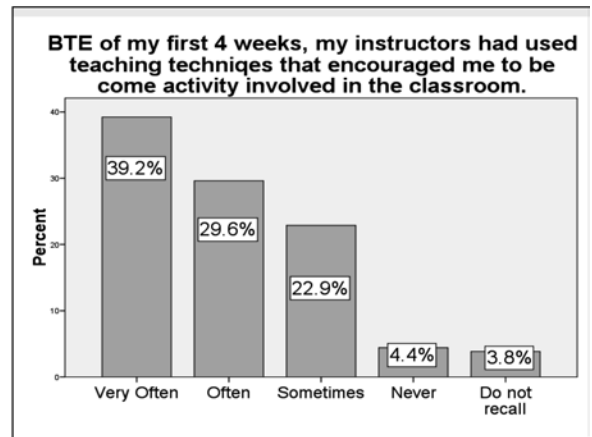
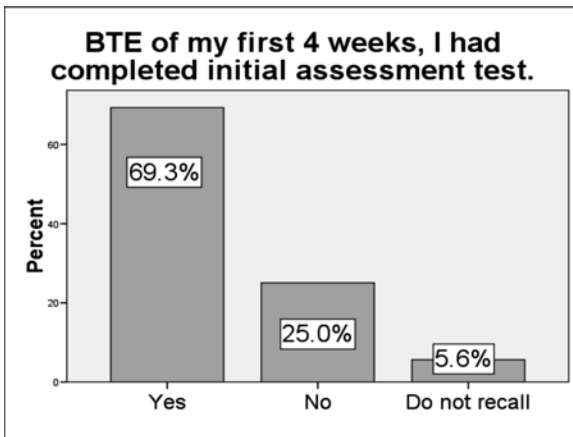
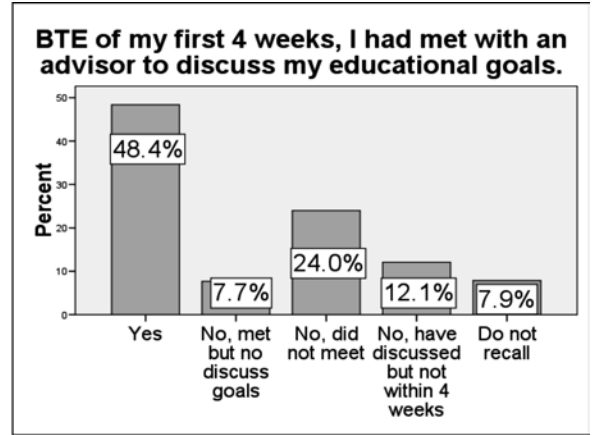
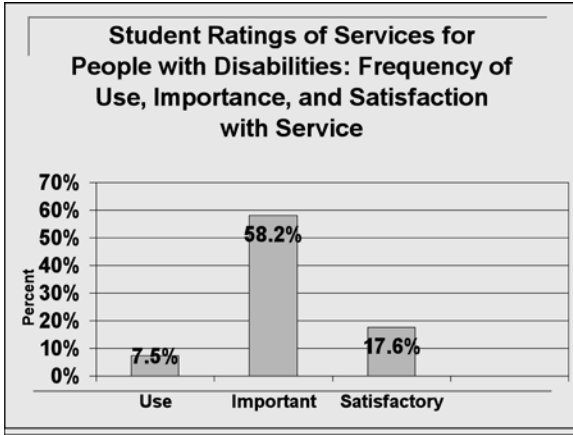


The quality of your relationships with other students at this college

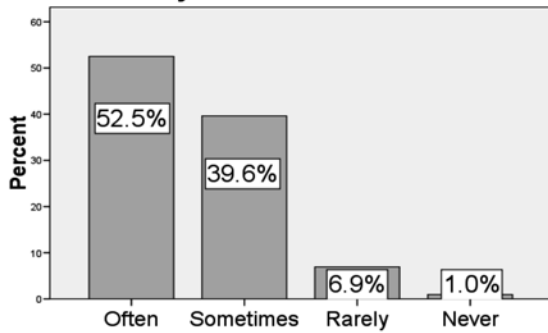




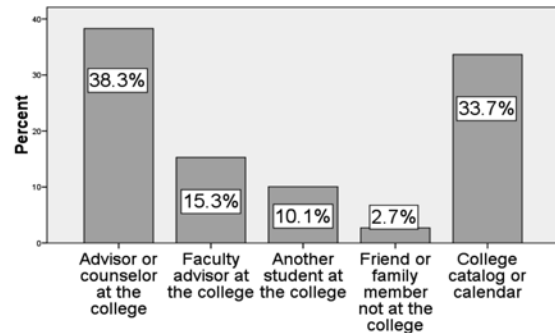




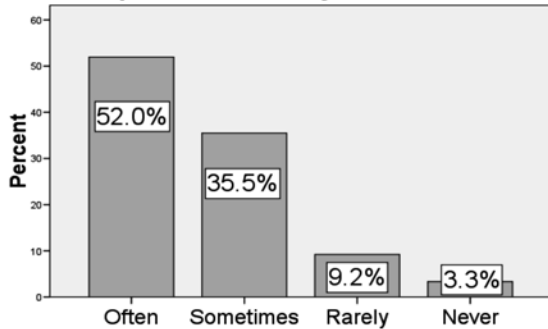
Are classes offered at times that fit your schedule



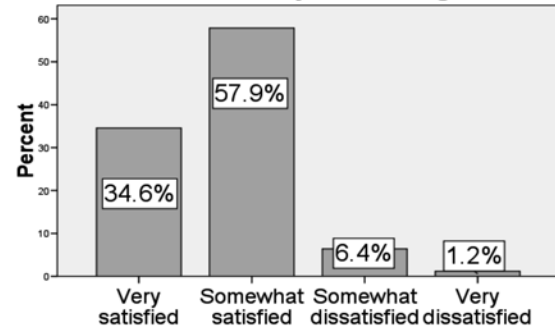
Where do you most often get info about the requirements for your ed program



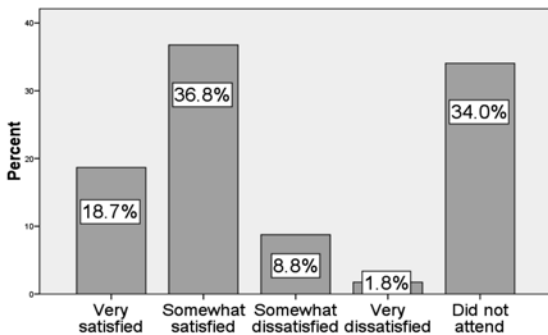
Registration & FA info available in times/places that fit your schedule



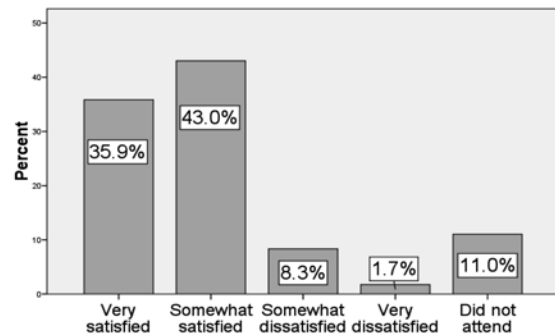
Satisfied with the quality of instruction at your college

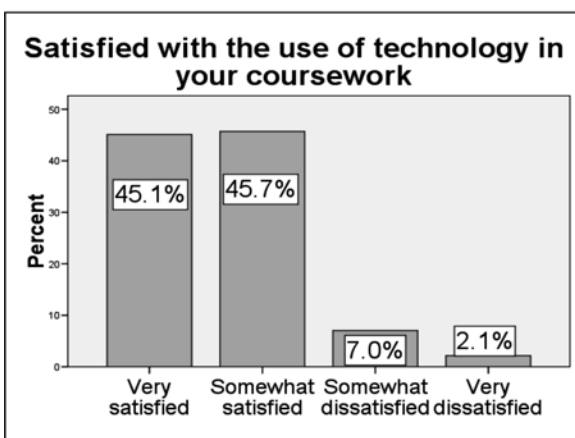
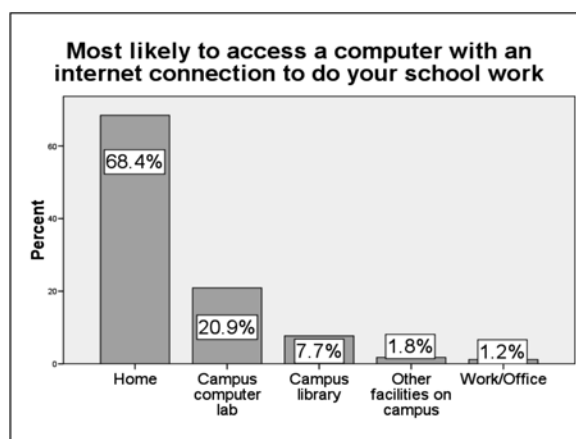
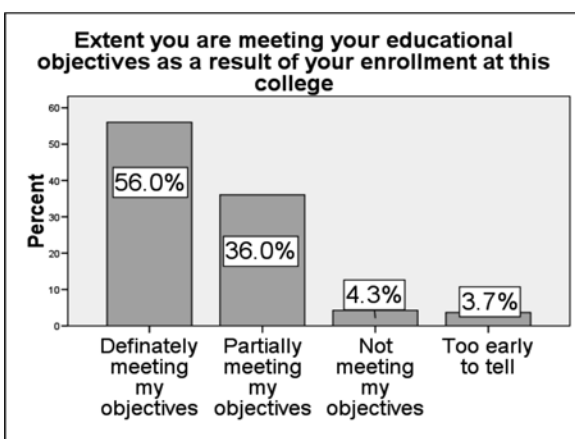
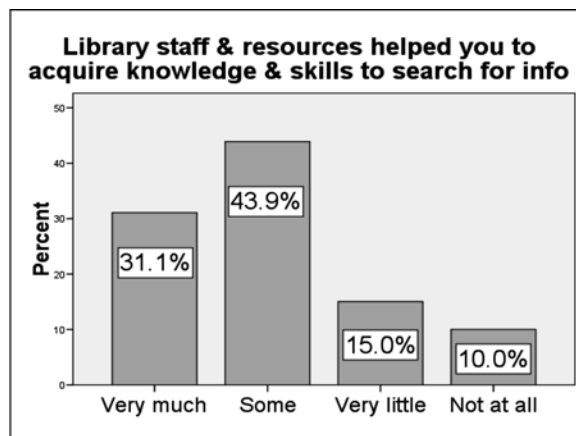
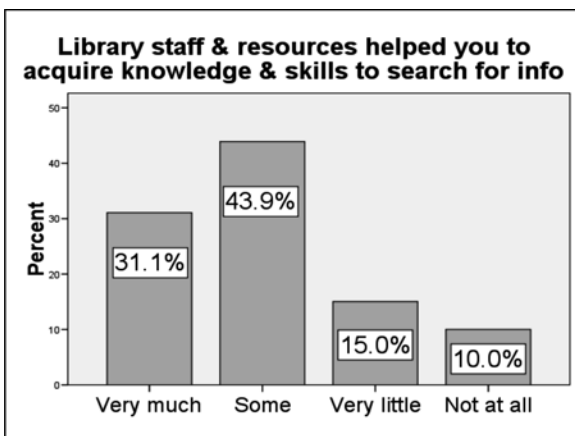


Satisfied with co-curricular programs



Satisfied with the library resources at the college





2007 CCSSE Results Related to Learning Communities

(Have taken n = 174; Have not taken, nor plan to n = 232)

Active and collaborative learning

These questions are from Section 1 of the CCSSE survey, which asked students: “In your experiences at this college during the current school year, about how often you have done each of the following?” Response options ranged from 1 (“Never”) to 4 (“Very Often”).

Variable	Mean		Sig
	Have Taken	Not Taken	
1.a. Asked questions in class or contributed to class discussions	3.00	3.00	n.s.
1.b. Made a class presentation	2.43	2.27	n.s.
1.f. Worked with other students on projects during class	2.88	2.69	*
1.g. Worked with classmates outside of class to prepare class assignments	2.49	2.10	**
1.h. Tutored or taught other students (paid or voluntary)	1.73	1.43	**
1.i. Participated in a community-based project as part of a regular course	1.61	1.43	*
1.r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.87	2.69	*

* $p < .05$ ** $p < .01$

Student effort

The items come from several different sections of the CCSSE. Section 1 of the CCSSE survey asked students: “In your experiences at this college during the current school year, about how often you have done each of the following?” Response options ranged from 1 (“Never”) to 4 (“Very Often”).

Section 3 of the CCSSE survey asked students: “During the current school year, about how much reading and writing have you done at this college?” Response options ranged from 1 (“None”) to 5 (“More than 20”).

Section 7 of the CCSSE survey asked students: “About how many hours do you spend in a typical 7-day week doing each of the following?” Response options ranged from 0 (“None”) to 5 (“More than 30”).

Variable	Mean		Sig
	Have Taken	Not Taken	
1.c. Prepared two or more drafts of a paper or assignment before turning it in	2.96	2.45	**
1.d. Worked on a paper or project that required integrating ideas or information from various sources	3.14	2.75	**
1.e. Came to class without completing readings or assignments	1.97	1.93	n.s.
1.p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.78	2.52	**
3.b. Number of books read on your own (not assigned)	2.34	1.94	**
7.a. Preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)	2.63	2.41	n.s.

* $p < .05$ ** $p < .01$

Diversity and multicultural interaction

The first item in the following table was from Section 1 of the CCSSE survey. The prompt asked students: “In your experiences at this college during the current school year, about how often you have done each of the following?” Response options ranged from 1 (“Never”) to 4 (“Very Often”).

The second item was from Section 6 of the CCSSE survey. The prompt asked students: “How much does this college emphasize each of the following?” Response options ranged from 1 (“Very Little”) to 4 (“Very Much”).

The last item below is from Section 9 of the CCSSE survey. The prompt for this section was: “How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?” Response options ranged from 1 (“Very Little”) to 4 (“Very Much”).

Variable	Mean		Sig
	Have Taken	Not Taken	
1.s. Had serious conversations with students of a different race or ethnicity other than your own	2.61	2.26	**
6.c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	3.01	2.53	**
9.k. Understanding people of other racial and ethnic backgrounds	2.66	2.24	**

* $p < .05$ ** $p < .01$

Student-faculty interaction

These items were also from Section 1 of the CCSSE survey. The prompt asked students: “In your experiences at this college during the current school year, about how often you have done each of the following?” Response options ranged from 1 (“Never”) to 4 (“Very Often”).

Variable	Mean		Sig
	Have Taken	Not Taken	
1.k. Used email to communicate with an instructor	3.10	2.67	**
1.l. Discussed grades or assignments with an instructor	2.76	2.58	*
1.m. Talked about career plans with a faculty member or advisor	2.42	2.25	n.s
1.n. Discussed ideas from your readings or classes with instructors outside of class	2.11	1.88	*
1.q. Worked with instructors on activities other than coursework	1.74	1.45	**

* $p < .05$ ** $p < .01$

College contribution to knowledge, skills and personal development

These items are from Section 9 of the CCSSE survey. The prompt for this section was: “How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?” Response options ranged from 1 (“Very Little”) to 4 (“Very Much”).

Variable	Mean		Sig
	Have Taken	Not Taken	
9.a. Acquiring a broad general education	3.29	2.67	**
9.b. Acquiring job or work-related knowledge and skills	2.77	2.98	*
9.c. Writing clearly and effectively	3.05	2.43	**
9.d. Speaking clearly and effectively	2.93	2.44	**
9.e. Thinking critically and analytically	3.23	2.83	**
9.f. Analyzing quantitative problems	3.01	2.39	**
9.g. Using computing and information technology	2.87	2.49	**
9.h. Working effectively with others	3.03	2.83	*
9.i. Learning effectively on your own	3.00	2.83	n.s.
9.j. Understanding yourself	2.68	2.50	n.s.
9.l. Developing a personal code of values and ethics	2.42	2.24	n.s.
9.m. Contributing to the welfare of your community	2.21	2.14	n.s.
9.n. Developing clearer career goals	2.82	2.77	n.s.
9.o. Gaining information about career opportunities	2.66	2.65	n.s.

* $p < .05$ ** $p < .01$

Mental activities

Section 2 of the CCSSE survey asked students: “During the current school year, to what extent has your coursework at this college emphasized the following mental activities?” Response options ranged from 1 (“Very Little”) to 4 (“Very Much”).

Variable	Mean		Sig
	Have Taken	Not Taken	
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.86	2.78	n.s.
Analyzing the basic elements of an idea, experience, or theory	3.14	2.87	**
Synthesizing and organizing ideas, information, or experience in new ways.	2.95	2.79	n.s.
Making judgments about the value or soundness of information, arguments, or methods	2.80	2.61	*
Applying theories or concepts to practical problems or in new situations	2.86	2.75	n.s.
Using information you have read or heard to perform a new skill	3.06	3.00	n.s.

* $p < .05$ ** $p < .01$

Degrees and Certificates Awarded, 2005-06 through 2007-08

Mount Vernon Campus

		2005-06	2006-07	2007-08
<i>Transfer</i>	AAUCT	212	157	144
	A Science	6	15	20
	A Business	10	20	25
	A Music	2	2	3
	A Visual Art	1	2	0
	EE Tech	0	0	0
AAGS		56	46	37
ATA		185	155	146
Certificate		144	170	197
HS Diploma		28	38	24
Totals		644	605	596

Whidbey Island Campus

		2005-06	2006-07	2007-08
<i>Transfer</i>	AAUCT	94	56	63
	A Science	1	3	0
	A Business	2	2	5
	A Music	1	0	0
	A Visual Art	0	0	0
	EE Tech	0	0	0
AAGS		22	13	24
ATA		40	24	46
Certificate		112	61	97
HS Diploma		11	7	7
Totals		283	166	242

South Whidbey Center

		2005-06	2006-07	2007-08
<i>Transfer</i>	AAUCT	12	10	14
	A Science			
	A Business			1
	A Music			
	A Visual Art			
	EE Tech			
AAGS		2	0	1
ATA				
Certificate		0	0	1
HS Diploma		1	4	0
Totals		15	14	17

San Juan Center

		2005-06	2006-07	2007-08
<i>Transfer</i>	AAUCT	5	8	4
	A Science			
	A Business			
	A Music			
	A Visual Art			
	EE Tech			
	AAGS	0	1	1
	ATA	1	1	1
	Certificate			
	HS Diploma	1	3	1
	Totals	7	13	7

Exit Code 9 Special Program Certificates

	2005-06	2006-07	2007-08
Mount Vernon Campus	132	59	89
Whidbey Island Center	57	42	1
Totals	189	101	90

Placement Data for Professional-Technical Program Leavers Based on State Board for Community & Technical Colleges Annual Year Reports

	Total Students	Placed in UI Covered Jobs	Estimated Out- of Region or Self-Employed	Total Estimated Employed	Estimated Employment Rate	Continuing in Education
2004-05 Completers	513	374	38	412	80%	11
2004-05 Early Leavers	446	282	41	323	72%	3
2003-04 Completers	612	443	46	489	80%	8
2003-04 Early Leavers	386	233	38.25	271.25	70%	5
2002-03 Completers	496	366	35	401	81%	19
2002-03 Early Leavers	441	279	41	320	72%	7

The SBCTC defines a “completer” as a student who has completed a degree or certificate or at least 45 workforce education credits with a 2.0 grade average or has completed a uniquely designed program. Note: As of 01/31/09, the SBCTC’s 2007-08 annual report with data for the 2005-06 student cohorts had not yet been published.

Student Achievement Points for Skagit Valley College

Table: 2007-08 Compared to Baseline Year (2006-07)

Year	Basic Skills	College Readiness	1st 15 Credits	1st 30 Credits
2006-07	1,119	2,391	1,611	1,137
2007-08	1,464	2,294	1,619	1,230
	Quantitative/ Computation	Certificate, Degree, Apprentice-ships	Total Points	
2006-07	778	595	7,631	
2007-08	773	641	8,021	
390 Difference				

2007-08 Student Achievement Points, Skagit Valley College

Table: Number and Percent of Students Earning Achievement Points, by Kind of Student (1)

	Basic Skills		Transfer		Workforce	
	N	%	N	%	N	%
Total Number in 2007-08	1385		3130		4949	
Made One or More Basic Skills Gain (2) (4)	305	22.0%	18	0.6%	151	3.1%
Earned 15 College Level Credits	55	4.0%	790	25.2%	652	13.2%
Earned 30 College Level Credits	34	2.5%	649	20.7%	509	10.3%
Passed One or More Pre-College Level Math Course (3) (4)	23	1.7%	777	24.8%	415	8.4%
Passed One or More Pre-College Level English Course (3) (4)	18	1.3%	212	6.8%	218	4.4%
Passed College Level Math Course	11	8.0%	445	14.5%	296	6.0%
Tipping Points	1	0.1%	272	8.7%	338	6.8%

Notes:

1. The State Board for Community & Technical College determines “kind of student” based on students’ Purpose-Attend, Intent, and CIP codes.
2. A basic skills gain is made each time the student makes a CASAS gain based on pre-and post-tests or receives a GED or High School completion.
3. If the student advances a level by completing an approved pre-college course, he or she receives a point.
4. Number of students earning one or more points. A student can earn multiple points in these categories.

Fall 2008 Advisory Committee Survey

Compiled by the Skagit Valley College Department of Institutional Research

Maureen Pettitt, Ph.D., Director • George Fuhr, Ph.D., Analyst | 18 November 2008

In collaboration with the Enrollment Management Committee, SVC Institutional Research (IR) created a survey instrument for Professional/Technical Program Advisory Committee members. This survey was available to respondents in two formats: a scannable paper survey and an online WEB survey. The WEB survey is presented in Appendix A. The paper surveys were distributed to employers and completed by them during the annual Advisory Committee dinner held in November. The online survey was available to respondents between October 29 and November 10. Ninety-four (94) were completed: 33 paper and 61 WEB surveys. Responses were analyzed, summarized, and reported by SVC Institutional Research.

Results

The survey questions were organized into four sections. The first includes Questions 1 – 8, which ask for information about the respondents' employer or business and their training needs. Section 2 includes Questions 9 – 12 regarding how SVC could be involved in meeting the training needs of the employer. Section three includes Questions 13 – 16 about respondents' experiences employing one or more SVC graduates. Section four includes Questions 17 and 18, regarding the adequacy of students' training in mathematics.

Several questions of interest to Enrollment Management are highlighted below.

Question #5 asked respondents to identify best times for their employees to take classes. Respondents most frequently chose "After 5 p.m." as the best time for training (24.7%), followed by "on-line" (11.2%).

In response to Question #6 regarding knowledge and skills that will be critical for employees in the future, respondents listed both skills that are specific to their industry, as well as many that transcend industry and are more basic to an individual's ability to be productive as part of a team. Computer skills (general, as well as specific programs), people skills (including interpersonal, teamwork, and customer service skills), and very basic skills (including critical thinking, communication, and problem solving) were frequently listed.

Suggestions for SVC improvement included increased emphasis on work ethics, more short-term and off-campus classes, and closer coordination with industry and advisory committees. Respondents also encouraged increased expansion of industry-specific skills courses.

Item 1: How many people are employed by your organization?

	Count	Percent
Less than 5	7	7.4
"6 - 10"	6	6.4
"11 - 20"	11	11.7
"21 - 50"	16	17.0
"51 - 99"	14	14.9
100 or more	39	41.5
N/A	1	1.1
Total	94	100.0

Item 2: In what industry do you work?

1. Education
2. Parks and Recreation
3. Healthcare
4. Chemical dependency treatment
5. Commercial vehicle industry
6. Hospital
7. Cable
8. Washington State Department of Transportation
9. Vocational Rehabilitation and Supported Employment for people with disabilities.
10. Health Care - Military Treatment Facility in a Community Hospital setting
11. Legal
12. Health Care
13. Customer service
14. Early Childhood Education, Social Services
15. Education - Business and Community Education
16. Fitness
17. Skagit County Youth and Family Service
18. Automotive retail
19. Human Services
20. Fire Department
21. Chemical Dependency Treatment
22. Chemical Dependency Treatment
23. Carpenter and Scaffold Erector Apprenticeship Training as well as journeyman skill enhancement for the United Brotherhood of Carpenters.
24. Transportation/Human Services
25. Public education: Sedro-Woolley High School FACSE Food Production teacher.
26. County government--Public Health
27. Accounting & Tax
28. Fire Service
29. Computer Technology
30. Public Safety
31. Yacht Construction
32. Education
33. Banking
34. Medical
35. Hospital Nursing
36. Juvenile Justice/youth & family social services
37. Rental & Industrial
38. Education
39. Private pediatric practice
40. Parks/Law Enforcement
41. Health and Fitness
42. City government
43. Fire Department
44. Electrical Apprenticeship - approx. 400 apprentices
45. Restaurant
46. Natural Resource Management
47. Self employed own auto parts stores
48. Retail Grocery
49. U.S Military Fitness
50. Early Childhood Education
51. Truck driving
52. Rental & industrial
53. Heavy Truck Testing
54. Law Enforcement - Corrections
55. Marine, yacht manufacturing
56. Piping
57. Food Service
58. Consultant working with early learning systems development in Skagit County.
59. Natural Resource Conservation & Management
60. Firefighting
61. Manufacturing
62. Retail grocer & Mgr. Food and Drug
63. Tourism
64. Vocational training for at-risk youth
65. Marine & composites
66. Marine industry
67. Fire
68. Fire Department
69. Fire protection and EMS
70. Skagit Valley Hospital
71. Hospital
72. Higher Education – UW Bothell
73. Legal profession: Skagit County Clerk's Office, Superior Court
74. Government
75. K-12 education/City government
76. Aero-Space manufacturing
77. Marine
78. Heavy equipment – Diesel
79. Public health
80. Parks & Recreation
81. State Parks
82. Law Enforcement
83. Parks and Recreation
84. Automotive
85. Automotive
86. Automotive Repair
87. Automotive
88. Healthcare – Information Technology
89. Finance (Investments)
90. Recreation – Outdoor
91. City Government
92. Superior Court
93. Environmental Restoration

Item 3: Is in-house training provided for employees in your organization?

	Count	Percent
Yes	84	92.3%
No	7	7.7%
Total	91	100.0%

Item 4: Is tuition assistance provided for employees in your organization?

	Count	Percent
Yes	59	65.6%
No	31	34.4%
Total	90	100.0%

Item 5 A: What would be the best time for your employees to attend courses at Skagit Valley College?

	Count	Percent
7 a.m. - 10 a.m.	5	5.6%
10 a.m. - 2 p.m.	3	3.4%
2 p.m. - 5 p.m.	1	1.1%
After 5 p.m.	22	24.7%
Saturdays	5	5.6%
Prefer to take courses on-line	10	11.2%
Prefer to host SVC training programs at our facility	3	3.4%
Other (please specify)	19	21.3%
Multiple times	15	16.9%
N/A	6	6.7%
Total	89	100.0%

Item 5 B: Other best times for employees to attend courses at Skagit Valley College:

- Shift work, so all times are relevant
- Courses on line are very valuable for those that work part to full time.
- Evening hours, weekends and distance learning are the best options for staff seeking professional health care degrees and certificates
- Healthcare is very dependent on shift work. For example, my employees in the clinic work M-F days so would need evening or on-line courses. Hospital employees work varied shifts.
- Their own schedule.
- We train apprentices and journeyman at our own facility and register them with SVC.
- It depends...The district is willing to support periodic training sessions during the school day, but it is hard to be gone with a substitute and the cost to the district is significant. I enjoy going to the college, would like on-line course options, and could attend classes from 3 p.m. on a weekday. I do not like Saturdays as I need time at home.
- Depends on the course and the staff position/responsibilities.
- Due to a work schedule of 24 hours on duty, then 48 hours off duty, the most reasonable option would be for on-line course delivery.
- Week long, alternate or flex
- Shifts around the clock
- Any.

- | | |
|---|--|
| <ul style="list-style-type: none"> 13. Apprentices are registered through SVC. They attend training at the JATC training center. 14. We work to their schedule for graduating is far more important 15. Would vary to employee's schedule 16. I could check just about all of these...our company is open 24/7 & eves & weekends are busiest, so online, daytime, early am & evening classes would all fit their needs. If I had to pick one I'd say after 5pm. 17. Work is conducted on various schedules throughout the week and accommodations are made for students whenever possible 18. Nights and weekends 19. I am training coordinator for Piping Apprenticeship 20. 24 Hr business so varied class times & on-line courses are best. 21. Fall courses would be possible 22. Fridays 23. Fire Training Center – Attend as available | <ul style="list-style-type: none"> 10. Labor and Delivery Nursing; Medical Surgical Nursing; Urgent and Critical Care Nursing; Disaster & Emergency Preparedness training 11. Good people skills and tech skills 12. It is so difficult to teach but new hires need not to be afraid to ask questions. Answers increase their base of knowledge! They need to speak up confidently when they require more instruction. 13. Listening skills 14. Strong Communication Skills, Leadership skills; multi-cultural and cross-cultural education; bachelor's degrees 15. Continue to develop technical, management, and organizational skills 16. Exercise and fitness, personal training, nutrition, health and wellness 17. BA and Masters program in social work, criminal justice 18. Reading, Math 19. Computer skills, work ethic skills, case management skills, customer service skills |
|---|--|

Item 6: What knowledge and skills will be critical for employees in your organization to have in the future?

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Lots 2. Natural Resource management, Criminal Justice 3. Microsoft products 4. Reading, writing. professional attitude and dress. adhere to ethical standards 5. PC skills 6. Able to think on their feet and they most have critical thinking skills. 7. Electrical / Technical background with good inter-personal skills 8. To be hired into WSDOT you need a bachelors degree and three years of professional level experience, preferably in transportation 9. Expanding computer competencies - communication skills - writing skills | <ul style="list-style-type: none"> 20. Computer, public speaking/interaction. 21. CD, case management, treatment planning, discharge summary 22. Problem solving, writing, speaking and presentation, computer, oral communication, conflict resolution, motivational skills, time management, prioritizing, developing lesson plans 23. For Apprentices and Journeyman - Safety such as OSHA - 10, C-STOP and welding. 24. Common Sense, communication skills, reading, writing 25. Higher education information Teaching of job readiness skills within the school day Professional development 26. Computer skills, marketing, leadership, ??? 27. Current computer software - QuickBooks, Vista, Microsoft Office, ACT, Outlook |
|--|---|

28. Personnel management, customer service, Advanced life support, and administrative skills.
29. Computer Technology
30. Anything related to law enforcement or public safety
31. Mechanical and electric training and systems installations.
32. Soft skills, less width - more depth
33. The ability to adapt to change in the business environment, with downsizing and restructuring more and more common, by being able assist other departments through in-house cross-training or self-directed continued education. The more areas an employee can cover, the more valuable he/she is to the organization.
34. Computer, customer service skills, teamwork
35. Updated health care info, meds, equipment, critical thinking
36. Innovative and best practices in Juvenile Justice and social services
37. Trouble shooting electrical & hydraulics basic maintenance & trouble shooting open mind to learning
38. Instructional techniques
39. Critical thinking, lab skills, iz skills, basic computer skills,
40. Writing skills, computer skills, maintenance skills
41. Sales and marketing. Injury Rehabilitation. Nutrition.
42. You cover a lot already with Natural Resources, parks, police, fire, administrative, Computers. Land use regulations and civics may be a good addition.
43. Fire Officer training and pump operations.
44. We have an interest in exploring some sort of Associate Degree, combining our apprentice course credits with other college course credit from SVC.
45. People skills, planning, organization, thinking and decision making
46. GIS, Field identification and measurement of stream characteristics, identification of slope instability, electrofishing, and map reading.
47. Computer skills, math skills ie percentages, multiplication, fractions, adding, subtraction. writing, communication
48. Always customer service & how to market to different customer bases...they are definitely changing. Generational changes, economic changes...we are constantly adapting to the times & how to better serve our guest.
49. Customer service, personal training, and group fitness programs
50. Assessments, Diversity, communication
51. Truck driving
52. Basic reading & direction skills need have basic knowledge of troubleshooting
53. Solid understanding of electronics and be able to communicate well both orally and written.
54. Communication Skills
55. Technical skills; carpentry, electrical (US and CU), lamination
56. Welding
57. Customer Service Sanitation - ServSaf Ability to work with Point of Sale Systems
58. In early childhood there will be a need for child care providers and preschool teachers to have an AA degree in early childhood education. Then there will be a need for BAs in ECE in 2013 in Head Start and others further down the road,
59. Natural Resource & Wildlife Management Salmon Ecology Habitat Restoration Construction & Planning GIS/GPS Permitting & Grant Writing
60. Ladder truck operations.
61. Basic computer skills for shop floor associates ranging from checking email to browsing the internet. Advanced computer skills for office associates ranging from proficiency with MS office to ERP software.

62. Math & reading – basic problem solving, initiative, motivation, integrity, customer service
63. Understanding and using high-level computer programs such as Word, Excel, Power Point, Publisher, etc.
64. Computer skills; math; analytical
65. Vacuum infusion, English, carpentry
66. Economics, Product (marine product) knowledge
67. Communication, Writing, Speech, Fire Science, EMS
68. Basic math, critical decision making, hands on skills
69. Science, fire and medical, human behavior, manipulative skills
70. Communication skills, writing, computer skills
71. Courses taught in the paralegal program/law enforcement, criminal justice
72. Basic computer skills
73. Problem solving, office computer skills
74. VoIP, VPN, Wireless technology, mobile devices, encryption/security.
75. ABYC certifications
76. Computer, English, electronics
77. Critical thinking and problem solving. Excellent communication skills – bilingual! Customer service skills, attention to detail
78. Basic law enforcement through the park's law enforcement academy
79. Writing, report writing, decision making skills
80. Computer skills, human resource skills, law enforcement and legal related matters.
81. Criminal justice – natural resources
82. Technical experience
83. Technology in hybrid's and new systems
84. Problem solving, computer skills, communication skills (written)
85. N/A

86. Desiro, +
87. Natural resources, administrative, civic, water utility, sewer utility, police, streets, parks, storm water, finance, fire, computer
88. Computer skills incl. research
89. Spreadsheets, GIS, basic statistics, monitoring protocol & reporting, public speaking

Item 7: Is your organization interested in skill-development courses for limited-English speaking employees?

	Count	Percent
Yes	29	34.1%
No	56	65.9%
Total	85	100.0%

Item 8 A: Are any employees in your organization required to take Continuing Education Units (CEUs)?

	Count	Percent
Yes	39	43.8%
No	50	56.2%
Total	89	100.0%

Item 8 B: Descriptions of Continuing Education Units (CEUs) required for employees

1. CEU's for Chemical Dependency Professionals
2. The nurses that are certified must have a certain number of CEU's depending on their area of certification.
3. They are not required, but many courses and employees attend workshops or other venues that give CEU's.
4. CME for providers/doctors; CEU's for nursing staff; Staff Education Dept offers BLS, ACLS, NRP, PALS, STABLE, EMT and Trauma Combat Care Course
5. Legal
6. Annual updates related to safety, lifting, HIPPA, etc.
7. Fitness instructors

8. All Chemical Dependency Professionals are required to take continuing ed.
9. EMT (OTEP) & Firefighters.
10. CDP need CEU's for licensing with DOH
11. All certified counselors are required to get 45 hours every 2 years for re-certification
12. I have three full time staff instructors with vocational certification.
13. CEU's are necessary for certification and/or salary advancement.
14. Most are not, but we have an MD, an ARNP and a licensed mental health professional who require CEUs. RNs may in the near future.
15. CPE for Enrolled Agent & Accredited Business Accountant credentials
16. Our Paramedics who require annual Continuing Medical Education.
17. N/A
18. Certain staff in accounting, compliance, audit, etc., must keep their certifications current.
19. Those who have WA state licenses for renewal- Respiratory Therapist, etc.
20. Licensed staff such as MSWs
21. Annual training log is kept & in house training provided
22. Personal Trainers must take CEUs to maintain certifications.
23. Wastewater, permit technicians
24. EMT B OTEP
25. We offer electrical CEU classes for electrical journeymen.
26. Pharmacists - part of their licensing.
27. All fitness trainers must earn CEUs to keep there certifications current
28. Plumbing, Electrical
29. Water Quality Testing/ Laboratory Certification Marbled Murrelet Detection & Census Training
30. Haz-Mat, Confine Space & EMT

31. Teachers
32. EMT – Paramedic
33. Continuing medical education/Live fire training.
34. Continued legal education
35. Teachers are required to have continuing education
36. Nursing
37. Ongoing law enforcement / safety classes
38. New model training
39. FINRA Requirements
40. Continuing judicial education

Item 8C: If “Yes”, would you like to see the college offer courses to meet those CEU requirements?

	Count	Percent
Yes	25	61.0%
No	16	39.0%
Total	41	100.0%

Item 9: Are there any programs, courses or areas of concentration that the college could add to better serve your needs?

1. No
2. Not sure
3. Electro-Mechanical
4. No, as a state agency is you meet the minimum qualifications requirements you can apply. I do not hire employees directly.
5. I am not sure. I think that there could be more disability awareness classes scattered throughout your curriculums across different departments. There are still a huge amount of negative stereotypes present in many businesses regarding the competencies of people with disabilities as employees and maybe a CC would be a good place to integrate this awareness into the educational programs.
6. Labor & Delivery; Prenatal Nursing Care
7. A quicker LPN to RN transition program.

8. Intensive Spanish courses; leadership skill-building; communication skill-building; cross-cultural learning
9. Internet marketing
10. N/A
11. Better case management skills and better preparation for working in agencies.
12. Fire Officer Development Courses.
13. None at this time
14. Blueprint Reading, Surveying
15. Work ethics ~ ie: on time, dress code, appropriate conversations, etc.
16. I would love to be able to get my AA in Culinary Arts and/or all of the certificates available via independent study. I would love to have options that would work beyond my work day (3 p.m. or later on weekdays, weekends, summer, other vacation times).
17. Probably, but I can't think of anything off-hand
18. Gear OFTEC Accounting degree toward preparedness to take Accredited Business Accountant test through ACAT
19. Paramedic courses (Initial training to become a Paramedic)
20. None
21. More LE related courses or Criminal Law
22. I took an AutoCAD course there but would appreciate a Solid Edge 3D course. The world is moving beyond AutoCAD and into more 3D for CNC work. In fact CNC course would be great. So would a US Coast Guard Captains license course.
23. Personally I would like to see more one-day courses offered on Saturdays that would bring my skills in Excel or Access current.
24. One day courses on more advanced features of common computer programs, ie, Outlook, Office, Access,
25. None at this time
26. Iz info currently is very basic, in depth knowledge would be helpful
27. Add sales and marketing to the HFT program. And injury rehabilitation.
28. We are working towards Fire Officer 1 certifications, so we are needing FF1 and FF2 testing at our site.
29. Modern techniques and sautéing skills in culinary
30. Basic math, English skills should be developed in grades k-12. I do not feel this is being accomplished
31. Fitness programming
32. Basic reading and math
33. No
34. Basic Law Enforcement Weapons (Firearms) training
35. Marine Tech Academy in Anacortes should answer our needs, it's quite exiting actually!!
36. I don't know how you teach being willing to work - coming to work on time, positive attitude and energy, willingness to be a team player and do what is needed to get a job done.
37. Most of our CEU requirements are very specialized; courses presently required through EPA or WDFW
38. Course for MS Project.
39. Retail Management Cert. program is great & meets our needs.
40. Internship programs to provide experience and training in a job environment
41. ER – Rules of Evidence; criminal/civil rules of procrdure
42. ITIL
43. No
44. Tech support level I & II, technical writing (IT)
45. Supervisory skills, business leadership
46. More evening classes – particularly in foreign languages
47. Just update as needed.
48. No
49. Civics may benefit citizens

50. Item 10: What are the strengths of SVC programs?
51. Lots
52. Flexibility
53. Dept. Chair is very open and easy to work with. Students are prepared for practicums for the most part.
54. The nursing students
55. Students are given fundamental training at a very high level. The Environmental Program is the best I am aware of.
56. I am told that the math and science programs are very strong academically. I am familiar with the Human Services program and the strengths there are related to the community practicum programs and some strong adjunct faculty presence.
57. Health Care Programs offer an outstanding source of health care recruits
58. Tend to be small classes with more individualized attention; some on-line offerings
59. Responsive
60. Variety of classes
61. Not sure
62. Willingness to address the needs of employers through training programs
63. N/A
64. Human Service focus, CD track
65. Willingness to listen to employers and help in improving curriculum to meet the ongoing changes in the CD field. Instructors are great, very dedicated in making the learning experience very beneficial
66. The remodeled facilities are GREAT! Staff is always friendly, accommodating, professional and helpful. SVC offers a good variety of programs.
67. Reputable, nearby, connected to community, address diverse needs.
68. Small class size, current computer technology, local school
69. The instructors themselves and the dedication from all staff toward success in the programs.
70. Local - quality - price competitive
71. Technical and mechanical courses
72. Night school and location.
73. Individual attention, excellent instructors, convenience
74. The ability to take the course on campus and/or on-line
75. Local programs on Whidbey
76. Flexible and meet a broad range of student needs
77. Hands on training & troubleshooting classes
78. Access, quality
79. Small class size, more individualized, focus on the basics and build on those, flexible, accessible,
80. The programs are very accessible to the local community.
81. Students feel well prepared for their roll.
82. Friendly and ready to work skills
83. Some subjects are very in depth, and are exceptional with the information that is taught. The instructor pool has greatly improved this year.
84. Skagit Valley College has been an exceptional partner for us.
85. Skagit Valley College has been an exceptional partner for us.
86. Developing basic skills and understanding of techniques
87. The auto tech program has done an excellent job offering classes to train students having the desire to enter my type of work
88. Convenient, online offerings, industry appropriate course - retail management, culinary, baking, pharm technician.
89. Locations of facilities and times available for courses
90. Teaching trouble shooting

91. The willingness to meet our needs when we need them, such as ABYC training
92. Faculty and Staff
93. The ability to develop relationships with businesses and students is a strength.
94. Most SVC students from the Environmental Program are very versatile.
95. Having the facility for training, Classrooms, Training Tower & other props.
96. Programs lend themselves well to older returning students.
97. Program flexibility & pos. teachers/program. The business connection to the community (Kathy's willingness & desire to improve program w/ job (?))
98. Local and flexible
99. Tries to offer a wide diversity of programs to meet a number of diverse needs throughout the community
100. The great people involved
101. Local, locally focused
102. The instructors
103. Knowledgeable & helpful teaching staff
104. Local focus
105. The instructors' experience and knowledge of industry
106. Effort to learn cutting edge technical skills
107. Variety of local training
108. Well-rounded training for students
109. High quality in the Parks Academy
110. Convenient, close-at-hand, well-instructed
111. Involving local business, partnering with industry professions
112. Commitment, local
113. Great efforts in update of skills and staff
114. Clear communication and processes emphasized
115. Top notch instructors, good infrastructure and tools
116. Practical application of knowledge learned

117. Friendly, quality, on the mark

Item 11: How can Skagit Valley College improve to better serve your needs?

1. Many
2. Help advertise our open positions (seasonal and regular).
3. You are already doing it, staying alert to changing needs.
4. Offer more evening/weekend classes
5. Soft skills training
6. Need a higher level of skill when thinking through a problem. Need strong physiology skills so they can anticipate what is happening with a patient and be able to relay the appropriate information to the physician. Need to provide more information on what it is like in the "real world" as compared to nurses training. It's always such a shock to them once they are out of school.
7. Provide a stable Electronics Department
8. Most of the students don't have a bachelors degree. As such they are better suited to the technical side of work. Since I don't hire, this question is largely not applicable.
9. In the voc-tech programs, increase the requirements for writing. I see many students who have poor writing skills, yet they are able to graduate and enter the social services fields.
10. Keep health/nursing programs available and we are always happy to host the students for clinical rotations.
11. More direct contact with employers re needs of small business
12. Reevaluate the MA program to include more relevant day to day clinical duties.
13. Our environment is not made for SVC students: the skills needed seem beyond the expertise acquired in classroom settings.
14. N/a
15. Listening
16. Fitness instructor certification
17. Not sure

18. The auto shop has come a long way in just one year; I can't wait to see where they will take their program. I feel they could use support with space, they have a perfect facility on one side, I believe was built for automotive and it's used for storage? Storage does not attract new students.
19. More intense preparation of students for practicums
20. Leadership, Report writing, Ethics, History of the Fire Service, Company Officer training.
21. Scheduling for students who work during the day, have more counselors/advisors to help with questions about registration
22. They are doing a great job at this time.
23. Modular classes under 40 hours.
24. A skills class taught on work ethics...see above
25. Can't think of anything right now...
26. Would be great if it could become a 4-year university!
27. See #9
28. Offer more on-line course delivery for degree programs and create a Paramedic program; currently there's nothing available north of Seattle that's open to the public.
29. No recommendations
30. More LE courses
31. Adding more variety of voc/tech classes.
32. New skill academy will be great! Keep up the good work!
33. More classes available to hone current skills - perhaps taking students from one version of software to the next as quickly as possible
34. Utilize mini-courses; a class that lasts four weeks but offer a good start in learning new skills.
35. Continue to expand library resources
36. Continue to remain an active partner through uncertain economic times
37. Keep stressing the basic trouble shooting and good work ethic & stress what in employers are looking for
38. Fund the Electronics Technology program more fully -- the instructors are doing their best with what they have, but what they have is meager.
39. More advance planning on schedules for students who are currently working so employers can adjust work schedules timely
40. Don't know.
41. See #9
42. Stay focused on your student base that rely on an affordable and high quality education
43. We need more off-site or visiting instructors, willing to teach in our facilities. We have a very limited budget, so I have no idea if we could afford an SVC instructor.
44. We have an interest in exploring some sort of Associate Degree, combining our apprenticeship course credits with other college course credit from SVC.
45. Use of teaching planning ahead, organization and speed
46. More field based method training
47. By continuing to seek students that have interest in automotive field. Our industry struggles for good tech's
48. Keep up the good work!
49. None that I can think of at this time
50. Sending people who are interest in this field to work as subs or part-time before they go out into the work place for a job
51. Start truck driving
52. Doing a good job
53. Put more money and emphasis on vocational courses. some of them are receiving the same funding they got 10 years ago and cannot compete with other schools that have newer
54. Basic Law Enforcement Firearms training and defensive tactics
55. Until the economy rebounds...not much.

56. Doing a great job already
57. Continue to stay current on trends in industry and providing skills that are relevant. I do not currently employ any graduates but do employ 4 SVC Students. Only one is taking a class related to food service.
58. There is a huge concern about increasing the education level of our Latino community. It will be vital to find ways to creatively meet the needs of families that means seeing how children can be cared for while parents are attending school.
59. If possible, it would be nice if there were a course that required/taught some basic mechanic, boat-handling, or rope skills.
60. Improve the facility, have computer base course available, Have computer classrooms available for student to take online courses.
61. Offer courses available on Saturdays
62. Great
63. It was challenging to be crammed into the room and table, like sardines. It's an important time for interaction for advising members. Hard, cramming two different committees at one table—dialog
64. Increase industry awareness – “competitive nature”
65. Continue to develop new training to meet changing needs in all fields
66. Increase capacity
67. Have the best instructors available
68. Doing fine
69. Continue to listen to advisory committee

Item 12: Do you employ Skagit Valley College graduates?

	Count	Percent
Yes	66	75.9%
No	21	24.1%
Total	87	100.0%

Item 13: Approximately how many SVC graduates are currently employed in your organization?

1. 5
2. 25 ? Nurses
3. 5
4. 10
5. Too many to count
6. 3
7. Currently none
8. At least 1-2, but possible graduates from years past?
9. 1
10. 3
11. 30
12. 1
13. 4 That I am sure
14. 6
15. 2
16. 1
17. 10
18. 3
19. Do not ask.
20. 1
21. No idea
22. Three, I think.
23. 2
24. 3
25. 1
26. I don't have this #
27. 50
28. 9
29. At least one!
30. 5
31. ?
32. 1
33. 5

- | | |
|---|----------------|
| 34. 3 | 50. 2+ |
| 35. 1 | 51. 7 |
| 36. Two | 52. ? |
| 37. Two | 53. 11 |
| 38. One | 54. Unknown |
| 39. 30 | 55. 2 |
| 40. 1 | 56. 1 |
| 41. 10 | 57. 4+ |
| 42. 10 | 58. Don't Know |
| 43. Unknown | 59. 100+ |
| 44. 5 | 60. 2 |
| 45. Over the past years I did employ SVC graduates in the Head Start program. The following input is from four years ago. | 61. 2 |
| | 62. 2 |
| 46. 3 | 63. 1 |
| 47. 5 – 10 | 64. 100 |
| 48. Not sure, 3 that I know of | 65. +5 |
| 49. Unk. | 66. 6 |

Item 14: Based on your experience with SVC graduates, please rate the program with regard to the following general skills:

	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Interpersonal skills (oral communication, working relationships with others)	9	14.1%	44	68.8%	10	15.6%	1	1.6%
Written communication	13	20.0%	33	50.8%	18	27.7%	1	1.5%
Problem solving/critical thinking	13	20.3%	36	56.3%	14	21.9%	1	1.6%
Job-related technical skills	22	34.9%	29	46.0%	10	15.9%	2	3.2%
Understanding of job/ employer expectations	14	22.2%	33	52.4%	13	20.6%	3	4.8%
Professional attitude	24	36.9%	32	49.2%	7	10.8%	2	3.1%

Item 15A: Do SVC graduates have appropriate technical skills when hired?

	Frequency	Percent
Yes	51	86.4%
No	8	13.6%
Total	59	100.0%

Item 15B: If “No”, what technical skills need more emphasis?

1. Mostly nurses so I do not have the knowledge to answer
2. Sometimes. Most have never started an IV, put in a foley or ng tube etc. The college may go over these things in the didactic part of their learning, but they definitely need more extensive training.
3. Our field requires very specific skills and it is rare that new hires (from anywhere) have those skills when coming into the agency. So this is not a poor reflection on SVC at all.
4. Note: NHOH does not hire new graduate LPN/RN students into the civil service system. LPN/RN applicants applying for contract positions may receive a waiver based on their skills, competency, previous experience. We recommend students work at Naval Hospital Oak Harbor as American Red Cross volunteers on a part-time basis to allow our supervisory nursing staff to evaluate their skills and capabilities which in turn gives the student/graduate a hiring advantage.
5. Uncertain as they are precluded from doing their job fully in externships due to liability issues.
6. Not sure at this point
7. It would help if they had more brand or manufacture specific training.
8. More intense training on case management
9. They need to understand treatment planning for CD field, ASAM, and be able to write a discharge summary. More case management skills written skills
10. Most have completed degrees beyond SVC.
11. Technical Skills are touched upon, but not with much experience.
12. Iz
13. Slow knife skills, certain cooking techniques weak, trust in themselves to do the work
14. They have most of the skills needed. The area they are lacking in is hands on with state of the art electronics test equipment and computers. Most of the equipment in that

program has been excessed by some company because it is no longer used in the field. If companies are not using this stuff then how can you expect students to step into a job straight from school.

15. There was no confidence that a graduate with an ECE degree from SVC would be a good teacher. Many did not have the experience to handle a group of children.
16. Don't know because our students were already employed.
17. Our IT Dept. has grown the people we hire have a min. 2 yr/4yr degree 3-yrs experience in IT.
18. For entry level employees “Adequate”
19. Basic +

Item 16: What do you like about SVC graduates? What compels you to recruit from SVC?

1. Lots
2. Support local college. Interested students
3. Local work force
4. We need to keep the nurses that currently live north of the Snohomish line here. Usually, if they don't have a permanent home base up here, they migrate to Seattle.
5. The SVC graduates we have hired in the past have been very good workers. We recruit students for practicums due to our close association with SVC as well as our logistical convenience for students.
6. Confident they will have basic skills with a good amount of theory.
7. Many are already familiar with community resources (important for our field of work)
8. Committed to the area, understanding of the college.
9. Not sure at this point
10. The automotive training program has some of the best instructors I have worked with, they use real world teaching, are very hands on and are good judges of good people, this is vary rare in any career field.

11. We have hired one from your Fire School. He has the motivation and basic skills we look for.
12. They want to be in this field and are enthusiastic about working with our population of clients. They have a desire to learn
13. The graduates are ready to enter the field as entry level counselors. They are aware of the expectations and the laws, rules that are required to be followed. They tend to have the most sought after quality, being teachable.
14. We don't generally recruit directly from SVC, as most of our positions require a bachelors' degree.
15. I believe in supporting the local economy - and that means hiring locally. Many graduates are women returning to the work force, so they have valuable life experience, new education and a strong willingness to work and learn. They make good employees.
16. We don't recruit from SVC, although, when informed of the degree a potential candidate has, it's provided a leg up on other candidates.
17. Intern Program has allowed me to use / pay prospective new employees before hiring full time.
18. Your RN program has been very strong. Keep up the good work.
19. Local, train in our facility
20. Overall, they have been earnest people seek to serve their community while advancing their career
21. Local, able to see work ethics as a student during office rotation, excited to be working, knowledgeable,
22. Nearly all state park rangers are required to attend PLEA through SVC.
23. Student are well prepared for their roll and eager to perform.
24. Quality of their skills
25. We do not recruit from SVC, they come to us. Mostly because we offer live fire training and more opportunities for those hands on skill demonstrations.
26. Their willingness to learn and absorb new ideas
27. Knowledge of the area, prepared for field work
28. Working knowledge of the automobile. computer skills, the desire to learn
29. They have foundation skills making our training much quicker.
30. She knew the expectations about the position before hired.
31. We have several tech school graduates along with the Skagit graduates and the difference is night and day. The tech school grads have low interpersonal skill, poor writing skills and difficulty communicating orally. In fact one of them is actually going back to school because even he recognized this shortfall.
32. Students who have been in the field a considerable time to learn several aspects of their job and returned to SVC for more knowledge were more confident and skilled.
33. SVC graduates are usually more mature than other graduates and have more life experiences
34. Dri-Eaz is community minded and prefers to hire talent local when available
35. N/A It would be nice to know if we've hired any SVC students upon graduation. They should tell their manager when hired.
36. They come to work well prepared, ready to go.
37. Very little risk to employer, highly applicable skill set
38. Quality employees from date of hire.
39. Usually dedicated to the community
40. Enthusiasm, motivation
41. I believe the skills obtained from the paralegal program compliments the work performed at our place of employment.
42. SVC grows good stock. Students have a solid foundation.
43. Well trained, on-the-job training, ready to work, god work ethic

44. We have used interns in the past. It has been a good way to pay back SVC. I am a graduate from the CIS program.
45. Desire to learn more, work ethic
46. The academy reflects the parks ethos, culture
47. Their programmed to be ready
48. Good real life training
49. It is the school that I attended.
50. Quality of education
51. They are competitive with peers that have higher education.
52. We have not targeted SVC.

Item 17: Please indicate the degree to which you agree or disagree with the following statements:

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
The current level of mathematics taught at Skagit Valley College is appropriate for the workplace.	5	7.6%	53	80.3%	8	12.1%		
SVC students have the practical math skills to solve everyday problems.	5	7.5%	53	79.1%	9	13.4%		
Skagit students entering the world of work understand math concepts well enough so that they are free to concentrate on more advanced problems.	5	7.7%	48	73.8%	12	18.5%		

Item 18: What adjustments to the math curriculum would you suggest?

1. None
2. Aside from basic billing and tracking computations, we have very little need for strong math skills in our field of work, so I don't know how useful this reply is for your needs.
3. A way for people to pass intermediate algebra so they can continue on!
4. N/a
5. N/A
6. Not sure
7. I do not know much about your math curriculum.
8. Not an issue in this field
9. The math demands of the chemical dependency field is not high. An example of SVC willingness to work and listen to employers is the change in requirement to a technical math class instead of algebra for the CD students
10. None
11. None
12. My comment here is that what the high-schoolers are taught (a different math with different terminology) causes problems with college math because the "language" does not match.
13. More clinical experiences
14. None
15. Basic math as stated in number 6
16. No comment...basic math is all that is required in our workplace.
17. None
18. Many early childhood students are frequently challenged in math. The issue started in K-12 and hopefully preschool teachers can take a love of math into their preschool classrooms. Using Ken as a math instructor allows pre-school teachers to understand math and reduces a major barrier to getting a degree. We need Ken to help in changing the math fear in our whole educational system.
19. Possibly Excel and/or database applications.

20. Students should be required to pass beginning algebra.
21. Algebra for office technologies. Verbal Basic is easier to use when math background is broad. (2)
22. Don't lower the bar! Math is the most important subject & life long skill (4)
23. Unknown (7)
24. Rem work Basic math Geometry, Basic algebra, Formulas (9)
25. I think that basic math & pre-algebra is sufficient with the type of work students are expected to do.(11)
26. I have not hired from S.V.C. Gen. population I see get lost adding 6 numbers and sales tax. Who can look at a column of numbers and say the sum looks close? Who can read a graph? (24)
27. Need more work related, like Pediatric doses. Can't just rely on Pharmacy. (25)
28. Don't know, would depend on the particular course – would have to be the equivalent of 1 full credit of H.S. Algebra. (27)

Appendix A: Advisory Committee Survey

Advisory Committee Survey 2008-09

Please complete the following survey to help us better serve you.

1. How many people are employed by your organization?

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Less than 5 | <input type="checkbox"/> 51-99 |
| <input type="checkbox"/> 6-10 | <input type="checkbox"/> 100 or more |
| <input type="checkbox"/> 11-20 | <input type="checkbox"/> N/A |
| <input type="checkbox"/> 21-50 | |

2. In what industry do you work?

3. Is in-house training provided for employees in your organization?

- ☐ Yes ☐ No

4. Is tuition assistance provided for employees in your organization?

- ☐ Yes ☐ No

5. What would be the best time for your employees to attend courses at Skagit Valley College?

- | | |
|--|---|
| <input type="checkbox"/> 7 a.m. -- 10 a.m. | <input type="checkbox"/> Prefer to take courses on-line |
| <input type="checkbox"/> 10 a.m. -- 2 p.m. | <input type="checkbox"/> Prefer to host SVC training programs at our facilities |
| <input type="checkbox"/> 2 p.m. -- 5 p.m. | <input type="checkbox"/> Other |
| <input type="checkbox"/> After 5 p.m. | <input type="checkbox"/> N/A |
| <input type="checkbox"/> Saturdays | |

If "Other," please specify.

6. What knowledge and skills will be critical for employees in your organization to have in the future?

7. Is your organization interested in skill-development courses for limited-English speaking employees?

- ☐ Yes ☐ No

8. Are any employees in your organization required to take Continuing Education Units (CEUs)?

☐ Yes ☐ No
If "Yes," please describe.

If "Yes," would you like to see the college offer courses to meet those CEU requirements?

☐ Yes ☐ No

9. Are there any programs, courses or areas of concentration that the college could add to better serve your needs?

10. What are the strengths of SVC programs?

11. How can Skagit Valley College improve to better serve your needs?

12. Do you employ Skagit Valley College graduates?

- ☐ Yes (Please complete questions 13 -- 18)
- ☐ No (Please go to the end of the page to submit your answers.)

13. Approximately how many SVC graduates are currently employed in your organization?

14. Based on your experience with SVC graduates, please rate the program with regard to the following general skills:

	Superior	Good	Adequate	Poor	N/A
Interpersonal Skills (oral communication, working relationships with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving/critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job-related technical skills

☐ ☐ ☐ ☐ ☐

Understanding of job/employer expectations

☐ ☐ ☐ ☐ ☐

Professional attitude

☐ ☐ ☐ ☐ ☐

15. Do SVC graduates have appropriate technical skills when hired?

☐

Yes

☐

No

If "No," what technical skills need more emphasis?

16. What do you like about SVC graduates? What compels you to recruit from SVC?

17. Please indicate the degree to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The current level of mathematics taught at Skagit Valley College is appropriate for the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SVC students have the practical math tools to solve everyday problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skagit students entering the world of work understand math concepts well enough so that they are free to concentrate on more advances problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What adjustments to the math curriculum would you suggest?

Thank you for completing this survey. Please click on the "Submit" button to record your responses. You will then be transferred to the SVC Home page.

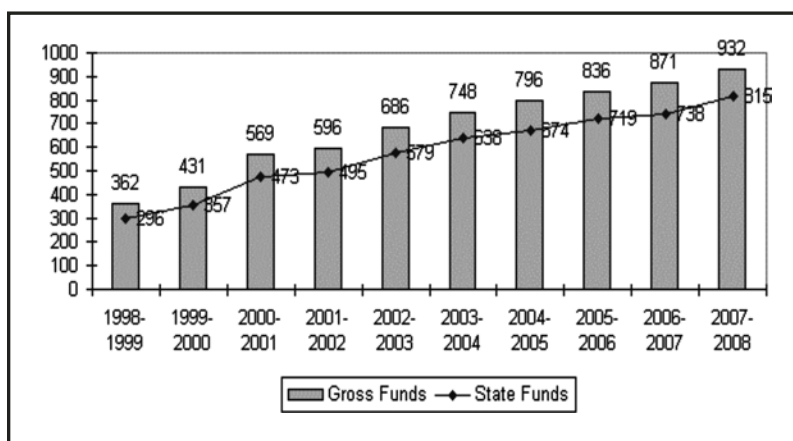
Gross FTES by Instructional Area, 2004-05 through 2007-08

Instructional Area	2004-05			2005-06			Change
	GRND	DE	AFTE	GRND	DE	AFTE	
Professional/Technical	2611.0	349.9	987.0	2395.7	412.2	936.0	-51.0
Day Academic	4224.2	1296.7	1840.3	4028.6	1138.8	1722.5	-117.8
Whidbey Island Academic	1631.3	676.7	769.3	1436.4	839.8	758.7	-10.6
Whidbey Island Prof-Tech	658.2	50.0	236.1	524.9	92.5	205.8	-30.3
South Whidbey	192.9	9.0	67.3	192.1	34.3	75.5	8.2
San Juan Center	271.1		90.4	215.2		71.7	-18.6
ABE/ESL	1027.9		342.6	1077.7		359.2	16.6
Continuing Education	373.5		124.5	393.5		131.2	6.7
Totals	10990.1	2382.3	4457.5	10264.1	2517.6	4260.6	-196.9

Instructional Area	2006-07			Change	2007-08			Change
	GRND	DE	AFTE		GRND	DE	AFTE	
Professional/Technical	2081.9	423.8	835.2	-100.7	2295.4	476.6	924.0	88.8
Day Academic	3720.1	1103.2	1607.8	-114.7	3740.8	1105.9	1615.6	7.8
Whidbey Island Academic	1358.5	845.3	734.6	-24.1	1290.4	983.9	758.1	23.5
Whidbey Island Prof-Tech	587.9	184.9	257.6	51.8	627.7	168.6	265.4	7.8
South Whidbey	188.8	33.1	74.0	-1.5	266.5	36.1	100.9	26.9
San Juan Center	186		62.0	-9.7	180.7		60.2	-1.8
ABE/ESL	1244		414.7	55.5	1554.9	26	527.0	112.3
Continuing Education	547.1		182.4	51.2	639.3		213.1	30.7

eLearning Annualized FTES by Funding Source

Year	Gross	State
1998-1999	362	296
1999-2000	431	357
2000-2001	569	473
2001-2002	596	495
2002-2003	686	579
2003-2004	748	638
2004-2005	796	674
2005-2006	836	719
2006-2007	871	738
2007-2008	932	815



List of Primary Assessment Instruments

Instruments for the Assessments of Institutional Effectiveness

- Board of Trustees Monitoring Reports
- Year-End Progress Reports
- Community Survey (2000)
- The Socio-Economic Benefits Generated by Skagit Valley College (2003)
- Diversity Framework (2005)

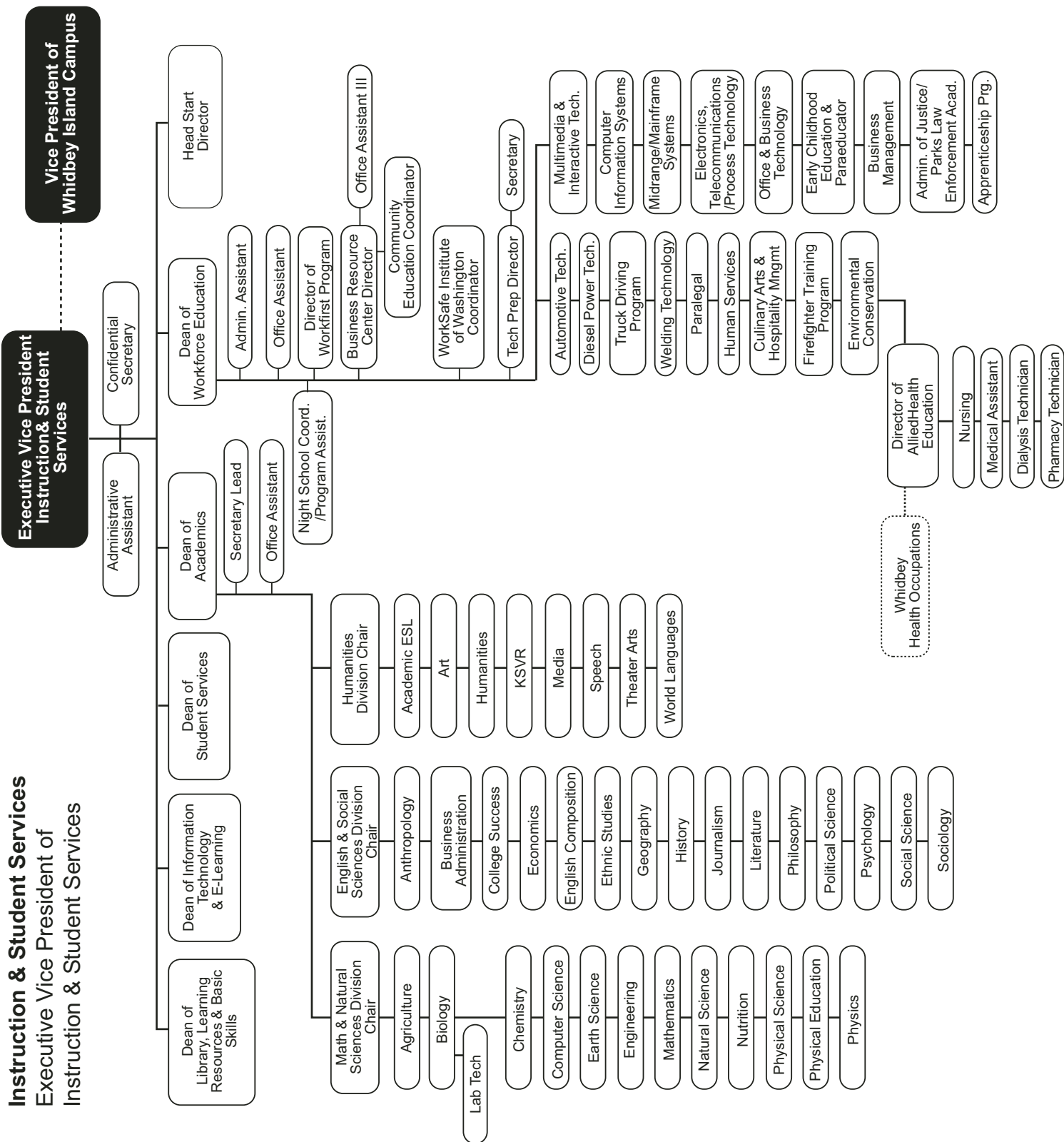
Instruments for the Assessment of Educational Programs

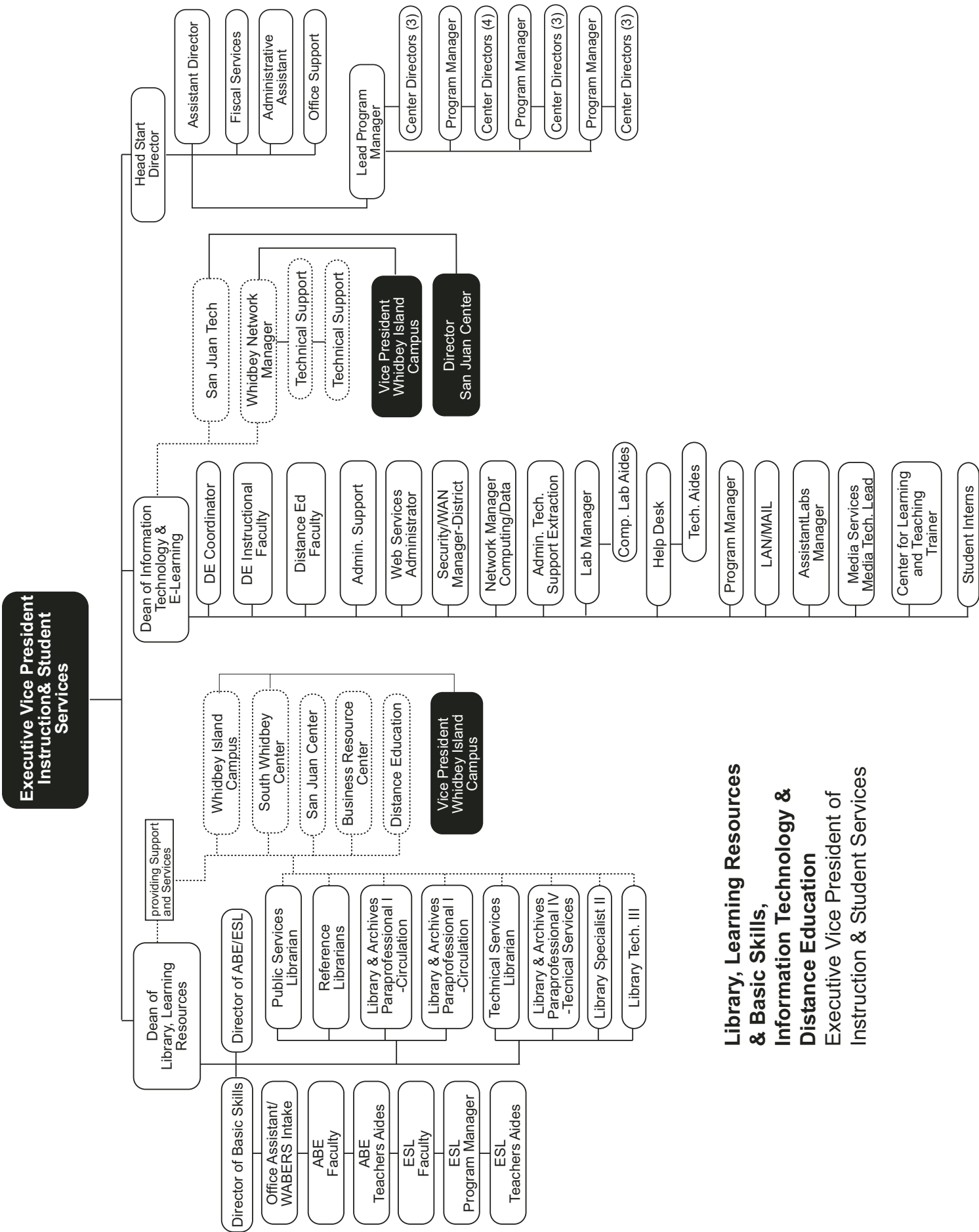
- Learning Outcomes Assessment Plans
- Review of Instructional Programs
- Student Opinionnaire
- Learning Community Student Survey
- Community College Survey of Student Engagement
- Advisory Committee Surveys (formerly Employer Surveys)

Instruments for the Assessment of Governance

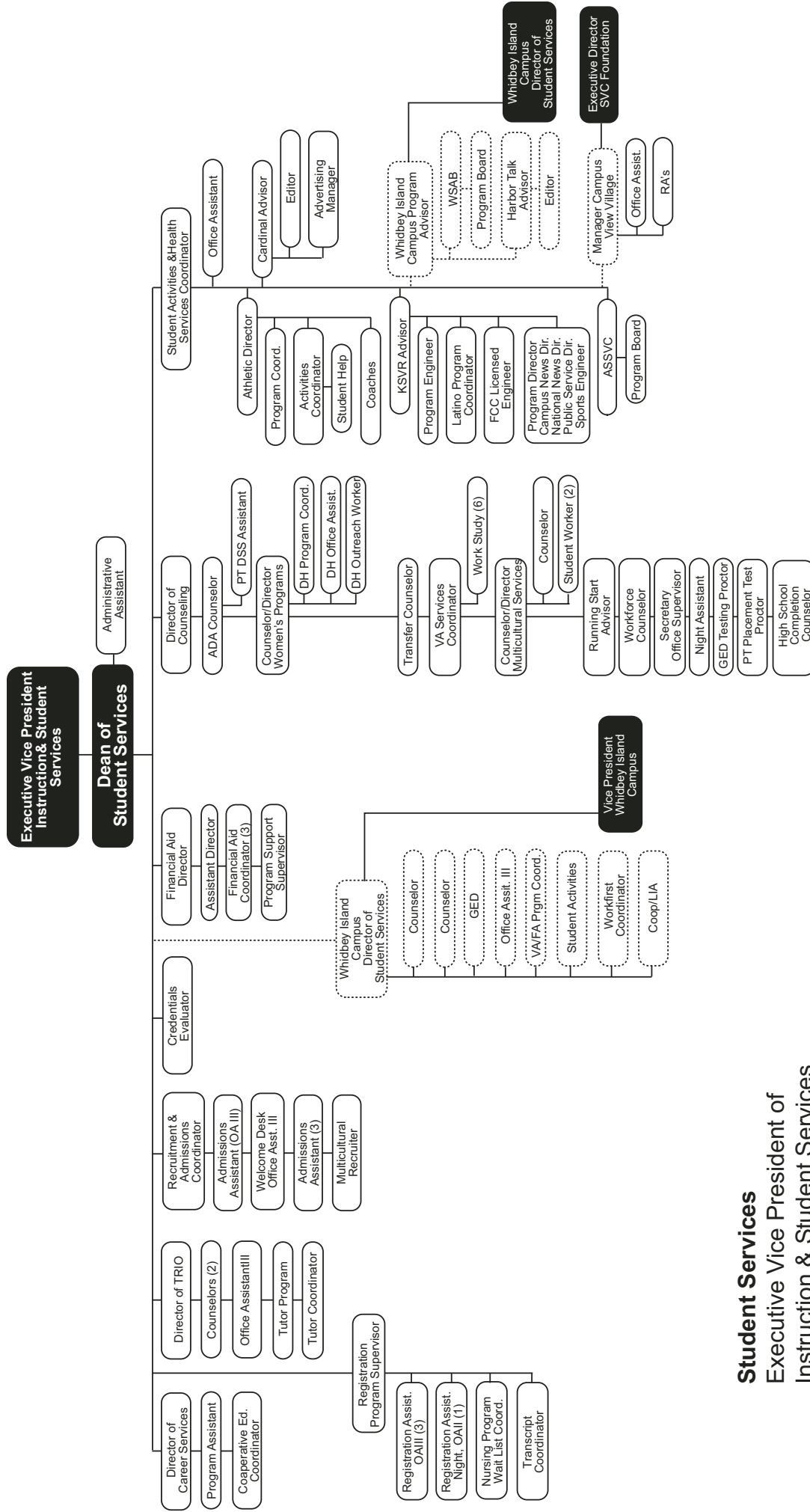
- Employee Survey of Governance Process
- Student Survey of Governance Process

In addition numerous ad hoc studies and research about institutional and educational program effectiveness have been conducted. Many of these are located in the Team Room in the appropriate Standards Exhibit notebook.



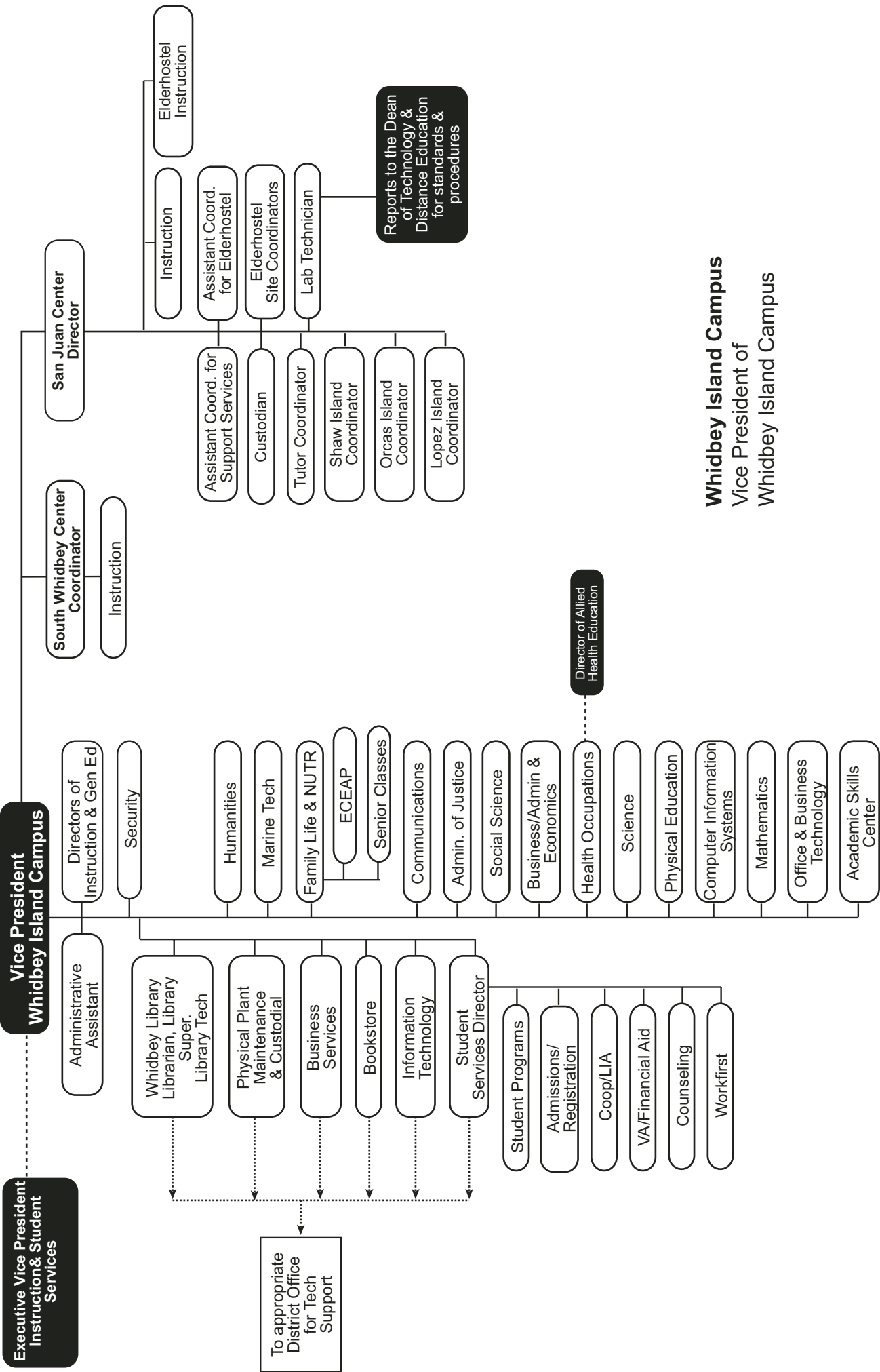


**Library, Learning Resources
& Basic Skills,
Information Technology &
Distance Education
Executive Vice President of
Instruction & Student Services**



Student Services

Executive Vice President of Instruction & Student Services



Whidbey Island Campus
Vice President of
Whidbey Island Campus

Guidelines for the Review of Instructional Programs/ Departments

This is a work in progress; version dated January, 2006

1. Purpose of Program/Department Review

Instructional Program/Department Review is one means by which instructional administrators work with faculty and others to evaluate the effectiveness and efficiency of instructional programs/departments, and student success at Skagit Valley College. The goal of instructional program/department review is to provide information for:

1. Future program and department planning,
2. Short- and long-term resource allocation,
3. Improving programs, services and student success, and
4. Strengthening institutional accountability.

As described below, the possible outcomes of program review are 1) commendations about the program, and/or 2) recommendations for a program improvement plan to address specific concerns.

2. Program/Department Review Process

The appropriate Vice President(s) will work with Deans and department faculty to assess a variety of elements with the goal of providing information and recommendations related to department or program planning, resource allocation, improvement, and accountability. The process is outlined below and presented graphically on Page 5.

Schedule of Programs/Departments

An annual schedule of programs/departments to be reviewed will be established by the Cabinet. This rotating schedule will include an adequate number of departments or programs each year to ensure that all instructional departments are assessed at least once every five to seven years.

Orientation

The appropriate Vice-President(s) will meet with the appropriate Deans, Associate Deans, and Department/Program/Division Chairs participating in program reviews during the year to discuss the requirements and the process for program review. The orientation will be conducted in Fall quarter.

Data Collection

The appropriate Vice President is responsible for gathering and compiling data for program review with active assistance from deans and associate deans, the Director of Admissions and Registrar, and the Director of Institutional Research. This phase of the program review cycle will be completed by late November.

Review of Draft Program Review Document

The Director of Institutional Research will provide a preliminary program review document in January to the Department/Program/Division Chair, Dean(s), and appropriate Vice President(s). As appropriate, Vice-Presidents and Deans will review the information collected for program review with the Department/Program/Division Chair. Input from the Department/Program/Division Chair will be incorporated into the final Program Review document submitted to the Cabinet.

All submissions to be included in the final document must be submitted electronically to the Director of Institutional Research by the last day of Winter quarter.

Presentation to Cabinet

The Director of Institutional Research will compile a complete Program Review document for each department/program and submit them to the Cabinet during the first week of Spring quarter.

Cabinet Review

The Cabinet will review the findings and the recommendations presented by the appropriate Vice President. By June 1st, the Cabinet will make commendations and/or recommend that a program improvement plan be developed to address specific concerns, allowing time for discussion of findings prior to the end of the academic year.

Follow-up

The appropriate Vice-President(s) will work with Deans, Associate Deans and/or Department/Program/Division Chairs to develop and implement plans to address recommendations and to monitor progress. A progress report will be due to Cabinet in May of the year after the review was completed.

3. Program/Department Review Elements

There are two primary elements of instructional program/department review: 1) student outcomes assessment, which tend to be of a more qualitative nature, and 2) those elements that essentially quantitative related to enrollments, retention, and efficiency.

Qualitative Elements

The first review category is addressed primarily with Learning Outcomes Assessment Plans. The Learning Outcomes Assessment Plans include department/program goals, student learning outcomes, and methods for assessing those outcomes. The key components of these Plans are the results of the assessments and describing how the results were used to improve, and these are central to program assessment. Learning Outcomes Assessment Plans are completed by the faculty with the assistance from the Deans, the Assessment Liaison, and the Director of Institutional Research. In addition, program- or department-specific commendations or recommendations made in the most recent accreditation report, if any, should be noted. A brief discussion about how recommendations are being addressed should be included if appropriate.

Quantitative Elements

The second review category is addressed using a standardized data and/or format that includes quantitative data on enrollments, retention, student success, and efficiency. The information is compiled by the appropriate Vice President with assistance from instructional deans, associate deans, the Director of Admissions and Registrar, and the Director of Institutional Research. The quantitative data elements include the following:

Table 1. *Quantitative Data Elements*

Element	Comments/Notes
1. Enrollment	
State and gross FTEs, annualized gross FTEs, FTEF, and student-faculty ratio by academic unit as appropriate	Five-year data from SMS
2. Retention, Persistence & Success: Academic	
Academic: Course retention and grade distribution for courses in departments being assessed; may be categorized	Three-year data from SMS (Day 10 to end of quarter)
Basic Skills: Student progress toward reaching college-level courses in Math and English	Students who indicate relevant educational goals only.
3. Retention, Persistence & Success: Professional/Technical	
Fall-to-Spring persistence by program	Three year data (SMS)
Degrees and certificates awarded by EPC	Three year data (SMS)
Employment/Placement by program	Vocational Placement Report for last three years; Job Training Results (State UI) data
4. Efficiency	
Costs per annualized FTE by department	All salaries, equipment allocation, goods and services, and travel for last three years
Department-specific resources generated	Generated from grants and entrepreneurial activities
Student/faculty ratio (annualized) by department	College and system data available for comparisons

4. Format for Program Review Documentation

The Director of Institutional Research will provide a data package that includes:

- Current Learning Outcomes Assessment Plan
- Enrollment and retention data
- Placement data for Professional/Technical programs

The appropriate Vice-President or Dean will ensure that resource data is collected and sent electronically to the Director of Institutional Research in a standard format.

In addition, the department/program chair, dean, and/or appropriate vice-president are invited to address any or all of the topics listed in Table 2 in a Self-Assessment section of the document. While such self-reflection is optional, each of these individuals will be given adequate opportunity to include information and insights that would further the goal of program improvement.

Table 2. *Optional Topics*

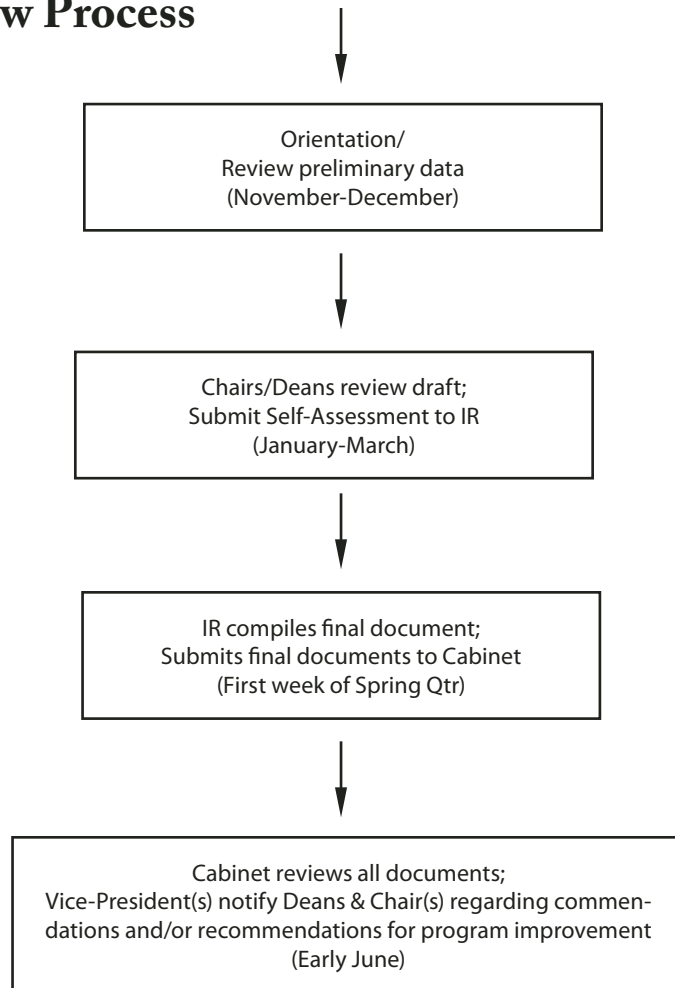
1. Overview from a historical perspective
2. Reflection/assessment of learning outcomes assessment plan--the process of developing the plan and/or the results
3. Reflection/assessment of data on enrollment, retention, and placement/employment patterns
4. Reflection/assessment of data on SFR, program costs, etc.
5. Availability of external funding
6. Role of program in meeting institutional vision, mission and goals
7. Perceptions of institutional support
8. Effect of external controls or requirements
9. Effect of partnerships, articulation agreements, etc.
10. Opinions of stakeholders
11. Competitive strengths and weaknesses
12. Strategies to maintain strengths/improve weaknesses

5. Cross-District Collaboration

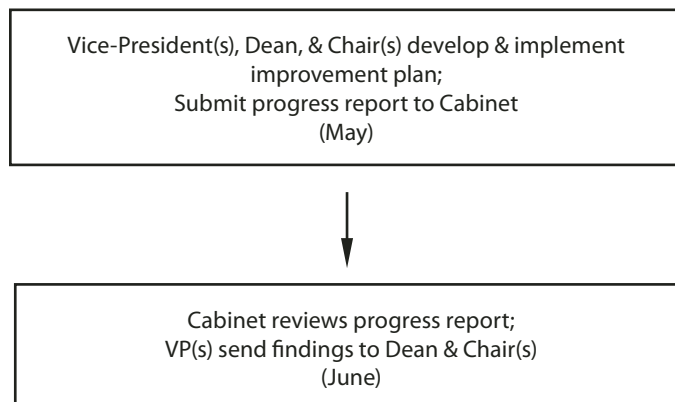
When program courses are offered at more than one campus or center, enrollment and budget data for each location will be provided and included in the final document. However, it is expected that faculty and administrators involved in the review will view this data from a district perspective and work collaboratively to develop a district response. Similarly, the Outcomes Assessment Plan will reflect assessment of program learning outcomes across the district. If there are unique circumstances at a center or campus to be addressed in the response, a separate section will be included.

Program Review Process

YEAR 1



YEAR 2



SVC Program Review Schedule: 2001-02 to 2016-17

Year	Instructional Programs		Instruction/ Instructional Support
2000-01 (Pilot)		Welding Technology (MV) Graphic Arts (WH)	
2001-02	Language & Lit (MV & WH)	Marine Tech (WH) OBT (MV & WH)	Library (MV & WH)
2002-03	Math (MV & WH) CS Engineering Physical and Life Sciences (MV & WH)	Electronics (MV) Culinary Arts (MV) Paralegal (MV)	
2003-04	Social Sciences (MV & WH) Business Administration/ Accounting (MV & WH) Developmental (Learning Center MV & Academic Skills Center WH)	Automotive (MV) Diesel (MV) Truck Driving (MV) Firefighter Training (MV)	
2004-05	Art Music Theater Arts Humanities	CIS (MV & WH) MIT (MV & WH) MCS (MV & WH) Human Services	ABE (MV & WH)
2005-06	Speech (MV & WIC) Physical Education (MV & WIC)	Education/ECE/Family Life (MV & WIC) Environmental Conservation (MV) Business Management (MV) Admin Justice (MV)	
2006-07	World Languages AESL IELI	RN (MV) & LPN (WIC) Medical Assistant/Pharm Tech/Dialysis (MV) Welding Tech (MV)	
2007-08/ 2008-09	No Program Reviews Scheduled – All Programs Write Accreditation Self-Study Sections to include: Description, Evidence and Analysis The remainder of the schedule is tentative and may be modified based on accreditation report.		
2009-10	Language & Lit (MV & WIC) ESL	Electronics (MV) Marine Tech (WIC) Office Admin & Accounting (MV & WIC)	
2010-11	Math (MV & WIC) CS (MV)	CIS (WIC) MIT (MV & WIC)	
2011-12	Physical and Life Sciences (MV & WIC) Engineering	Culinary Arts (MV) Environmental Conservation (MV)	
2012-13	Business Administration/ Accounting (MV & WIC) Social & Behavioral Sciences (MV & WIC)	Business Management (MV) Admin Justice (MV) Firefighter Training (MV)	
2013-14	Developmental (Learning Center MV & Academic Skills Center WIC)	Automotive (MV) Diesel (MV) Truck Driving (MV)	
2014-15	Art Music Theater Arts Humanities	Paralegal (MV) Human Services (MV) Education/ECE/Family Life (MV & WIC)	
2015-16	Speech (MV & WIC) Physical Education (MV & WIC)	RN (MV) & LPN (WIC) Medical Assistant/Pharm Tech (MV) Health & Fitness Cert (WIC)	
2016-17	World Languages AESL IELI	Welding Tech (MV)	

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: ● Correct Mark ⓧ ⓧ ⓧ ⓧ Incorrect Marks

1. Did you begin college at this college or elsewhere? ☐ Started here ☐ Started elsewhere
2. Thinking about this current academic term, how would you characterize your enrollment at this college? ☐ Full-time ☐ Less than full-time
3. Have you taken this survey in another class this term? ☐ Yes ☐ No

- 4. In your experiences at this college during the current school year, about how often have you done each of the following?**

In your experiences at this college during the current school year, how often have you done each of the following?	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5. During the current school year, how much has your coursework at this college emphasized the following mental activities?**

During the current school year, how much has your coursework at this college emphasized the following mental activities?	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using information you have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT MARK IN THIS AREA

[illegible]

SERIAL #

6. During the current school year, about how much reading and writing have you done at this college?

	None	1 to 4	5 to 10	11 to 20	More than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Number of written papers or reports of any length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

Extremely challenging ⑦ ⑥ ⑤ ④ ③ ② ① Extremely easy

8. Which of the following have you done, are you doing, or do you plan to do while attending this college?

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. English as a second language course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developmental/remedial reading course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developmental/remedial writing course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developmental/remedial math course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Study skills course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Honors course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. College orientation program or course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How much does this college emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing the support you need to help you succeed at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Providing the support you need to thrive socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing the financial support you need to afford your education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using computers in academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Outcomes Assessment Plan

Educational Outcomes

Program/Dept Name _____ **Date** _____

Submitted by _____

Program Objective:

2. Intended Outcome(s) ¹	3. Criteria or Target	4. Comparison ²	5. Assessment Methods or Tools	6. When/How Assessment will be Accomplished

¹ Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

² Note if comparison data or groups are available using 1) pre-test/post-test, 2) baseline data, or 3) regional or national data and a brief description if needed.

7. What were the results of the assessment(s)?

8. How were the results used to improve?

STANDARD THREE - STUDENTS TABLE 1 ADMISSIONS REPORT (Data requested may be provided in computer format compatible with the institution's data information system. <i>Not all data requested may be applicable to all institutions.</i>)				
	Evaluation Year	1 Year Prior	2 Years Prior	3 Years Prior
	2007-2008	2006-2007	2005-2006	2004-2005
First Year Freshmen				
Application Received	5353	5112	5217	5327
Admitted	5353	5112	5217	5327
Denied	All applicants are accepted to Skagit Valley College			
Enrolled	4233	4207	4280	4367
Transfer Applications				
Received	N/A			
Admitted				
Denied				
Enrolled				
Readmission Applications				
Received	N/A			
Admitted				
Denied				
Enrolled				
Graduate Applications				
Received	N/A			
Admitted				
Denied				
Enrolled				
Professional Applications				
Received	N/A			
Admitted				
Denied				
Enrolled				
Non Degree Applications				
Received	N/A			
Admitted				
Denied				
Enrolled				

STANDARD THREE – STUDENTS: TABLE 2 STUDENT AFFAIRS STAFF PROFILE (Data requested may be provided in computer format compatible to the institution's data information system.)

	Professional	Support	Student	Other
Female	12	17	18	
Male	7	3	6	
Degrees: PhD, EdD	1			
MD, JD, MSW				
MA, MS	18	1	2	
BA, BS		4	11	
AA, AAS, Certificate, etc.		6	8	
Years Experience in field: none			1	
less than 5	2	8	9	
5 - 10	3	8	8	
11 - 15	6	3	3	
16 - 20	4	1	2	
more than 20	4		1	
Full-time: 9/10 months	14	2	5	
12 months	5	17	18	
Part-time: 9/10 months				
12 months		1	1	

Student Rights and Responsibilities

- Code of Student Conduct
- Policy on Student Grievances
- Policy on Controlled Substances
- Policies and Procedures for Students with Disabilities
- Policy on Anti-Discrimination
- Policy on Sexual Harassment
- Children on Campus Policy
- Policy on Smoking
- Posting Policy
- Student Records Policy
- Plagiarism Policy

This document can also be found in the student Life section of the Skagit Valley College web site www.skagit.edu.

Skagit Valley College provides a drug-free environment and does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, or age in its programs and employment.

Last revised August 2008

Introduction

As a center of learning, Skagit Valley College has the obligation to maintain conditions that are conducive to freedom of inquiry and expression in the maximum degree, compatible with the orderly conduct of its functions. For these purposes, Skagit Valley College is governed by regulations and procedures that safeguard its functions and which, at the same time, protect the rights and freedoms of all members of the academic community.

With admission to Skagit Valley College carries the presumption that each student will be a responsible member of the academic community; thus when the student enrolls at Skagit Valley College, s/he likewise assumes the obligation to observe the standards of conduct that are appropriate to the pursuit of academic goals. Stated in general terms, the student has the obligation to:

- Maintain high standards of academic and professional honesty and integrity.
- Respect the rights, privileges and property of other members of the academic community and visitors to campus, refraining from actions that would interfere with the college's functions or endanger the health, safety, or welfare of other persons.
- Comply with the rules and regulations of the college.

Skagit Valley College Code of Student Conduct (WAC 132D-120)

- WAC 132D-120-010 Title
- WAC 132D-120-020 Definitions
- WAC 132D-120-030 Jurisdiction of the College
- WAC 132D-120-040 Disciplinary authority
- WAC 132D-120-050 Violations
- WAC 132D-120-060 Violation of law and college discipline
- WAC 132D-120-070 Disciplinary proceedings
- WAC 132D-120-080 Sanctions
- WAC 132D-120-090 Interim sanctions
- WAC 132D-120-100 Appeals
- WAC 132D-120-110 Student Rights
- WAC 132D-120-120 Interpretation and revision

WAC 132D-120-010

Title

This chapter shall be known as the code of student conduct of Skagit Valley College.

WAC 132D-120-020**Definitions**

As used in this chapter, the following words and phrases shall be defined as follows:

- (1) "Academic dishonesty" means cheating, plagiarism, and other dishonesty relating to academic work.
- (2) "Alcoholic beverages" are beer, wine, and hard liquor as defined in RCW 66.04.010(15) as now law or hereafter amended.
- (3) The term "cheating" includes, but is not limited to:
 - (a) Use of any unauthorized assistance in taking quizzes, tests, or examinations;
 - (b) Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
 - (c) The acquisition, without permission, of a test or other academic material belonging to a member of the college faculty or staff.
- (4) "College" means Skagit Valley College, and any other community college centers or facilities established within Community College District No. 4.
- (5) The term "college official" includes any person employed by the college or any member of the college board of trustees, performing administrative or professional responsibilities.
- (6) The term "college premises" includes all land, buildings, facilities, and other property in the possession of, or owned, used, or controlled by the college (including adjacent streets and sidewalks).
- (7) "Controlled substance" includes any illegal drug or substance as defined in Chapter 69.50 RCW as now law or hereafter amended.
- (8) "Demonstrations" shall mean any overt activity engaged in by one or more persons, the object of which is to gain publicity, advocate a view, petition for a cause, or disseminate information to any person, persons, or group of persons.
- (9) The director of student life is that person designated by the college president to be responsible for the administration of the code of conduct.
- (10) "Faculty" includes any full-time or part-time academic employee of the district whose assignment is one of a combination of instruction, counseling or library services.
- (11) A "judicial advisor" is a college official authorized on a case-by-case basis to impose sanctions upon students found to have violated this code of conduct. The director of student life will serve as the judicial advisor or may appoint another trained college official to perform that function if s/he perceives that it would be in the best interest of any of the parties involved in a case. A judicial advisor may serve as the sole member, or one of the members, of a judicial body. Nothing shall prevent the director of student life from authorizing the same judicial advisor to impose sanctions in all cases.
- (12) The term "judicial body" means any person or persons authorized to determine whether a student has violated the code of conduct and to recommend imposition of sanctions. Judicial bodies will be selected annually through the college's authorized committee selection process.
- (13) The term "may" is used in the permissive sense.
- (14) The term "member of the college community" includes any person who is a student, faculty member, college official, or any other person employed by the college. A person's status in a particular situation shall be determined by a judicial advisor.
- (15) The term "organization" means any number of persons who have complied with the formal requirements for college recognition.
- (16) The term "plagiarism" includes--but is not limited to--the use, by paraphrase or direct quotation, of the published or unpublished work of another person, without full and clear acknowledgment. It also includes the unacknowledged use of materials such as term papers or other academic material prepared by a person other than the submitting student.
- (17) The term "respondent" means any student accused of violating this code of conduct.
- (18) The term "sexual harassment" includes, but is not limited to, unwanted sexual advances; requests for sexual favors; and other verbal and physical conduct that interferes with learning, or creates a hostile or offensive environment for one of the parties.
- (19) The term "shall" is used in the imperative sense.

- (20) "Student," unless otherwise qualified, shall mean and include any person who is registered for classes at the college. Persons who are not officially enrolled for a particular term, but who have a continuing relationship with the college, are considered "students."

WAC 132D-120-030

Jurisdiction of the college

- (1) Scope. This code shall apply to every student whenever the student is present upon or in any college premises, and whenever the student is present at or engaged in any college-sponsored activity held on or in noncollege facilities.
- (2) Remedies not exclusive. The remedies provided for in this code are not exclusive. Seeking or obtaining any remedies under this code is not intended to bar the college, the complainant, or any other person or entity from seeking or obtaining such other remedies as may be available under other college policies, or in any other forum under applicable civil or criminal law.
- (3) Trespass. The director of student life or his or her designee(s) shall have the authority and power to prohibit the entry or withdraw the license or privilege of any person or group of persons to enter into or remain in any college property or facility. Such power and authority may be exercised to halt an event which is deemed to be unreasonably disruptive of order or impedes the movement of persons or vehicles or which disrupts or threatens to disrupt the ingress and/or egress of persons from facilities owned and/or operated by the college. Any individual who disobeys a lawful order given by the director of student life, or his or her designee(s), shall be subject to disciplinary action and/or charges of criminal trespass.

WAC 132D-120-040

Disciplinary authority

- (1) Judicial bodies shall be selected annually via the standing committee selection process and approved by the college president. The director of student life shall determine which judicial body or judicial advisor shall be authorized to hear each case.
- (2) The director of student life may develop policies and procedures for the administration of the judicial program and for the conduct of hearings which are consistent with the provisions of the Skagit Valley College code of student conduct. Each complainant and respondent shall be given a copy of any written procedural rules prior to any judicial hearing.
- (3) Decisions made by a judicial body and/or judicial advisor shall be final, pending the appeal process provided within this code.

WAC 132D-120-050

Violations

Any student found to have committed, or aided or abetted others to commit, any of the following violations is subject to the disciplinary sanctions outlined in this chapter:

- (1) Assault, reckless endangerment, physical abuse, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person.
- (2) Disorderly, lewd, indecent, or other behavior which breaches the peace, interferes with the rights of others or which obstructs or disrupts teaching, research, administrative functions, or other college-authorized activities.
- (3) Failure to comply with orders or directions of college officials or law enforcement officers acting in performance of their duties, and/or failure to identify oneself to these persons when requested to do so.
- (4) Participation in a campus demonstration or other activity which disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus or at college-sponsored activities.
- (5) Acts of dishonesty including, but not limited to, the following:
 - (a) Cheating, plagiarism, or other forms of academic dishonesty.
 - (b) Furnishing false information to any college official, faculty member, or office.
 - (c) Forgery, alteration, or misuse of any college document, record, or instrument of identification.
 - (d) Tampering with the election of any college-recognized student organization.
- (6) Attempted or actual theft of, and/or damage to, property of the college or property of a member of the college community or other personal or public property.

- (7) Failure to follow the reasonable instructions of faculty members, thereby infringing upon the rights and privileges of other members of the college community.
- (8) Possession or unauthorized use of college equipment and supplies including, but not limited to, converting college equipment or supplies for personal gain or use without proper authority.
- (9) Abuse of the judicial system including, but not limited to:
 - (a) Failure to obey the summons of a judicial body or college official.
 - (b) Falsification, distortion, or misrepresentation of information before a judicial body.
 - (c) Disruption of, or interference with, the orderly conduct of a judicial proceeding.
 - (d) Knowingly initiating a judicial proceeding without cause (i.e., filing a false report).
 - (e) Attempting to discourage an individual's proper participation in, or use of, the judicial system.
 - (f) Attempting to improperly influence the impartiality of a member of a judicial body prior to, and/or during, the course of a judicial proceeding.
 - (g) Harassment (verbal or physical) and/or intimidation of a member of a judicial body prior to, during, or after the course of a judicial proceeding.
 - (h) Failure to comply with the sanction(s) imposed under the code of conduct.
 - (i) Influencing or attempting to influence another person to abuse the judicial system.
- (10) Falsely setting off, or otherwise tampering with, any emergency safety equipment, alarm, or other device established for the safety of individuals and/or college facilities.
- (11) Unlawful discrimination based on--but not limited to--race, ethnicity, national origin, ancestry, creed, color, gender (including sexual harassment), marital/parental status, sexual orientation, age, religion, and sensory, mental, or physical disability.
- (12) Refusal to provide positive identification (e.g., valid driver's license or state identification card) in appropriate circumstances to any college employee in the lawful discharge of that employee's duties.
- (13) Entering any administrative or other employee office or any locked or otherwise closed college facility in any manner, at any time, without authority or permission of the college employee or agent in charge thereof.
- (14) Smoking in college vehicles or on college premises outside of designated smoking areas.
- (15) Use, possession, distribution, or being demonstrably under the influence of narcotics or other controlled substances, except as expressly permitted by law.
- (16) Use, possession, distribution, or being under the influence of alcoholic beverages, except as expressly permitted by law and college regulations.
- (17) Possession of firearms, explosives, other weapons, or dangerous chemicals on college premises or at college-sponsored or supervised activities, unless approved by the president of the college or his/her designee.
- (18) Theft or other abuse of computer time including, but not limited to:
 - (a) Unauthorized entry into a file to use, read, or change contents, or for any other purpose.
 - (b) Unauthorized transfer of a file.
 - (c) Unauthorized use of another individual's identification and/or passwords.
 - (d) Use of computing facilities to interfere with the work of another student or college official.
 - (e) Use of computing facilities to send obscene or abusive messages.
 - (f) Use of computing facilities that interferes with normal operation of the college computing system including, but not limited to, unsolicited e-mail.
- (19) Violation of other published college policies, rules or regulations.
- (20) Violation of federal, state, or local law on college premises or at college-sponsored or supervised activities.

WAC 132D-120-060**Violation of law and college discipline**

- (1) College disciplinary proceedings may be initiated against a student charged with violation of a law that is also a violation of the code of student conduct. This would apply if both violations result from the same factual situation, without regard to pending civil litigation in court, or criminal arrest and prosecution. Proceedings under the code of conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings.
- (2) When a student is charged by federal, state, or local authorities with a violation of law, the college may advise off-campus authorities of the existence of the code of student conduct and of how such matters will be handled internally within the college community. The college will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and staff members acting in their personal capacities remain free to interact with governmental representatives as they deem appropriate.

WAC 132D-120-070**Disciplinary proceedings**

- (1) **Complaints** Any member of the college community may file a complaint against any student for misconduct. Complaints shall be submitted within 90 days after the incident. Complaints shall be prepared in writing and directed to the office of the judicial advisor.
- (2) **Notice to accused student** When a complaint is filed against a student, the judicial advisor will, within five (5) school days, serve written notice on the accused student, including a copy of the code of student conduct advising the student of the charges against him or her.
- (3) **Informal process** The judicial advisor may, but is not required to, conduct an investigation to determine the merit of the complaint and if it can be disposed of informally by mutual consent of the parties involved. For adverse parties who agree to settle the complaint informally, the judicial advisor will facilitate communication between the complainant(s) and the student(s) accused (respondent(s)). The judicial advisor will determine the best means of conducting the informal process, the purpose of which is to reach an agreement that is mutually satisfactory to the parties, if possible. Interim sanctions may be imposed at any time during the informal process with good reason (see interim sanctions section). If it is determined that the matter cannot be resolved by mutual consent, a summary disciplinary conference will be initiated by the judicial advisor.
- (4) **Summary proceedings**
 - (a) **Disposition** After considering the evidence in the case and interviewing the respondent in a summary hearing (if the respondent has appeared at the scheduled conference), the judicial advisor may:
 - (i) Terminate the proceeding exonerating the student(s);
 - (ii) Dismiss the case after whatever counseling and advice the judicial advisor deems appropriate; or
 - (iii) Impose any of the sanctions listed in this code.

The decision shall be in writing and shall be served on both the respondent and the complainant.
 - (b) **Request for formal hearing.** After the judicial advisor's decision, the respondent and/or the complainant may request a formal hearing to challenge a decision reached, or a sanction imposed by the judicial advisor pursuant to the informal disciplinary hearing. Such requests shall be in writing and shall be delivered to the director of student life or designated judicial advisor within five (5) school days of the judicial advisor's decision. A time shall be set for a formal hearing not less than five (5), nor more than 15, calendar days after the request for a formal hearing. If there is good reason and the complainant(s) and the respondent(s) agree, time limits for scheduling a hearing may be extended at the discretion of the judicial advisor.
- (5) **Formal hearings** Formal hearings shall be convened by the judicial advisor and conducted by a judicial body according to the following guidelines:
 - (a) Hearings shall be conducted in private. Hearings will be chaired by the judicial advisor.
 - (b) The complainant(s) and the respondent(s) shall be expected to attend the formal hearing. Admission of any person to the hearing shall be at the discretion of the judicial advisor.
 - (c) In hearings involving more than one accused student, the judicial advisor, at his or her discretion, may permit separate hearings for each respondent.
 - (d) The complainant and the respondent have the right to be assisted by any advisor they choose, at their own expense. The advisor may be an attorney, but advisors are not permitted to speak or participate directly in any hearing before a judicial body, except as permitted by the judicial advisor. If the student chooses to be

advised by a licensed attorney in the state of Washington, s/he must notify the judicial advisor at least five (5) working days prior to the hearing.

- (e) The complainant, the respondent and the judicial body shall have the right of presenting witnesses and evidence, subject to the right of questioning by the judicial body, the complainant or the respondent. The judicial advisor may limit the scope and number of questions to witnesses.
 - (f) Pertinent records, exhibits and written statements may be accepted for consideration as evidence prior to, or during, a hearing by a judicial body at the discretion of the judicial advisor.
 - (g) All procedural questions are subject to the final decision of the judicial advisor.
 - (h) After the hearing, the judicial body shall determine whether the student has violated the code of conduct as charged.
 - (i) The judicial body's determination shall be made on the basis of whether it is more likely than not that the respondent violated the code of conduct.
 - (j) If the judicial body determines that a student has violated the code of conduct, the body will determine whether the sanction(s) imposed pursuant to the informal disciplinary conference were appropriate for the violation of the code of conduct that the student was found to have committed.
 - (k) A judicial body may reduce or increase the sanctions imposed by the judicial advisor pursuant to the informal disciplinary conference or remand the case to a judicial advisor.
- (6) There shall be a single verbatim record, such as a tape recording, of all hearings before a judicial body. The record shall be the property of the college and shall be preserved until the decision is final after the time for appeals has passed.

WAC 132D-120-080

Sanctions

- (1) The following sanctions may be imposed by the judicial advisor upon any student, group, or organization found to have violated the code of conduct:
 - (a) Warning--A notice in writing to the student that the student has violated this code and that further violation may result in additional disciplinary proceedings and sanctions.
 - (b) Probation--A written reprimand placing conditions upon the student's continued attendance. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating the code during the probationary period. Notice will be made in writing and shall specify the period of probation and the conditions, such as limiting the student's participation in extracurricular activities.
 - (c) Loss of privileges--Denial of specified privileges for a designated period of time.
 - (d) Fines--Fines may be imposed.
 - (e) Restitution--Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
 - (f) Discretionary sanctions--Work assignments, service to the college, or other related discretionary assignments.
 - (g) Deactivation--(Applies to student groups or organizations). Loss of all privileges, including college recognition, for a specified period of time.
 - (h) College suspension--Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
 - (i) College expulsion--Permanent separation of the student from the college. There shall be no refund of fees for the quarter in which the action is taken but fees paid in advance for a subsequent quarter will be refunded.
- (2) More than one of the sanctions listed above may be imposed for any single violation.
- (3) Disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Upon graduation and application to the judicial advisor, the student's confidential record may be expunged of disciplinary actions other than college suspension or expulsion, consistent with the college's schedule of record disposition.
- (4) In each case in which a judicial body determines that a student has violated the code of conduct, the sanction(s) shall be determined by the judicial advisor. In cases in which persons other than, or in addition to, the judicial advisor have been authorized to serve as the judicial body, the recommendation of all members of the judicial body shall be considered by the judicial advisor in determining and imposing sanctions. The judicial advisor is not limited to sanctions recommended

by members of the judicial body. Following the hearing, the judicial body and the judicial advisor shall advise the respondent in writing of its determination and any sanction(s) imposed.

WAC 132D-120-090

Interim sanctions

In certain circumstances, the director of student , or designated judicial advisor, may impose any of the above sanctions pending a hearing before, or decision by, a judicial body.

- (1) Interim sanctions may be imposed only:
 - (a) To ensure the safety and well-being of members of the college community or the preservation of college property;
 - (b) To ensure the student's own physical or emotional safety and well-being; or
 - (c) If the student poses a threat of disruption to, or interference with, the educational process or other normal operations of the college.
- (2) Notice of interim sanctions will be made in writing and will state:
 - (a) The charges against the student, including reference to the provisions of this code that were allegedly violated; and
 - (b) That the student charged has the right to an informal hearing before the judicial advisor to challenge the interim sanctions.
- (3) If such a hearing is requested, it shall be held as soon as practicable after the interim sanctions have been imposed. The judicial advisor will decide whether there is probable cause to believe that continuation of the sanctions is necessary, and/or whether some other disciplinary action is appropriate.
- (4) The judicial advisor may continue to enforce the interim sanctions if, following the informal hearing, he or she finds that there is probable cause to believe that interim sanctioning of that student is necessary for the safety of the student, other students, or persons on college facilities, the educational process of the institution, or to restore order to the campus. The result of the informal hearing will be given to the student in writing.
- (5) If sanctions are continued, the written notice shall stipulate the duration of the sanctions and conditions under which they may be terminated.

WAC 132D-120-100

Appeals

- (1) Following a formal hearing, a decision reached by a judicial body, or a sanction imposed by the judicial advisor, may be appealed by the respondent or complainant to the vice-president of student services and student success within ten (10) school days of the date of the written decision. Such appeals shall be in writing and shall be delivered to the director of student life or designated judicial advisor. The notice of appeal is deemed delivered on the date it is postmarked or the date it is hand-delivered to the office of the director.
- (2) Appeals shall be limited to review of the record of the formal hearing (see disciplinary proceedings section) and supporting documents, except as required to explain the basis of new evidence, for any of the following:
 - (a) To determine whether the formal hearing was conducted fairly in light of the charges and evidence presented and in conformity with the prescribed procedures, giving the complaining party a reasonable opportunity to prepare and present evidence that the student code of conduct was violated, and giving the respondent a reasonable opportunity to prepare and to present a rebuttal of those allegations.
 - (b) To determine whether the decision reached regarding the respondent was based on substantial evidence; that is, whether the facts in the case were sufficient to establish the fact that a violation of the student code of conduct had occurred.
 - (c) To determine whether the sanction(s) imposed were appropriate for the violation committed.
 - (d) To consider new evidence, sufficient to alter a decision or other relevant facts not brought out in the formal hearing, because such evidence and/or facts were not known to the person appealing at the time of the original hearing.
- (3) The vice president of student services and student success may, upon review of the case, reduce or increase the sanctions imposed by the judicial advisor or remand the case to the judicial body and judicial advisor.
- (4) **Final appeal** Following an appeal to the vice president of student services and student success, a decision reached by the vice president may be appealed by the respondent or complainant to the college president within ten (10) school

days of the date of the written decision. Such appeals shall be in writing and shall be delivered to the director of student life or designated judicial advisor. Appeals to the college president will be conducted in the same manner as those made to the vice president of student services and student success. The notice of appeal is deemed delivered on the date it is postmarked or the date it is hand-delivered to the office of the director.

- (5) The college president's decision shall be final.

WAC 132D-120-110

Student rights

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy, which are deemed necessary to achieve the educational goals of the college:

- (1) Academic freedom:
 - (a) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
 - (b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).
 - (c) Students shall be protected from academic evaluation that is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
 - (d) Students have the right to a learning environment that is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.
- (2) Due process:
 - (a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
 - (b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
 - (c) A student accused of violating this code of student rights and responsibilities is entitled, upon request, to procedural due process as set forth in this chapter.
- (3) Distribution and posting: Students may distribute or post printed or published material subject to official procedures printed and available in the office of student life.
- (4) Off-campus speakers: Recognized student organizations shall have the right to invite outside speakers to speak on campus subject to the availability of campus facilities, funding, and compliance with the college procedures available in the office of student life.

WAC 132D-120-120

Interpretation and revision

- (1) **Code interpretation.** Any question of interpretation regarding the code of conduct shall be referred to the director of student life or designee for final interpretation.
- (2) **Code revision.** The code of conduct shall be reviewed at least every five (5) years under the direction of the director of student life.

Student Grievance Policy

WAC 132D-120-230 Student grievances. The purpose of this section is to protect each student's freedom of expression in the classroom; to protect each student against improper disclosure of the students' views, beliefs and political associations; to protect each student from improper, arbitrary or capricious academic evaluation as evidenced by the student's course grade; and to afford each student reasonable protection against arbitrary or capricious actions taken outside the classroom by other members of the college community.

Skagit Valley College is committed to protecting the rights and dignity of each individual in the campus community. Therefore, the college will not tolerate discrimination of any kind, at any level.

Students may follow the college policy on sexual harassment and/or may file complaints with outside agencies, as referenced in WAC 132D-300-040(9). Students should determine the time deadlines that apply to the filing of complaints with such outside agencies, as the college's internal processing of student complaints may not recognize such time periods.

WAC 132D-120-240 Grievances excluded from this section.

- (1) A student may not use the provisions of this section as the basis for filing a grievance based on the outcome of summary or other disciplinary proceedings described in sections of the code of student conduct.
- (2) Federal and state laws, rules and regulations, in addition to policies, regulations and procedures adopted by the state board for community and technical colleges or the board of trustees of Community College District No. 4 shall not be grievable matters. College personnel actions are considered confidential. Results may not be made available for review.

WAC 132D-120-250 Grievance. If a student believes he or she has been unfairly treated by an officer of the college, faculty member or a member of the college staff, the student may follow the grievance procedures in the order outlined below. The student must initiate proceedings with the college within thirty working days of the occurrence that gave rise to the grievance. The college may choose to take appropriate corrective action at any time based on a student report whether or not the student chooses to pursue the grievance process.

WAC 132D-120-260 Grievance procedure.

- (1) The grievance procedures set forth in this section concern only those grievances that do not involve violation of Title IX of the Education Amendments of 1972 (sex discrimination) or section 504 of the Rehabilitation Act of 1973 (disability discrimination).
- (2) A student wishing to pursue a resolution to his or her concern may contact the office where counseling services are provided. That office will serve as a source of information and direction for grievants.
- (3) A student shall contact the faculty or staff member with whom he or she has a concern and attempt to resolve the matter through direct discussion. A student may ask a support person to accompany him or her in this discussion.
- (4) If direct discussion does not resolve the concern to the student's satisfaction, the student shall take the matter to the faculty/staff member's immediate supervisor. The supervisor shall attempt to resolve the matter promptly and fairly.
- (5) If the issue is not resolved, the supervisor shall forward the complaint to the appropriate administrator who shall meet with the student and, within three working days, write a letter to the student involved, copied to the faculty or staff member involved that details the resolution proposed.
- (6) The procedure outlined in steps one through four shall be completed in twenty working days unless all parties agree to more time.
- (7) The student shall be notified of this decision and shall also be informed of his or her right to file a petition to have the grievance heard before the grievance review committee. The student must submit this request to the office of the registrar within five days of his/her receipt of the administrator's letter. Any student alleging a violation of Title IX of the 1972 Education Amendments concerning sexual harassment may avail himself or herself of the college's sexual harassment policy.

WAC 132D-120-270 Grievance procedure--Sex and disability discrimination.

- (1) Any student alleging a violation of Title IX of the Education Amendments of 1972 (sex discrimination) or section 504 of the Rehabilitation Act of 1973 (disability discrimination) shall, as a first step in the grievance procedure, contact the Title IX officer or disabled student services coordinator. The student may contact the office where counseling services are provided for the name and location of the Title IX officer or disabled student services coordinator. Any student alleging a violation of Title IX of the 1972 Education Amendments concerning sexual harassment by a college faculty or staff member may avail himself or herself of the college's sexual harassment complaint procedures.
- (2) The Title IX officer or disabled student services coordinator shall:
 - (a) Provide information about informal and formal options within and outside the college.
 - (b) Intervene, if requested by either party, in order to resolve the problem to the satisfaction of all.
- (3) If the Title IX officer or disabled student services coordinator is unable to resolve the grievance, the student may request a hearing before the grievance review committee and is entitled to all appeals beyond that committee.
- (4) Consultations with the Title IX officer and the disabled student services coordinator shall be strictly confidential.

WAC 132D-120-280 Grievance review committee procedures.

- (1) Any grievance not resolved by an administrator or the Title IX officer or disabled student services coordinator may be appealed to the grievance review committee for a hearing. The grievant or respondent shall petition the committee by obtaining an official grievance form from the office where counseling services are provided. That petition shall be made within five working days of the notice of decision in the previous proceedings.

- (2) When a petition for review is filed, the student shall either:
 - (a) Be assigned a process advisor by the college or choose an advisor of his/her own; or
 - (b) Waive his or her right to an advisor; or
 - (c) Notify the college of his or her retention of an attorney at least one week prior to a scheduled grievance hearing. Where the student is accompanied by an attorney, the college may be represented by an assistant attorney general.
- (3) The student's completed official grievance form shall be distributed to all members of the grievance review committee.
- (4) The registrar shall chair the grievance review committee and its members shall be chosen as follows:
 - (a) Two faculty members appointed by the vice-president of educational services; and
 - (b) Two students appointed by the president of the associated students of Skagit Valley College;
 - (c) Two classified staff members appointed by the classified staff designated leadership.
- (5) The grievance review committee may call any witnesses and hear any testimony needed to reach a prompt, fair resolution of the grievance. The proceedings before the committee shall not be considered a formal trial-type hearing.
- (6) Within three working days of the conclusion of the hearing, the committee shall issue a written recommendation. All parties shall receive a copy of this recommendation.
- (7) In the case of instructional grievances, the committee's recommendations shall be sent to the vice-president of educational services. In all other cases, the committee's recommendations shall be forwarded to the vice-president responsible for the area in which the faculty or staff member is employed. The appropriate vice-president shall, within five working days, accept, modify, or reject the recommendations of the grievance review committee and notify all parties.

WAC 132D-120-290 Final decision regarding the appeal procedure—Extra-institutional appeals.

- (1) Where the student is not satisfied by the vice-president's decision, he or she may appeal that decision to the president of the college provided that such appeal is made within five working days of the student's receipt of notice of the decision.
- (2) The president will review the record of the case prepared by the committee together with any appeal statement and will deliver a written acceptance of the vice-president's decision or directions as to what other course of action shall be taken, within ten instructional days after receiving the appeal.
- (3) This decision shall constitute final agency action by the college.
- (4) A student who feels aggrieved by the institution's final decision, may petition for judicial review of that decision according to the provisions of RCW 28B.19.150.
- (5) For further review in sexual or disability discrimination cases, the grievant may send appeals or inquiries to:
 - (a) U.S. Department of Education
Office for Civil Rights Region X
915 Second Avenue, Room 3310
Seattle, WA 98174
206-220-7900
 - (b) Washington State Human Rights Commission
Third Avenue
Seattle, Washington 98101
206-464-6500
 - (c) Department of Justice Civil Rights Division
1424 New York Avenue, Room 5041
Washington, D.C. 20005
202-307-0818 (TTD), or 800-514-0383 (voice)

WAC 132D-120-320 Administrative, faculty and staff grievances.

Any administrator, faculty member or staff member who is the subject of a student's grievance and who is dissatisfied with the results of any level of the student grievance proceedings may file a grievance under the appropriate grievance procedure established by Skagit Valley College.

WAC 132D-120-330 Prior rules.

The rules contained within this chapter supersede all former rules relating to student grievances

WAC 132D-120-350 Effective date of the rules of conduct.

The rules contained within this chapter shall become effective January 1, 2006.

Policy on Controlled Substances

Skagit Valley College is committed to providing effective, quality education for our community. In support of this commitment, the College intends to provide a drug free, healthful, safe, and secure environment.

Skagit Valley College recognizes drug dependency to be an illness and a major health problem. The institution also distinguishes drug abuse as a potential health, safety and security problem. It is imperative that Skagit Valley College assumes leadership in the prevention of substance abuse by providing college personnel and students with education and resources.

Skagit Valley College will:

- Notify all employees through distribution of this policy that unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited in the workplace.
- Advise and assist individuals within the college community seeking help with substance abuse problems and provide information about worthwhile counseling, rehabilitation, and employee assistance programs.
- Take appropriate personnel action against employees who sell, distribute, or use illegal drugs in accordance with existing policy and state law. Failure to correct unsatisfactory job performance or behavior, for whatever reason, will result in appropriate disciplinary action, including, when necessary, termination.
- Reaffirm the State of Washington policy on alcoholism and drug dependency endorsed by Skagit Valley College, effective November 1, 1992.

Therefore, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in and on Skagit Valley College owned and controlled property, or while conducting college business, is prohibited. Violation of this policy will result in disciplinary action being taken in accordance with the Higher Education Personnel Board rules, bargaining unit agreements, tenure laws, or other policies of the institution.

Administrative Policy and Procedures

Students with Disabilities

I. NONDISCRIMINATION POLICY

It is the policy of Skagit Valley College not to discriminate on the basis of sex, disability, race, color, national origin, or age in admission and access to or employment in its programs or activities as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964, the Age Discrimination Act and their implementing regulations.

II. SCOPE AND PROCEDURE

Skagit Valley College is committed to providing academic adjustment and auxiliary aids and services to students with qualifying disabilities. The purpose of this document is to identify the rights and responsibilities of students under the Rehabilitation Act of 1973, Section 504; the Americans with Disabilities Act of 1990; Title II and the Washington State Laws of 1994, Chapter 105. Further, this document establishes clear guidelines and procedures for seeking, and the responsibilities associated with receiving, academic adjustments and auxiliary aids and services at Skagit Valley College.

To receive academic adjustment and auxiliary aids and services, a student is responsible for (1) Identifying him/herself as a student with a disability and, (2) providing appropriate documentation regarding the nature and extent of the disability and requesting accommodation in a timely manner. Skagit Valley College will make those modifications to its programs and services that (1) are necessary to ensure that they do not discriminate, or have the effect of discriminating, against a qualified student with a disability, and (2) do not impose an undue burden on the college, or require a fundamental alteration of essential program requirements.

A. Section 202 of the 1990 Americans with Disabilities Act states:

"No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in or be denied the benefits of the services programs or activities of any private entity, or be subject to discrimination by any such entity."

- B. Section 504 of the Rehabilitation Act of 1973 states:

"No otherwise qualified, handicapped individual in the United States shall solely, by reasons of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

III. DEFINITIONS

- A. "Academic adjustments and auxiliary aids and services," also referred to in this manual as "accommodations," are those modifications to programs, policies, practices, and procedures that enable a student with a qualifying disability an equal opportunity to access college programs and services.
- B. "Student" is a person who has been accepted and registered at Skagit Valley College.
- C. "Qualifying disability" is "a physical or mental impairment that substantially limits one or more major life activities." (Section 504, Rehabilitation Act of 1973)
- D. "Qualified student" is one who, with or without academic adjustment or auxiliary aids and services, meets the academic and technical standards required for admission to, participation in, and/or fulfilling the essential requirements of college programs or activities. A "qualified student with a disability" is the same as above, who has self-identified and provided appropriate documentation of his/her disability to the office of Disability Support Services at Skagit Valley College. The appropriateness of any documentation shall be determined by the individual designated as Coordinator of Disability Support Services, or in the event of his/her absence, his/her designated proxy.
- E. "Student with a disability" is a student who (1) has a physical, mental or sensory impairment that substantially limits one or more of his/her major life activities; (2) has a record of such an impairment; (3) is perceived to have such an impairment, or; (4) has an abnormal condition that is medically diagnosable.
- F. "Undue burden" is defined as "significant difficulty or expense."
- G. "Fundamental alteration" is a modification that is so significant that it alters the essential nature of the facilities, privileges, advantages, or programs and services offered by Skagit Valley College.
- H. "Program accessibility" means that all programs, when viewed in their entirety, are accessible to persons with a disability.
- I. "Core services" are those services listed in Washington State Laws of 1994, Chapter 105, that are necessary to ensure that students with disabilities are accommodated while attending college.

IV. RESPONSIBILITIES OF THE COLLEGE

Skagit Valley College shall:

- A. Comply with Section 504 of the Rehabilitation Act of 1973; Section 202 of the Americans with Disabilities Act of 1990, as amended; and Washington State Laws of 1994.
- B. Notify students of the college's policy of nondiscrimination on the basis of disability and of steps the student may take if he/she believes discrimination has taken place. These steps shall include explanation of both informal and formal grievance procedures. Notice of formal grievance procedures shall include the phone numbers of the United States Department of Education, U.S. Office of Civil Rights, and the Washington State Human Rights Commission.
- C. Make available to all students, information on the services available to students with disabilities, and location of the program office or offices designated by the College to coordinate such services. At Skagit Valley College, this office is Disability Support Services.
- D. Work with the student, faculty, and staff on an individual basis, to determine the appropriate accommodation for each qualified student with a disability.
- E. Protect the confidentiality of information regarding the nature and extent of the documented disability.
- F. Maintain the academic integrity of its programs.
- G. Not make pre-admission inquiry as to whether an applicant has a disability, except as provided by law.
- H. Require specific documentation from the student's physician and/or other or qualified professional(s), to verify the disability and to identify specific academic adjustments and/or auxiliary aids and services which may be necessary, based on the nature of the disability.

V. STUDENT RIGHTS AND RESPONSIBILITIES

To ensure that needed accommodations are provided in a timely manner, the student shall:

- A. Self-identify with the office of Disability Support Services and participate in an initial intake process with the Coordinator of Disability Support Services, or his/her designated proxy.
- B. Provide timely notice and documentation of the nature and extent of his/her disability, and the accommodation requested, to the office of Disability Support Services. Certain accommodations, such as interpreters or taped books, may require considerable time to arrange. Requests for accommodation, whenever possible, should be received by the college six (6) weeks prior to the beginning of the quarter for which the request is made. Lack of advance notice may delay the availability of an accommodation.
- C. Provide such additional documentation regarding the nature and extent of his/her disability as the college may require to determine appropriate accommodation. Such documentation may include, but is not limited to medical reports, identification of tests administered, test results, description of the covered disability, and recommended accommodations.
- D. Provide a signed Release of Information form to the office of Disability Support Services, which allows for the communication and exchange of information between staff and other schools and agencies involved in the student's development and provision of accommodation.
- E. Follow the procedures and guidelines established by the office of Disability Support Services.
- F. Promptly notify the office of Disability Support Services of any problems encountered in receiving the agreed-upon accommodations.

VI. RESPONSIBILITIES OF DISABILITY SUPPORT SERVICES

The office of Disability Support Services is responsible for the coordination of services to qualified students with disabilities, who may require academic adjustments and/or auxiliary aids and services.

- A. The office of Disability Support Services is committed to a reasonable approach in the identification of students with disabilities, which includes listing of location and information on Disability Support Services in all major college publications and all electronic means of communication pursuant to Section 508 of the Rehabilitation Act of 1973 as amended.
- B. The office of Disability Support Services will keep a confidential file on each student who provides documentation on his/her disability. This file may contain an intake form, contact notes, release of information form, medical/psychological information, academic records, achievement test results, Letters of Accommodation, and other pertinent information. This file will be kept as long as the student is enrolled at Skagit Valley College, and for seven (7) years thereafter.
- C. The office of Disability Support Services will assist and advise each qualified student with a disability, who requests accommodation under this policy, in developing a plan, which identifies academic adjustments and auxiliary aids and services appropriate for the student, and will ensure that the agreed-upon accommodations are provided.

VII. ACADEMIC ADJUSTMENTS AND AUXILIARY AIDS AND SERVICES

The process of selecting academic adjustments and auxiliary aids and services for each qualified student with a disability shall be made on an individual basis, appropriate to the nature and extent of the student's disability. Disability Support Services reserves the right to determine the type and manner in which an academic adjustment and auxiliary aid will be provided. Academic adjustments and auxiliary aids and services are made available after assessing the needs of a student and determining those factors of disability, which might cause interference with a student's academic progress. Services are determined based upon individual need and may consist of one or more of the following examples:

(ASL) Interpreter	Extended time for testing
Use of assistive technology	Reader for testing
Classroom access	Scribe for testing
Note taking assistance	Braille
Early access registration	Large print
Taped texts	Orientation to campus

Disability Support Services does not coordinate or fund the use of personal aides or attendants. Aides or attendants provide direct personal assistance or care. For students with disabilities on campus and in the classroom, this might include, but may not be limited to assisting with personal care, hygiene, safety; administering medications; assisting with mobility; providing transportation; monitoring medical equipment; etc.

Disability Support Services does not coordinate or fund the use of facilitated communication, nor recognize its use for entry-assessment, classroom testing, or in the evaluation of student learning.

VIII. SERVICE ANIMALS ON CAMPUS

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in college facilities. Service animals are animals trained to assist people with disabilities in the activities of daily living. The (ADA) definition of service animals is:

"... any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."

A Definitions

1. Owner/Handler: A person with a service animal.
2. Service Animal: Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs; however, a few other animals have been presented as service animals.
3. Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in college facilities. Permission may be granted by an instructor, dean, or other college administrator for a pet to be in a campus facility for a specific reason at a specific time.

B Requirements of Service Animals and Their Owners/Handlers

1. Under Control of Owner/Handler: The owner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its owner/handler.
2. Leash: The animal must be on a leash at all times. A 'leash' means a cord, rope, thong, or chain not more than eight feet in length by which the animal is controlled by the person handling it."
3. Licensing and Tags: Service animals must be licensed and immunized according to local ordinances. Samples of these ordinances follow: "Dogs four months old or older shall be vaccinated against rabies;" "all license tags issued shall be securely fastened to a collar or other like harness which shall be worn by the animal at all times when off the premises of the licensed owner."

C Responsibilities of Faculty, Staff, and Students

1. Allow a service animal to accompany the owner/handler on campus, except where service animals are specifically prohibited.
2. Do not feed, pet, or deliberately startle a service animal.
3. Do not separate or attempt to separate a handler from his or her animal.

D An Owner/Handler May Be Asked to Remove an Animal because of:

1. Disruption: An owner/handler may be asked to remove an animal from college facilities that is unruly or disruptive. If the improper behavior occurs repeatedly, the owner/handler may be told not to bring the animal into any college facility until the owner/handler has taken significant steps to mitigate the behavior.
2. Ill Health: Service animals that are ill should not be taken into public areas. An owner/handler with an ill animal may be asked to leave college facilities.

IX. REQUESTS FOR SUBSTITUTION OF PROGRAM/DEGREE REQUIREMENTS

Skagit Valley College recognizes that certain disabilities may preclude a student from successfully completing a specific course requirement for a degree, even with appropriate accommodation. In those cases, the college will consider course substitutions when they do not compromise the integrity of the academic program. Under the Americans with Disabilities Act, the college is not required to waive or substitute essential requirements of a student's program of instruction. Therefore, every student enrolled in a degree program must meet the essential requirements of that program. In the case of substitution requests, the college understands that any such substitution must not weaken the curriculum, but rather expand the opportunities available.

Skagit Valley College also recognizes that altered methods of course delivery and/or the use of accommodation will enable most students with disabilities to successfully complete course requirements, except in unusual circumstances. Therefore, students are encouraged to attempt successful completion of the required course and/ or prerequisites with accommodation. Course substitution may be requested with the following procedures:

Course Substitutions For Students with Disabilities Procedure

- A. Skagit Valley College may grant conditional course substitutions for degree or certificate requirements to a qualified student with a disability.

- B. Course substitutions will be approved only when such substitution is consistent with the essential degree requirements.
- C. Requests for substitution for a required course shall be considered only when a qualified student with a disability has demonstrated that, even with academic adjustments and auxiliary aids/services provided by the college, he or she is unable to successfully complete the course solely because of his/her disability.
- D. All requests for course substitution shall be submitted to the Coordinator of Disability Support Services in a timely manner, and shall include the following information:
 - 1. A description of the accommodations previously provided to the student for the course.
 - 2. An explanation of the relationship of the student's disability to the lack of success in completing the course.
 - 3. The proposed substitute course, if known.
 - 4. A statement by the student that he/she has made a good faith effort to complete the required course with appropriate accommodations.
 - 5. A statement from a medical, psychological, or learning disabilities specialist who works in the field of the disability which makes this request for substitution necessary.
 - 6. A release signed by the student, authorizing the department chair, appropriate dean or associate dean, and vice president of Educational Services to review the documentation on the student's disability and to contact the evaluating doctor, psychologist, or learning disabilities specialist.
- E. The Coordinator of Disability Support Services shall forward the request, with documentation, to the appropriate Department Chair. On approval the request will be submitted to the appropriate Dean. On approval the request will be submitted to the Vice President of Educational Services. Upon obtaining necessary approvals, the course substitution will be allowed. If approval at any level is denied, the student may appeal the decision to the Grievance Review Committee.

X. PROCESS FOR RECEIVING ACADEMIC ADJUSTMENTS AND AUXILIARY AIDS AND SERVICES

- A. The student must complete an intake interview with the Coordinator of Disability Support Services or his/her designated proxy.
- B. The student must sign a release form and provide the office of Disability Support Services with documentation of disability that verifies the need for receiving academic adjustments and auxiliary aids and services. This information is confidential and will be kept on file by Disability Support Services.

Procedure for Documentation of Disability:

Students who are seeking support services from Skagit Valley College on the basis of a diagnosed disability may be required to submit documentation to verify eligibility. Documentation of a disability must originate from a professional diagnostician. Information may be necessary from physicians, psychologists, psychiatrists, audiologists, nurse practitioners, etc. This information may be obtained through third-party sources, such as schools, vocational rehabilitation agencies, Veterans Administration, etc.

This information shall be kept in a confidential file in the Disability Support Services office and will only be used to develop appropriate accommodations and in supporting a student's progress at Skagit Valley College. The responsibility and cost for providing professional documentation shall be borne by the student.

Temporary Disability, which may cause interference in a student's ability to participate in programs, services and activities for an extended period of time, will be treated on an individual basis. The policy for documenting a temporary disability will apply in the same manner as that for a permanent disability, and the information will have to be current in order to support the request for accommodation.

The Coordinator of Disability Support Services and/or other support staff will provide the student with information regarding academic adjustments and auxiliary aids and services.

XI. ACCEPTABLE DISABILITY DOCUMENTATION GUIDELINES

Guidelines for Documentation of physical disability:

Written statement from a "qualified medical professional" which includes --

- 1. a description of the "nature and extent" of the disability/disabilities,
- 2. information about what tests and/or records were used to make the diagnosis,

3. information about what effect the disability/disabilities has/have on the student's ability to access the educational process, and any limitations or special needs which should be addressed in the housing placement process,
4. information about medications prescribed and the side effects of these medications (if needed for identification of appropriate accommodations.)

Guidelines for Documentation of auditory/hearing impairment:

Audiogram and audiology report from a "qualified medical professional" which includes information about the extent of the hearing loss and prescribed adaptive equipment (hearing aids, FM system, etc.). Audiology report must include the diagnosing professional's interpretation of the audiogram.

Guidelines for Documentation of visual impairment:

Results of visual examination from a "qualified medical professional" which include correctable visual acuity and the diagnosing professional's interpretation of examination results.

Guidelines for Documentation of Learning Disability:

Students who are seeking support services from Skagit Valley College on the basis of a diagnosed learning disability are required to submit documentation to verify eligibility. Documentation of learning disability consists of the provision of professional testing and evaluation with test report, which reflects the individual's present (adult) level of information processing, as well as present (adult) achievement level. The cost and responsibility for providing this professional assessment shall be borne by the student. The following guidelines are provided in the interest of assuring that evaluation reports are appropriate to document eligibility.

The documentation must:

1. Be prepared by a professional qualified to diagnose learning disability. This might include, but not be limited to a licensed neuropsychologist, psychologist, or school psychologist.
2. Be comprehensive. One test alone is not acceptable for the purpose of diagnosis. The test report shall include a DSM-IV-R (or subsequent edition) notation based on intake interview and testing results. Minimally, areas to be addressed must include, but not be limited to:
 - a) Aptitude. Testing must have been administered at the adult learning level. The Wechsler Adult Intelligence Scale-Revised (WAIS-R) with sub-test scores is preferred. In lieu of a WAIS-R (or subsequent WAIS), two Wechsler Intelligence Scale for Children-III (WISC-III) tests correlated within 15 IQ points of each other may be acceptable.
 - b) Achievement. Current levels of functioning in reading, mathematics, and written language are required. The Woodcock-Johnson Psycho-educational Battery-Revised is preferred. The WRAT-R and the WRAT-III (Wide Range Achievement Test) are NOT comprehensive measures of achievement and therefore are not appropriate for documentation purposes.
 - c) Information Processing. Specific areas of information processing (e.g., short and long term memory; auditory and visual perception/processing; processing speed) must be assessed.
3. Be current. Testing must have been administered at the adult learning level. Since assessment constitutes the basis for determining academic adjustments and auxiliary aids and services, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's needs for accommodation in an academically competitive environment.
4. Present clear and specific evidence, which identifies a specific learning disability and reflects the individual's present (adult) level of functioning. That is, processing and intelligence, as well as achievement in written expression, writing mechanics and vocabulary, grammar and spelling, reading comprehension and rate. Note: individual "learning styles," "learning differences," or "learning problems" in and of themselves do not constitute a learning disability.
5. Include in the report, the exact instruments used and procedures followed to assess the learning disability. Report shall include test results (including sub-test score data); a written interpretation of the results by the professional doing the evaluation; name, title, and professional credentials of the evaluator; and date(s) of testing.
6. Provide sufficient data to support the request for the particular academic adjustments and auxiliary aids and services. Requests that are not supported by documentation may not be provided without additional adequate verification.

Guidelines for Documentation of attention deficit/attention deficit-hyperactivity disorders:

Statement from a “qualified professional” (physician, psychologist, or psychiatrist) which confirms diagnosis of ADD/ADHD and provides information about the diagnostic procedures used, the student’s “functional limitations” in an educational setting, and medications prescribed/side effects of those medications (if needed for identification of appropriate accommodations.)

Guidelines for Documentation of psychological disability:

Statement from a “qualified medical professional” (i.e., psychologist, psychiatrist) which includes:

1. A description of the “nature and extent” of the disability/disabilities,
2. Information about what tests and/or records were used to make the diagnosis,
3. Information about what effect(s) the disability/disabilities has/have on the student’s ability to access the educational process,
4. Information about what, if any, medications are prescribed and the side effects of those medications, (if needed for identification of appropriate accommodations.)

XII. PROCESS FOR COMPLAINT RESOLUTION**A. Grievance Procedure for Denial of Academic Adjustments and Auxiliary Aids and Services by a Faculty Member**

Any student alleging a violation of section 504 of the Rehabilitation Act of 1973 or the ADA shall, as a first step in the grievance procedure, contact the Disability Support Services office. The student may contact the Counseling Office for contact information.

- (1) The Disability Support Services office shall:
 - (a) Provide information about informal and formal options within and without the college.
 - (b) Intervene, if requested by either party, in order to resolve a complaint to the satisfaction of all parties. If the Disability Support Services office is unable to resolve the grievance, the student may request a hearing with the Dean of Student Services

Any grievance not resolved by the Disability Support Services or the Dean of Student Services office may be appealed to the grievance review committee for a hearing. The grievant or respondent shall petition the committee by obtaining an official grievance form from the counseling office. That petition shall be made within five (5) working days of the notice of decision in any or all previous proceedings.

Consultations with the Disability Support Services office shall be strictly confidential.

B. Grievance Procedure for Discrimination based on disability.

A student who feels that s/he is being discriminated against on the basis of his/her disability shall be referred to the existing anti-discrimination policy.

C. Outside Remedies:

The right of a person to the prompt and equitable resolution of a complaint shall not be impaired by the person’s pursuit of other remedies such as the filing of a complaint with the responsible State or Federal agencies. Use of this complaint process is not a prerequisite to pursuing other remedies from State and Federal agencies. These agencies are:

Washington State Human Rights Commission
 U.S. Department of Education
 Office for Civil Rights Region 10
 Department of Justice Civil Rights Division

This process does not bestow rights or obligations not provided by applicable laws.

Policy on Anti-Discrimination**Preamble**

In March of 1992, the Skagit Valley College Board of Trustees adopted the Dignity Statement Relating to An Environment of Equity. This statement said in part, “A most important policy of the Board of Trustees of Skagit Valley College is to provide a workplace in which all individuals can achieve success in a climate of equality for all people. Equity must be the guiding principle in all college

matters. Because the college seeks diversity in all of its services and relationships, the dignity and rights of all people involved must be respected and preserved.”

As an academically-centered community, Skagit Valley College highly values and respects diversity as a necessary foundation for a healthy learning and working community. A stable, positive, and collegial environment is prerequisite to the success of its members.

Adverse treatment on the basis of group or categorical membership has no value or place in the mission of Skagit Valley College. Fostering and developing values that promote open-mindedness, awareness, sensitivity, and respect for differences are encouraged and will be supported.

Employees, students, visitors, vendors, and agents of the college must adhere to the following policy. Responsibility for achieving a nondiscriminatory academic and working environment lies with each member of the college community.

Policy

It is the policy of Skagit Valley College to prohibit discrimination on the basis of race, ethnicity, national origin, ancestry, creed, color, gender, marital/parental status, sexual orientation, age, religion, and sensory, mental, or physical disability. In recognition of the fact that discrimination in any form is in violation of the mission and purpose of Skagit Valley College, the following federal guidelines will be applied to issues of discrimination: Title IX of the 1972 Education Amendments and Chapter 49.60 RCW (which prohibits discrimination on the basis of race, color, religion, national origin, or sex); Title VII of the Civil Rights Act of 1964; the rehabilitation act of 1973; Title VI of the Civil Rights Act of 1964; The Vocational Education Act of 1963-1976; and the Americans with Disabilities Act. For the purposes of this policy, discrimination is defined as (1) exclusionary forms of conduct, (2) creation of an intolerant environment, and (3) malicious harassment.

**Sex discrimination in the form of sexual harassment is covered under Skagit Valley College’s Sexual Harassment Policy.*

- An exclusionary form of conduct is any disparate treatment of, or adverse impact on, an individual(s) by a person(s) or a structure(s) that excludes and denies access to participation in services, programs and activities of the college. Some types of differential treatment, such as separate toilets and locker room facilities for men and women are considered socially acceptable.
- Creation of an intolerant environment is the result of the willful or intentional conduct of an individual or group of individuals who engage in threats, expressions (either verbal or nonverbal), physical abuse, or harassment that threatens or endangers the health, safety, or welfare of a member of the college community. An intolerant environment is also likely to provoke or cause an immediate breach of the peace and interfere with an individual’s ability to effectively pursue his or her education or otherwise participate fully in college programs and activities.
- Malicious harassment is conduct or behavior that is maliciously and intentionally committed because of the claimant’s race, ethnicity, national origin, ancestry, creed, color, gender, marital/parental status, sexual orientation, age, religion, or sensory, mental, or physical disability. This conduct may include injury to the claimant or another person, damage or destruction of the property of the claimant or another person, or threats to a specific person or group of persons, which places that person, or members of the specific group of persons, in reasonable fear of harm to themselves or their property.

In this policy, “claimant” is defined as the individual bringing forth the complaint; “respondent” is defined as the individual to whom the claim is directed.

If any provision of this policy is adjudged by a court to be unconstitutional or otherwise illegal, the remaining provisions shall continue in effect.

Skagit Valley College will investigate allegations of discrimination, which may include but is not limited to, the following:

- (A) The conduct of a faculty member in a faculty-student relationship.
- (B) The conduct of an individual in the paid employment of the district who may grant or withhold benefits to students and employees.
- (C) The conduct of any college employee in a supervisory position.
- (D) The conduct between fellow employees of the college.
- (E) The conduct of college agents.
- (F) The conduct of employees when it occurs related to college-sanctioned activities, on or off campus, and/or hampers the educational or college work environment.
- (G) The conduct of non-employees when it occurs related to college-sanctioned activities, on or off campus, and/or hampers the educational or college work environment.
- (H) The conduct of students in daily classes and college-sanctioned activities, on or off campus.

Procedures

When a person believes that she/he has been discriminated against, the claimant may contact one of the district's ombudspersons. Faculty and staff, if requested, shall assist the claimant in contacting an ombudsperson. The ombudsperson will provide the claimant with procedures and suggestions to enable him/her to resolve the problem or to initiate the appropriate informal or formal complaint process. All complaints shall be initiated no later than 180 days from the most recent incident. However, if a claimant can demonstrate exceptional circumstances to the appropriate designated college officer, the 180-day reporting period limit may be waived.

The district shall have a total of two ombudspersons who shall be chosen from the protected classifications related in this policy and shall be appointed for both the Mount Vernon and Whidbey campuses. Appointment will be by the president, on the advice of the vice president of Educational Services, the dean responsible for student grievances, the dean of Whidbey Campus (for Whidbey personnel), the president of the Skagit Valley College Education Association, the president of the Classified Staff Association, and the president of the Associated Students of Skagit Valley College. Appointment shall be for staggered three-year terms.

Ombudspersons shall report directly to the vice president of Educational Services, who shall be directly responsible for the implementation of this policy. The ombudspersons shall be responsible for receiving complaints and advising the cultural pluralism committee regarding educational efforts needed on critical discrimination issues. The ombudspersons will make every effort to ensure that neutrality is maintained throughout the process. For the purpose of this policy, the ombudsperson will act solely as a resource person and mediator and specifically will not act as an advocate for either party.

The college will carry out any investigation in such a way as to protect the rights of both the claimant and the respondent. The college recognizes that in some circumstances a change of environment may be appropriate during the investigation. If the respondent is the affirmative action officer, an ombudsperson will perform the affirmative action officer's responsibilities throughout the process. Confidentiality shall be maintained to the extent allowed by law.

Advising Process

In the event that an individual feels he or she has been the victim of discrimination, the individual may discuss the matter with an ombudsperson. The responsibility of the ombudsperson is to inform the individual of the policy and procedures regarding anti-discrimination. The advising process itself is designed to promote free and open discussion between the individual seeking information and the ombudsperson.

If an individual feels that he or she has a warranted complaint, that person may choose to proceed to the mediation process or directly to the formal process, Step One.

At the conclusion of the advising process, the ombudsperson will generate an incident report. If the ombudsperson finds the complaint without merit, he/she will not generate a report nor notify the respondent. The identity of individuals involved will not be designated on the report and no record of the advising conversation will be kept. The incident reports will be forwarded to the affirmative action officer to be used to record the number and types of incidents. The college will ensure the privacy of all individuals in the generation and maintenance of incident reports.

Mediation

When an ombudsperson receives an informal complaint of discrimination, either verbally or in writing, he/she shall discuss the informal complaint with the respondent within three (3) working days. The purpose of the mediation process is to encourage both parties to communicate, in an attempt to resolve the conflict. If a meeting occurs during this phase, both the claimant and the respondent may bring a support person. If the informal complaint appears valid, the ombudsperson shall complete a written report together with the informal complaint and any action taken including the nature of the resolution, if one is reached. This report shall be forwarded to the claimant, respondent, and the affirmative action officer. The affirmative action officer will keep the report confidential for five (5) years from the date of final decision on the complaint, after which time it is destroyed.

The mediation process shall be completed within 30 working days of receipt of the informal complaint by the ombudsperson. If a satisfactory resolution is reached, the claimant and respondent will acknowledge resolution in writing to the ombudsperson who will forward a copy of the acknowledgment to the affirmative action officer.

Formal Complaint — Step One

In the event that the mediation process does not occur or does not resolve the conflict to the satisfaction of both parties, the following process will be used:

- (A) If the claimant decides to pursue the complaint, he/she shall file a formal complaint in writing with the ombudsperson within 10 working days of the conclusion of the mediation process or within 180 days of the event itself for those claimants who have elected to bypass the mediation process. This formal complaint must state the times, dates, places, and circumstances surrounding the allegations. The ombudsperson will forward a copy of the formal complaint to the respondent within five (5) working days. In turn, the respondent shall forward a written response concerning the formal complaint to the ombudsperson within five (5) working days of receiving the written formal complaint. The ombudsperson

son shall forward all information to the affirmative action officer in a timely manner. Materials shall be forwarded without a response if a timely response is not received.

- The affirmative action officer may also begin the formal complaint, Step One process against any alleged offender who has had repeated claims filed against him or her after the person has had an opportunity to respond in an informal manner. This will be done in collaboration with the ombudsperson.
 - If the affirmative action officer finds that the factual allegations of the formal complaint do not present a prima facie case of discrimination, as defined under this policy (see pages 1 and 2), he/she shall dismiss the complaint. In making this decision, the affirmative action officer should assume that the facts alleged in the complaint are true.
 - If the affirmative action officer finds the complaint to be false and malicious, he/she shall dismiss the complaint. The affirmative action officer will notify the ombudsperson why the complaint has been dismissed and the ombudsperson shall file that information with the incident report. In addition to dismissing the complaint, the affirmative action officer will refer the claimant to the designated college officer for possible disciplinary action.
- (B) Within five (5) working days of receiving materials from the ombudsperson, the affirmative action officer will review all information received and check for completeness and detail. Any concerns about procedure and documentation will be discussed with the ombudsperson, with a possible request for clarification from claimant and/or respondent.
- (B.1) Within the same five (5) working day period, the affirmative action officer will forward documentation to the appropriate authority (as listed below), who will speak informally with the respondent.

Respondent

Faculty

Classified

Administrator

Student

President

Visitor, Vendor, Agent

Appropriate Authority

Associate Dean or Dean, depending upon reporting relationships

Director/Associate Dean/Dean, depending on reporting relationships

Immediate supervisor

Associate Dean of Counseling and Career Services

Chair of Board of Trustees

Vice President, Administrative & Business Services

The affirmative action officer shall also provide a copy of the written formal complaint and the respondent's response to:

Respondent

Faculty

Classified

Administrator

Student

President

Visitor, Vendor, Agent

Receives Copy

Vice President, Educational Services

Appropriate Dean

President

Dean responsible for student grievances

Chair of Board of Trustees

Vice President, Administrative & Business Services

The ombudsperson shall keep a written record of all actions taken in an effort to resolve the formal complaint. If resolution is reached, the ombudsperson shall complete a written report of this resolution and submit copies to all parties involved.

- (C) If resolution is not reached and the parties have not engaged in mediation, joint mediation will now take place. The mediation session will include both parties involved in the formal complaint and a support person or representative for each of them. The ombudsperson and the affirmative action officer will also be present (except when the affirmative action officer is the initiator of the complaint in which case the dean responsible for student grievances will serve). An ombudsperson will facilitate this session where both parties will hear each other describe the events they believe have taken place. If resolution is not reached, the case will now proceed to Formal Complaint; Step Two.
- (C.1) If a resolution is achieved, the ombudsperson shall complete a written report and submit copies to all parties involved. The claimant and respondent will acknowledge the resolution in writing. Documents involved in the case will be kept confidential by the affirmative action officer for five (5) years, after which time this information will be destroyed.
- (D) The entire Formal Complaint, Step One, procedure will be completed within 30 working days.

Formal Complaint — Step 2

If the complaint has not been dismissed and a satisfactory resolution is not achieved through Formal Complaint, Step 1, a team will be formed to conduct a fact-finding investigation as follows:

- (1) The affirmative action officer (except when the affirmative action officer is the initiator, claimant, or respondent of the complaint, in which case the dean responsible for student grievances will serve).
- (2) A member of the standing grievance committee selected by the claimant.
- (3) A member of the standing grievance committee selected by the respondent.
- (4) In the case of presidential involvement, a member of the Board of Trustees.

The team will hear evidence and argument from all parties. In conducting a fact-finding hearing, it is important to recognize that many times potential witnesses will not be available to testify at the time of the hearing. This is particularly true for former students of this institution. Alleged acts of discrimination will often arise in settings where there may be no other direct witnesses besides the claimant and the respondent. Evidence which may be available from former complainants, or others, who are no longer available to testify is likely to be helpful to the fact-finding team in weighing the credibility of the witnesses and in evaluating alleged acts of discrimination. Liberal admissibility of evidence at the fact-finding hearing is, therefore, anticipated and encouraged with the exception of information offered during the mediation process for the purpose of resolving the complaint. Evidence admitted should be accorded whatever weight is deemed appropriate under the circumstances by the fact-finding team.

Within 15 days of the completion of Formal Complaint, Step 2, the team will be charged with submitting a report outlining their findings to the designated college officer.

The appropriate designated college officer shall be:

- (A) The vice president, Educational Services, when the claimant is an employee of the college or when a student is complaining against an employee. When a student is involved, the dean responsible for student grievances will join the vice president in determining appropriate action; however, the vice president, Educational Services, will assume the ultimate responsibility in seeing the process to conclusion.
- (B) The dean responsible for student grievances when the claimant is a student complaining against another student.
- (C) Vice president, Educational Services, or the dean responsible for student grievances, the designated college officer shall be the president.
- (D) In the event the respondent is the president, the designated college officer shall be the chair of the Board of Trustees.

Disciplinary/Further Action

Where discrimination has been determined to have occurred, based on the results of the fact-finding team's report, the designated college officer will determine appropriate action, which may include:

- (A) Findings placed in personnel or student file
- (B) Reprimand
- (C) Suspension
- (D) Dismissal

In cases of suspension or employment termination, existing procedures for students, faculty, administrative, or classified staff shall be followed. Administrators, paraprofessionals, and other college employees and agents shall be subject to discipline as deemed appropriate by the designated college officer. The affirmative action officer shall be responsible for ensuring that disciplinary actions are complied with and will report back to the designated college officer.

If the fact-finding team determines that discrimination has not occurred and that the claim is false and malicious, the claimant shall be referred to the designated college officer for possible disciplinary action.

Repeat Offenses

When an informal or formal complaint is made against someone who has been found in the past five (5) years to have been in violation of the anti-discrimination policy, the initial procedures of this policy will commence. However, disciplinary measures chosen for repeat offenders will take into account the repeated lack of compliance by the offender and should be moved to the next level of disciplinary action.

External Options

At any point during these proceedings, the claimant may file concurrently with an outside agency. Claimants are encouraged to use the internal complaint procedures first. Students may file complaints with the Office of Civil Rights, U.S. Dept of Education, 2901 Third Ave, M/S 106, Seattle, WA 98121. Employees may file complaints with the Equal Employment Opportunity Commission (EEOC), 1321 Second Avenue, 7th Floor, Arcade Plaza, Seattle, WA 98101, or the Human Rights Commission, 1515 Second Avenue, Columbia Building, Suite 400, Seattle, WA 98101.

An ombudsperson is available on campus for information and confidential inquiries. Please contact:

Mount Vernon Campus Ombudsperson

Tina Schaffner (360) 416-7796
2405 East College Way
Mount Vernon, WA 98273-5899

Whidbey Island Campus Ombudsperson

Louis LaBombard (360) 679-5338
1900 SE Pioneer Way
Oak Harbor, WA 98277-3099

Section 504 Officer

Sue Williamson (360) 416-7679
2405 East College Way
Mount Vernon, WA 98273-5899

Title II Compliance Officer

Eric Anderson (360) 416-7818
2405 East College Way
Mount Vernon, WA 98273-5899

Title IX Compliance Officer

Gary Knutzen (360) 416-7714
2405 East College Way
Mount Vernon, WA 98273

Policy on Sexual Harassment

Adopted by the Board of Trustees 7/11/94

Sexual harassment is an illegal activity and will not be tolerated at Skagit Valley College. Therefore, it shall be the policy of Skagit Valley College that harassment directed at any individual or group on the basis of gender, marital status, or sexual orientation is in violation of the mission and purpose of Skagit Valley College and shall not be condoned. Any employee or student who feels that she/he has been sexually harassed is encouraged to deal with the situation as outlined in the following procedure.

In recognition of the fact that sex discrimination in the form of sexual harassment is a violation of Section 703, Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, and Chapter 49.60 RCW, which prohibits discrimination on the basis of race, color, religion, national origin, or sex, Skagit Valley College hereby declares that sexual harassment of students and/or staff by any member of the district community will not be tolerated.

For purposes of this policy, sexual harassment will be defined as any behavior or action, either physical or verbal, which is sexual in nature, is uninvited, unwanted, or non-reciprocal, and:

- (A) Submission to sexual harassment is either an implicit or explicit condition of employment or educational opportunity.
- (B) Submission to, or rejection of, sexual harassment is used as a basis for employment or educational decisions.
- (C) Sexual harassment has the purpose or effect of negatively interfering with the individual's work or educational performance, or of creating an intimidating, hostile, or offensive work or educational environment.

Sexual harassment may include, but is not limited to, the following:

- (A) Unwelcome or repeated sexual advances.
- (B) Offensive, disparaging remarks about one's gender, marital status, sexual orientation, or appearance.
- (C) Jokes about gender-specific traits.
- (D) Remarks about one's physical appearance which imply sexual interest.
- (E) Subtle pressure for sexual activity, including sexual propositions.
- (F) Unnecessary brushes or touches, including pinching, patting, or grabbing.
- (G) Displayed offensive sexual graffiti, gestures, cartoons, or materials.
- (H) Sexual innuendos or obscene gestures.
- (I) Written communications with sexual overtones.
- (J) Sexually offensive remarks disguised as humor.
- (K) Unwanted gifts, staring, leering, or unwanted attention.

Skagit Valley College will investigate allegations of sexual harassment which may include, but is not limited to, the following:

- (A) The conduct of a faculty member in a faculty-student relationship.
- (B) The conduct of an individual in the paid employment of the district who may grant or withhold benefits to students and employees.
- (C) The conduct of any college supervisory employee.
- (D) The conduct between fellow employees of the college.
- (E) The conduct of college agents.

- (F) The conduct of employees when it occurs related to college-sanctioned activities, on or off campus, and/or hampers the educational or college work environment.
- (G) The conduct of non-employees when it occurs related to college-sanctioned activities, on or off campus, and/or hampers the educational or college work environment.
- (H) The conduct of students in daily classes and activities.

In-District Procedural Guidelines

When a person believes that she/he has been sexually harassed, the claimant may contact one of the district's ombudspersons. Faculty and staff shall assist the claimant in contacting an ombudsperson. The ombudsperson will provide the claimant with procedures and suggestions to enable the claimant to resolve the problem or to initiate the appropriate complaint process. All complaints shall be initiated no later than 180 days from the most recent incident.

The district shall have four ombudspersons: a female and male shall be appointed for both the Mount Vernon and Whidbey campuses. Appointment will be by the president, on the advice of the vice president, Educational Services, the dean for Administrative and Student Services, the dean of Whidbey Campus (for Whidbey personnel), the president of the SVCEA, the president of the CSA, and the president of ASSVC. Appointment shall be for staggered three-year terms.

Ombudspersons shall report directly to the vice president of Educational Services, who shall be directly responsible for the implementation of this policy. The ombudspersons shall be responsible for receiving complaints, for receiving and giving training to all members of the college community on sexual harassment as directed by the vice president of Educational Services, and for conducting awareness activities for all college groups. They will be assisted in their efforts by the affirmative action officer. The college will carry out any investigation in such a way as to protect the rights of both the claimant and the respondent. The college recognizes that in some circumstances a change of environment may be appropriate during the investigation. If during the mediation process the ombudsperson deems the complaint to be without merit, it shall be immediately dismissed. Further, if the ombudsperson finds the complaint to be false and malicious, the claimant shall be referred to the designated college officer. Maximum confidentiality and support for both parties shall be maintained at each step of the procedure.

Advising Process

In the event that an individual feels he or she has been the victim of sexual harassment, the individual may discuss the matter with an ombudsperson on campus. The responsibility of the ombudsperson is to inform the individual of the policy and procedures about sexual harassment. The advising process itself is designed to promote free and open discussions between the individual seeking information and the advisor. An incident report will be generated to record the number of the different types of incidents reported in a given year. The incident reports will be forwarded to the affirmative action officer to be used for tracking purposes only. Names of individuals involved will not be designated on the incident report and no record of the advising conversations will be kept. The college will ensure the privacy of all individuals involved in a sexual harassment case. If an individual feels that he or she has a warranted complaint, that individual may choose to proceed to the mediation process or directly to the Formal Process, Step 1.

Mediation

When an ombudsperson receives a complaint, either verbally or in writing, of sexual harassment, he/she shall discuss the complaint with the respondent within three (3) working days. Such complaints may come from an individual who was the target of the action, or a third party. The purpose of the mediation process is to encourage both parties to communicate in an attempt to resolve the conflict. If a meeting occurs during this phase, both the claimant and the respondent may bring a support person. If the complaint appears valid, the ombudsperson shall complete a written report, including the complaint and any action taken and the nature of the resolution (if one is reached). This report shall be forwarded to the claimant respondent, and the affirmative action officer (AAO), who will keep it in a confidential manner for five (5) years.

The mediation process shall be completed within 30 working days of receipt of complaint by the ombudsperson. If a satisfactory resolution is reached, the claimant and respondent will acknowledge resolution in writing.

Formal Complaint — Step 1

In the event that the mediation process does not occur or does not resolve the conflict to the satisfaction of both parties, the following process will be used:

- (A) The claimant, within ten (10) working days of the conclusion of the mediation process or the event itself, shall file a written complaint with the ombudsperson stating the times, dates, places, and circumstances surrounding the allegations. The ombudsperson will forward a copy of the complaint to the respondent within five (5) working days. In turn, the respondent shall submit a written response concerning the complaint to the ombudsperson within five (5) working days of receiving the written complaint. Within three (3) working days of the complaint, the ombudsperson will forward all information to the AAO, whether or not a response has been received.

The affirmative action officer may also file a formal complaint about any alleged offender who has had repeated claims filed against them. This will be done in collaboration with the receiving ombudspersons.

- (B) Within five (5) working days of receiving materials from the ombudsperson, the affirmative action officer will review all forms received and check for completeness and detail. Any concerns about procedure and forms will be discussed with the overseeing ombudsperson and corrections made.
- (B.1) Within the same 5 working day period, the affirmative action officer will then forward appropriate forms received by the ombudsperson to the appropriate supervisor, who will speak informally with the respondent. The affirmative action officer shall also provide a copy of the written complaint and the respondent's response to:
- The vice president of Educational Services, when the respondent is faculty.
 - Dean responsible for student grievances, if respondent is a student.
 - Appropriate dean, when respondent is classified staff.
 - President, when the respondent is an administrator.
 - Chair of Board of Trustees, if respondent is the president.
- The ombudsperson shall keep a written record of all actions taken in an effort to resolve the complaint. If resolution is reached, the ombudsperson shall complete a written report of this resolution and submit copies to all parties involved.
- (C) If a resolution has not been reached and the parties were not able to mediate together under Section 2820.10, joint mediation will now take place. The mediation session will include both parties involved in the complaint and a representative for each of them. The ombudsperson and the affirmative action officer will also be present. While the parties may not want to speak to each other, in this session they will hear each other describe the events they believed to have taken place through the facilitation of the ombudsperson. If no resolution is agreed to, the case will now proceed to 2830.00.
- (C.1) If a resolution can be achieved, the ombudsperson shall complete a written report of this resolution and submit copies to all parties involved. The claimant and respondent will acknowledge resolution in writing. Forms involved in the case will be kept by the affirmative action officer in a confidential manner for five (5) years, after which time this information will be destroyed.
- (D) The entire formal complaint procedure, Step 1, will be completed within 30 working days.

Formal Complaint—Step 2

If no satisfactory resolution can be achieved through formal complaint, Step 1, a team will be formed to conduct a fact-finding investigation as follows:

- (1) The affirmative action officer.
- (2) A member of the standing grievance committee selected by the claimant.
- (3) A member of the standing grievance committee selected by the respondent.
- (4) In the case of presidential involvement, a member of the Board of Trustees.

The team will hear findings from all parties. Within 15 days of the completion of formal complaint, Step 1, the team will be charged with submitting a decision to the designated college officer.

The appropriate designated college officer shall be:

- (A) The vice president of Educational Services when the claimant of infractions of this policy is an employee of the college or when a student is complaining against an employee. When a student is involved, the dean responsible for student grievances will co-chair the investigation. However, the vice president of Educational Services will assume the ultimate responsibility to see the process to conclusion.
- (B) The dean responsible for student grievances when the claimant of infractions of this policy is a student complaining against another student.
- (C) In the event the respondent is the vice president of Educational Services or the dean responsible for student grievances, the designated college officer shall be the president. In the event the respondent is the president, the designated college officer shall be the chairman of the Board of Trustees.

Appropriate Disciplinary Action

Should the team unanimously find discrimination in the form of sexual harassment, the result will be immediate and appropriate action, as determined by the designated college officer, which may include, but is not limited to, the following order of actions:

- (A) Findings placed in personnel or student file

- (B) Reprimand
- (C) Suspension
- (D) Dismissal

In cases of suspension or employment termination, existing procedures for students, administrative, faculty, or classified staff shall be followed. Administrators, paraprofessionals, vendors, and other college employees and agents shall be subject to discipline as deemed appropriate by the panel and the designated college officer. The affirmative action officer shall be responsible for ensuring that disciplinary actions are carried out.

Repeated Offenses

When a complaint is made against someone who has been found in the past to have been in violation of the sexual harassment policy, the normal procedure will commence. Disciplinary measures chosen for repeat offenders should take into account the repeated lack of compliance by the offender and should be moved to the next level.

Non-District Options

At any point during these proceedings, the claimant may file concurrently with an outside agency. Claimants are encouraged to use the internal complaint procedures first. Students may file complaints with the Office of Civil Rights, U.S. Dept of Education, 2901 Third Ave, M/S 106, Seattle, WA 98121. Employees may file complaints with the Equal Employment Opportunity Commission (EEOC), 1321 Second Avenue, 7th Floor, Arcade Plaza, Seattle, WA 98101, or the Human Rights Commission, 1515 Second Avenue, Columbia Bldg. Suite 400, Seattle, WA 98101.

An ombudsperson is available on campus for information and confidential inquires. Please contact:

Mount Vernon Campus

Nancy Anderson (360) 416-7615
Jim Jolly (360) 416-7684

Affirmative Action Officer

Sue Williamson (360) 416-7679

Whidbey Island Campus

Louis LaBombard (360) 679-5338
Sue Jensen (360) 679-5329

Children on Campus Policy

In general, children are not permitted on campus unless they are directly supervised by a parent or responsible adult officially enrolled in classes, or directly involved in an instructional process. In no case, even if accompanied by a parent or other adult, are children permitted in classrooms, labs, shops, or any area where potential hazards exist, with the exception of children directly involved in the instructional process (e.g., Even Start).

Individuals who bring children to campus are responsible for their supervision at all times; leaving children unattended in public areas such as the student lounge or cafeteria does not meet this supervision standard. College officials will contact parents or other parties responsible for children left unattended on campus, and inform them that children must be properly supervised while on campus. Individuals who bring children to campus and refuse to abide by these guidelines will be referred to security or college officials and are subject to student discipline.

Policy on Smoking

It is the intent of the College, as an educational institution, to follow state regulations and, as a long-range goal, to discourage smoking on the College campuses. The intent of this policy is to minimize the health hazards of those who choose not to smoke.

Procedure Relating to Smoking

- (A) All tobacco products are prohibited on campus except in designated areas.
- (B) Violations of the smoking policy may be referred to the college security office for enforcement. Students and employees who violate this policy and the Washington Clean Indoor Air Act and state revisions are subject to reprimand and disciplinary proceedings according to appropriate policy.

Posting Policy for SVC Campuses & Centers

Policy for Posting at Campuses and Centers in Common Places

The Office of Student Life has the responsibility to ensure that materials to be posted for viewing by the general public are not defaming, demeaning, or derogatory. This includes, but is not limited to, materials containing offensive language, racial epithets, or sexually explicit items. Should the Office of Student Life receive complaints about any posted materials, the materials may be removed. The Office of Student Life will determine appropriate procedures and locations for posting.

Procedure for Removal of Posted Materials

Materials must be removed once an event/activity is over; the event/activity coordinator is responsible for removal of materials. If materials are not removed in a timely manner, posting privileges may be suspended. Election materials must be removed within 48 hours after elections are over.

Policy for Posting in Campuses and Centers Classrooms

Posting in classrooms shall be done only on designated bulletin boards with the permission of a faculty member or dean/vice president. No material shall be posted on classroom walls, doors, or windows. The posting of all private advertising materials, including magazine and travel information, shall be prohibited.

Students Records Policy

Approved by the Executive Committee on November 13, 2002 and by the President 12/10/02

Access To Student Records Procedure

- (A) Information contained in the student record will not be released without written consent of the student with the exception of directory information. Prospective employers, creditors, parents, or other interested parties must obtain a signed release from the student and submit it to the Registrar at the time of the request.
- (B) Directory information that may be released without written consent of the student includes name, enrollment status, E-mail address, home town/city, photo, honors athletics-related information, certificates or degrees received, dates of attendance, major field of study and athletic program information. Directory information may not be released without the express permission of the Registrar or his/her designee(s).
- (C) A parent wishing to obtain information from these educational records or to grant consent for the release of these records without consent of the student must submit an affidavit stating that the student is a dependent for income tax purposes.
- (D) The Registrar, or his/her designee(s), may disclose in writing to the Financial Aid Officer, personally identifiable information from the educational records of a student without the written consent of the eligible student if the disclosure is in connection with financial aid for which a student has applied, or received, for such purposes as:
 - (1) To determine the eligibility of the student for financial aid;
 - (2) To determine the amount of the financial aid;
 - (3) To determine the conditions which will be imposed regarding the financial aid; and/or
 - (4) To enforce the terms and conditions of the financial aid.
- (E) The Registrar, or his/her designee may disclose personally identifiable information from the educational record of a student without the written consent of the student, to comply with a judicial order or lawfully issued subpoena. Reasonable effort must be made to notify the student of the order or subpoena in advance of compliance, unless the information is required for a criminal investigation, or the judicial order or subpoena states that this not be done.
- (F) Information obtained during professional medical and psychological treatment or counseling will be released by the professional only in accordance with the ethics of his/her profession; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice.
- (G) Where required for the performance of responsibilities to the College, faculty and staff may obtain the following information on the basis of need to know without the consent of the student involved:
 - 1. Academic record and status.

2. Reports of academic and other campus misconduct, including disciplinary action.
 3. Results of counseling other than professional medical or psychological.
 4. National origin and ethnic background.
 5. Standard test data regarding individual tests for decision about an individual.
 6. Student-produced papers for class assignments.
 7. Financial information including delinquencies, etc.
 8. Evaluation materials about a student, with the consent of the author of the evaluation.
 9. Determination of student eligibility for athletic participation.
 10. College disciplinary and investigating authorities may have access to all of the information in 1 - 9 above if it is required in the performance of their duties.
 11. Recognized college student organizations, such as scholastic and service honoraries, may obtain information relating to a student's academic record and status.
 12. In special circumstances, qualified research personnel may be permitted access to information contained in a student's records where the student's name will not accompany the data.
- (H) Students may inspect and review their own educational records at the College with some exceptions. The College is not required to permit a student to inspect and review the following records:
- (1) Financial records and statements of his/her parents or any information contained therein;
 - (2) Confidential letters and confidential statements of recommendation which were placed in the educational records of a student prior to January 1, 1975; and
 - (3) Confidential letters and confidential statements of recommendation which were placed in the educational records of the student after January 1, 1975:
 - (a) respecting admission to an educational institution;
 - (b) respecting an application for employment; and
 - (c) respecting the receipt of an honor or honorary recognition; provided, that the student has waived his/her right to inspect and review those letters and statements of recommendation.

Skagit Valley College Plagiarism Policy

Effective Fall 2007

Sections in text boxes are to be included in course syllabi

Introduction

As an institution of higher learning, we expect all students to be honest and to behave with integrity—that is, to do their own work without unauthorized assistance. Although students' behavior is monitored at some level while they are here, to be successful students they must demand integrity from themselves during their time here and later in their lives. In addition, they should help to establish honesty as a value that characterizes the education of all students at SVC. Each and every student determines the academic climate of the college.

Skagit Valley College is committed to respecting the intellectual property rights of our faculty and students and the rights of colleagues and other experts outside of the college community. Therefore, it is of the utmost importance that our plagiarism policy protects these rights and educates all members of the SVC community regarding proper citations of the words and ideas of others.

Plagiarism

Definition

Plagiarism is presenting as one's own, intentionally or not, someone else's words, ideas, conclusions, images, or data, without specific acknowledgment. This includes, but is not limited to presenting the source's language without quotation marks (with or without citation); paraphrased language that is not cited; and/or language that is cited, but insufficiently paraphrased.

If students have questions about citation, acknowledgement, paraphrasing, or specific course standards related to plagiarism, they should consult with their instructor BEFORE submitting assignments that may contain questionable material.

Examples of plagiarism

Original source:

Bird, Kai, and Martin J. Sherwin. "J. Robert Oppenheimer: the Silencing of Dissent." *Chronicle of Higher Education* 51.32 (2005): B11-B12. Academic Search Premiere. EBSCOhost. Skagit Valley Coll. Lib., Mount Vernon. 21 February 2007. <http://search.ebscohost.com>.

Plagiarized language—whether quoted without credit or inadequately paraphrased—is rendered in blue, both in original and in student's writing.

Sample 1: Plagiarism—lifts language without quoting

Original:

Even as Oppenheimer cautioned against any drastic response, legislators on Capitol Hill began speaking of measures to counter the Soviet achievement. Within days the Truman administration endorsed a proposal by the Joint Chiefs of Staff for increasing the production of nuclear weapons (Kai and Sherwin B11).

Student:

Plans were being made to increase the production of nuclear weapons even as Oppenheimer cautioned against any drastic response (Kai and Sherwin B11).

Sample 2: Plagiarism--improper paraphrasing of words and syntax

Original:

On August 29, 1949, the Soviet Union secretly exploded an atomic bomb at an isolated testing site in Kazakhstan. Initially President Truman—who once told Oppenheimer that the Soviets would “never” get an atomic bomb—didn’t believe the evidence (B11).

Student:

According to Kai and Sherwin, the Soviet Union exploded an atomic bomb in secret in Kazakhstan on August 29, 1949. The explosion took place at a remote testing site. At first President Truman refused to believe the evidence; in fact, he had previously assured Oppenheimer that he did not believe the Soviets would ever get an atomic bomb (B11).

Sample 3: Plagiarism--strings together poor paraphrasing and “lifted” language from a large block of text.

Original:

On August 29, 1949, the Soviet Union secretly exploded an atomic bomb at an isolated testing site in Kazakhstan. Initially President Truman—who once told Oppenheimer that the Soviets would “never” get an atomic bomb—didn’t believe the evidence.

Oppenheimer had never thought that the American monopoly would last long. Now he hoped the existence of a Soviet bomb would persuade Truman to renew the efforts he, Oppenheimer, had initiated in 1946 to internationalize control over all nuclear technology. But he also feared the administration might overreact; he had heard talk of preventive war in some quarters.

Even as Oppenheimer cautioned against any drastic response, legislators on Capitol Hill began speaking of measures to counter the Soviet achievement. Within days the Truman administration endorsed a proposal by the Joint Chiefs of Staff for increasing the production of nuclear weapons. That was just the beginning. Strauss sent Truman a memorandum arguing that U.S. military superiority over the Soviets would inevitably diminish. Borrowing language from physics, he suggested that American could only regain its absolute advantage with a “quantum jump” in technology. The nation needed a crash program to develop the super-thermonuclear weapon.

In 1949 Oppenheimer was still serving as chairman of the Atomic Energy Commission’s General Advisory Committee. In October the committee unanimously recommended—on the basis of technical, military, political, and moral considerations—against a crash program to build the Super Bomb. Oppenheimer and his colleagues wanted to seize upon the Soviet breakthrough as an opportunity to reopen arms-control negotiations rather than to accelerate the nuclear buildup. Their suggestion was that the Truman administration propose a new arms-control initiative to establish a commitment that neither the United States nor the Soviet Union would build a hydrogen bomb (Kai and Sherwin B11).

Student:

Kai and Sherwin note that when the Soviet Union secretly exploded an atom bomb in Kazakhstan in August of 1949, Oppenheimer hoped that President Truman would renew efforts (initiated by Oppenheimer) to make control of nuclear technology an international effort. But because he also thought the administration might overreact, he cautioned against a severe response. Unfortunately, it didn't work. The Truman administration almost immediately agreed to a proposal to increase production of nuclear weapons—and that was only the beginning. Some were pushing for development of a super-thermonuclear weapon. Oppenheimer at that time was chairman of the General Advisory Committee of the Atomic Energy Commission, and the committee suggested that Truman propose a new arms control initiative that would lead to both the U.S. and the Soviet Union agreeing that neither would build a hydrogen bomb (B11).

Sample 4: Not plagiarism. While the paraphrase includes some of the specific details from the original source, the content is written in the words of the writer.

Original:

On August 29, 1949, the Soviet Union secretly exploded an atomic bomb at an isolated testing site in Kazakhstan. Initially President Truman—who once told Oppenheimer that the Soviets would “never” get an atomic bomb—didn’t believe the evidence (Kai and Sherwin B11).

Student:

President Truman did not at first accept evidence of the Soviets’ explosion of an atom bomb in Kazakhstan on August 29, 1949 (Kai and Sherwin B11).

Sample 5: Not plagiarism—sufficiently summarizes original without lifting language or syntax

Original:

On August 29, 1949, the Soviet Union secretly exploded an atomic bomb at an isolated testing site in Kazakhstan. Initially President Truman—who once told Oppenheimer that the Soviets would “never” get an atomic bomb—didn’t believe the evidence. Oppenheimer had never thought that the American monopoly would last long. Now he hoped the existence of a Soviet bomb would persuade Truman to renew the efforts he, Oppenheimer, had initiated in 1946 to internationalize control over all nuclear technology. But he also feared the administration might overreact; he had heard talk of preventive war in some quarters.

Even as Oppenheimer cautioned against any drastic response, legislators on Capitol Hill began speaking of measures to counter the Soviet achievement. Within days the Truman administration endorsed a proposal by the Joint Chiefs of Staff for increasing the production of nuclear weapons. That was just the beginning. Strauss sent Truman a memorandum arguing that U.S. military superiority over the Soviets would inevitably diminish. Borrowing language from physics, he suggested that American could only regain its absolute advantage with a “quantum jump” in technology. The nation needed a crash program to develop the super-thermonuclear weapon.

In 1949 Oppenheimer was still serving as chairman of the Atomic Energy Commission’s General Advisory Committee. In October the committee unanimously recommended—on the basis of technical, military, political, and moral considerations—against a crash program to build the Super Bomb. Oppenheimer and his colleagues wanted to seize upon the Soviet breakthrough as an opportunity to reopen arms-control negotiations rather than to accelerate the nuclear buildup. Their suggestion was that the Truman administration propose a new arms-control initiative to establish a commitment that neither the United States nor the Soviet Union would build a hydrogen bomb (Bird and Sherwin B11)

Student:

Kai and Sherwin explain that after the Soviet Union exploded an atomic bomb in August of 1949, Oppenheimer hoped that Truman would be encouraged to make international control of nuclear technology a priority. Instead, an American plan was developed to step up nuclear technology in the United States in order to respond to the Soviet threat. The Atomic Energy Commission—Oppenheimer was chairman of its General Advisory Committee—recommended the Truman administration use the development of the Soviet bomb to further arms-control negotiations (B11).

Detecting Plagiarism

While the growth of information and its accessibility via the Internet has arguably made it easier for students to plagiarize, it also makes it easier for educators to detect plagiarism. Students, who are tempted to use others’ work as their own or copy phrases or ideas as their own should be aware that if they find a web site from which to steal words and ideas, their instructors can also find it.

It doesn't take a lot of time to discover a plagiarized document. One of the easiest methods to detect plagiarism is to cut and paste suspected passages from a paper into common search engines. This produces a list of source material that can be compared against the student's work to ensure it was produced fairly. In addition, many instructors share collected lists of websites that provide downloadable college papers. Those websites are often linked to a growing industry that produces anti-plagiarism software available for purchase. Furthermore, there are dozens of free software applications that instructors can download and use to detect plagiarism.

Although detection of plagiarism can be useful in stemming its use by students, the best approach is for students to be educated about the negative impact of plagiarism and why it is wrong.

Consequences

If it is determined that a student plagiarized any portion of an assignment, s/he can receive a failing grade for the assignment. S/he will fail the course in which the plagiarism occurred if the course instructor determines that the plagiarism is repeated or serious in nature. In these cases, a student has the right to appeal the course grade via the student grievance process. Since plagiarism is a violation of the Code of Student Conduct, all incidents of plagiarism on which an instructor takes action are reported to the office responsible for student discipline. The college may take disciplinary action in addition to any academic penalty assigned by instructors. If a student is found responsible for repeated or serious plagiarism offenses, s/he may be suspended or expelled from the college in accordance with the Code of Student Conduct, WAC 132D-120-080. Disciplinary decisions may be appealed via the disciplinary appeals process described in the Code of Student Conduct, WAC 132D-120-230 [include hyperlink]. The Skagit Valley College policy on plagiarism can be seen online at <http://www.skagit.edu/plagiarism>.

Faculty Procedures

When an instructor determines that a student has plagiarized an assignment, s/he will contact the student to discuss the situation if at all possible and allow the student to present his/her perspective on the case. It is not mandatory for student and instructor to meet in subsequent occurrences of plagiarism during the quarter if the student has been warned. The instructor will also contact the student conduct office on campus. The instructor may invite the student conduct administrator to join in the meeting with the student and/or the administrator may hold a separate disciplinary conference with the student. The instructor will determine how to grade the assignment and/or the course in keeping with the policies outlined in the course syllabus. Instructors are to grade course assignments in light of work completed during the current quarter only. The student conduct administrator will decide what, if any, college disciplinary action will be taken.

Citation Guides

American Psychological Association. Publication Manual of the American Psychological Association. 5th ed. Washington: American Psychological Association, 2001.

The Chicago Manual of Style. 15th ed. Chicago: The University of Chicago Press, 2003.

Coghill, Anne M., and Lorrin R Garson, eds. The ACS Style Guide: Effective Communication of Scientific Information. 3rd ed. Washington: American Chemical Society, 2006.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: The Modern Language Association of America, 2003.

Style Manual Committee, Council of Science Editors. Scientific Style and Format: the CSE Manual for Authors, Editors, and Publishers. 7th ed. Reston: The Rockefeller University Press, 2006.

Walker, Janice R., and Todd Taylor. The Columbia Guide to Online Style. 2nd ed. New York: Columbia University Press, 2006.

SVC Library Plagiarism Web Site http://library.skagit.edu/ht_plagiarism.html

Graduation/Transfer-Out Rates –

Full-Time, First-Time, Degree/Certificate-Seeking Students

2007-08	Male	Female	Total
Cohort	191	159	650
Completers with Short-Term Certificates	2	0	2
Completers with Long-Term Certificates/Degree or Apprenticeship	40	33	73
Transfer-Out Students (non-completers)	53	32	85

Completion or Graduation Rate	21.43%
Transfer-Out Rate	24.29%
SBCTC Completion and/or Transfer-Out Rate	46.29%
Completer Transfer-Out Rate	7.71%

2006-07	Male	Female	Total
Cohort	257	251	508
Completers with Short-Term Certificates	4	3	7
Completers with Long-Term Certificates/Degree or Apprenticeship	53	72	125
Transfer-Out Students (non-completers)	46	42	88

Completion or Graduation Rate	25.98%
Transfer-Out Rate	17.32%
SBCTC Completion and/or Transfer-Out Rate	43.90%
Completer Transfer-Out Rate	14.96%

2005-06	Male	Female	Total
Cohort	229	227	456
Completers with Short-Term Certificates	0	9	9
Completers with Long-Term Certificates/Degree or Apprenticeship	60	51	111
Transfer-Out Students (non-completers)	31	31	62

Completion or Graduation Rate	26.32%
Transfer-Out Rate	13.60%
SBCTC Completion and/or Transfer-Out Rate	40.57%
Completer Transfer-Out Rate	8.77%

Fall-to-Fall Retention of New Students by Educational Goal

Fall 2005 to Fall 2006				Fall 2006 to Fall 2007			Fall 2007 to Fall 2008		
	Start	Retained	% Retained	Start	Retained	% Retained	Start	Retained	% Retained
Academic Non-Transfer	18	5	27.7%	9	4	44.4%	11	6	54.5%
Academic Transfer	787	369	46.9%	782	360	46.0%	728	323	44.4%
HS Diploma	70	10	14.2%	85	13	15.3%	75	11	14.7%
Improve English, Reading, Math	180	28	15.6%	181	29	16.0%	228	32	14.0%
ATA	258	99	38.4%	238	92	38.7%	257	111	43.2%
Occupational Prep Applicant	64	29	45.3%	29	13	44.8%	41	23	56.1%
Occupational Apprentice	16	7	43.6%	102	38	37.3%	197	42	21.3%
Occupational Supplemental	72	3	4.1%	58	7	1.2%	73	7	9.6%
Home and Family	96	28	29.2%	76	31	40.8%	83	28	33.7%
Personal Satisfaction	136	28	20.6%	135	22	16.3%	175	28	16.0%
	1697	606		1695	609		1868	611	
Totals	35.7%			35.9%			32.7%		
Note: Includes International Students									

Fall-to-Fall Retention of Degree-Seeking Students New to SVC by Targeted Ethnic Code

(For Mount Vernon and Whidbey Island Campuses Only)

Mount Vernon Campus				Whidbey Island Campus			
2003-04	Start A342	Return A452	Retention Rate	2003-04	Start A342	Return A452	Retention Rate
Other/ Unknown	58	24	41%	Other/ Unknown	36	18	50%
Hispanic	48	18	38%	Asian/Pacific Islander	28	18	64%
White	712	355	50%	White	256	133	52%
TOTALS	818	397	49%	TOTALS	320	169	53%
2004-05	Start A452	Return A562	Retention Rate	2004-05	Start A452	Return A562	Retention Rate
Other/ Unknown	63	34	54%	Other/ Unknown	40	12	30%
Hispanic	58	28	48%	Asian/Pacific Islander	39	14	36%
White	657	302	46%	White	195	85	44%
TOTALS	778	364	47%	TOTALS	274	111	41%
2005-06	Start A562	Return A672	Retention Rate	2005-06	Start A562	Return A672	Retention Rate
Other/ Unknown	67	31	46%	Other/ Unknown	41	14	34%
Hispanic	53	25	47%	Asian/Pacific Islander	29	10	35%
White	645	294	46%	White	214	84	39%
TOTALS	765	350	46%	TOTALS	284	108	38%
2006-07	Start A562	Return A672	Retention Rate	2006-07	Start A562	Return A672	Retention Rate
Other/ Unknown	57	30	53%	Other/ Unknown	41	8	20%
Hispanic	53	21	40%	Asian/Pacific Islander	41	17	42%
White	566	256	45%	White	198	75	38%
TOTALS	676	307	45%	TOTALS	280	100	36%
Notes: Excludes International. Degree-seeking identified by Intent Code A, B, F or G.							

Fall-to-Winter and Fall-to-Spring Retention Rates for Degree-Seeking Students by Program

Students New to SVC in Fall 2007

Transfer/General Studies Degree Seeking					
	Start A782	Return A783	Fall -Winter Retention Rate	Return A784	Fall - Spring Retention Rate
Of Color/Other	111	78	70.3%	65	58.6%
White	588	427	72.6%	346	58.8%
TOTALS	699	505	72.2%	411	58.8%
Professional-Technical Degree Seeking					
	Start A782	Return A783	Fall -Winter Retention Rate	Return A784	Fall - Spring Retention Rate
Of Color/Other	53	40	75.5%	31	58.5%
White	244	166	68.0%	140	57.4%
TOTALS	297	206	69.4%	171	57.6%
Notes: 1. Excludes International students (ETH-ORG = 7) 2. Transfer & General Studies degree-seeking identified as INTENT = A or B. 3. Professional-Technical degree-seeking identified as INTENT = F or G. 4. The total of degree-seeking (N=996) represents 53% off all students new to the college in Fall 2007.					

Fall 2008 Student Demographics, Students in Credit Classes

		HDCNT	%
Total Headcount	Mount Vernon Campus	4599	68%
Table 1 data reflect final enrollment for all SVC branches & centers. This category includes all SVC credit classes	Whidbey Island Campus	1628	24%
	South Whidbey Center	282	4%
	San Juan Center	296	4%
	Not coded	1	<1%
	TOTAL HDCNT	6806	
Student Intent	Academic	2802	41%
Student Intent as reported by students for all SVC credit classes.	Prof/Tech	1923	28%
	H.S./GED/BasicSkills	813	12%
	Occup Apprentice	272	4%
	Home & Family	309	5%
	Pers Sat; Non Degree	687	10%
	TOTAL HDCNT	6806	
Full-time/Part-time Status	Part-time - < 12 credits	4122	61%
Full-time/part-time status based upon enrollment for twelve credits for all SVC credit classes.	Full-time - 12 or more credits	2684	39%
	TOTAL HDCNT	6806	
Ethnic Origin	White	4848	71%
Ethnicity of students in credit classes using self-reported information. Students who report Hispanic/ Latino origin are reported as such and are not duplicated in other categories.	Asian/Pac Islander	332	5%
	Hispanic	1063	16%
	Black/African American	121	2%
	Amer Indian/Alaska Native	80	1%
	Other/Unknown	111	2%
	International	251	4%
	TOTAL HDCNT	6806	
Gender	Male	2522	37%
Total population by gender for all SVC credit classes.	Female	4277	63%
	Unknown	7	<1%
	TOTAL HDCNT	6806	
Average Age	Male	29	
Average age for students taking SVC credit classes.	Female	34	
	Average Age	32	
eLearning Enrollment		Fall 08	Fall 07
eLearning Data District-wide	TOTAL HDCNT	2835	2565
Running Start Enrollment		Fall 08	Fall 07
Running Start data district wide	TOTAL HDCNT	566	584
International Student Enrollment		Fall 08	Fall 07
International Student Data District-wide	TOTAL HDCNT	251	190
Workforce Enrollment		Fall 08	Fall 07
Workforce Student Data District-wide	TOTAL HDCNT	157	137

Selected Characteristics of K-12 Students in Skagit’s District

District	Total Enrollment		Percent Hispanic		Percent of Color		Percent Females		Percent Free or Reduced Priced Meals	
	2001-02	2006-07	2001-02	2006-07	2001-02	2006-07	2001-02	2006-07	2001-02	2006-07
Island County										
Oak Harbor	6250	5685	4.9	7.3	26.3	32.1	47.8	47.8	11.9	30.4
Coupeville	1107	1173	3.7	5.5	9.5	11.8	47.8	47.0	19.7	23.8
South Whidbey	2355	2061	2.4	2.7	8.5	10.0	50.4	49.2	14.3	19.4
San Juan County										
Shaw Island	19	20	0.0	5.0	5.2	5.0	52.6	55.0	0.0	0.0
Orcas Island	557	497	2.8	3.8	5.3	7.2	49.7	53.1	25.2	26.5
Lopez	274	250	4.0	6.4	9.3	13.2	50.3	45.6	22.2	39.1
San Juan	973	946	4.8	9.3	8.3	13.8	49.0	48.9	19.5	26.4
Skagit County										
Concrete	851	785	3.9	2.6	9.0	7.4	44.8	48.9	52.3	53.4
Burlington-Edison	3603	4014	18.5	26.5	22.3	30.2	47.9	49.7	29.4	39.4
Sedro-Woolley	4433	4099	7.7	11.2	14.0	16.2	47.3	46.9	33.7	39.6
Anacortes	3131	2955	3.1	4.7	9.7	11.8	49.3	48.7	22.8	27.2
La Conner	682	663	9.0	7.7	34.6	34.6	49.4	48.7	34.6	32.9
Conway	472	437	11.6	15.3	13.4	17.3	49.5	47.1	20.8	22.8
Mount Vernon	5744	6010	37.4	44.5	42.2	49.6	49.1	48.8	51.7	55.0

Data Source: <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>

Involvement of Students in Policy Development

Students are an integral part of the policy development process at Skagit Valley College. Student representatives serve on the college governance committee and on other standing and ad-hoc committees. Following is a list of the college’s governance and standing committees and the terms and selection criteria for student participation.

Governance Steering Committee

The Governance Steering Committee shall be composed of three members each from administration, faculty, classified staff, exempt professionals and students. Membership shall be district-wide.

Members will serve staggered, three-year terms with the exception of students, who will serve a one-year term. Appointments will be made in May. Terms will begin on appointment. Replacements shall be appointed for members who are unable to complete their term.

Each selecting unit will solicit committee membership from their respective constituencies and/or bargaining unit in accordance with the following:

1. Administrators will be appointed by the President.
2. Faculty will be selected by SVCFT.

3. Exempt Professional Staff will be selected by the Exempt Professional Staff.
4. Classified staff will be selected by WPEA.
5. Students will be selected by the ASSVC.

Names of representatives identified for committee membership will be transmitted to the President, who will acknowledge them with an official letter of appointment, which will include the date of the first organizational meeting of each year. This meeting will occur not later than September 15th.

Instruction Committee

The Instruction Committee shall be composed of twelve members, including three instructional administrators, six instructional faculty, one counselor, one library faculty and one student. Of the six faculty, three will be from professional/technical departments; three will be from academic departments/divisions. At least two of the faculty members will be from the Whidbey Island Campus. Replacements will be appointed for members unable to complete their term.

Members will serve staggered, three-year terms with the exception of the student, who will serve a one-year term.

Each selecting unit will solicit committee membership from their respective constituencies and/or bargaining unit in accordance with the following:

1. Administrators will be appointed by the President.
2. Faculty will be selected by SVCFT.
3. Students will be selected by the ASSVC.

Names of representatives identified for committee membership will be transmitted to the President, who will acknowledge them with an official letter of appointment, which will include the date of the first organizational meeting of each year, which will occur not later than September 15th.

Student Services Committee

The Student Services Committee shall be composed of twelve members including two Student Services administrators, two Student Services faculty, two Student Services classified staff, two Student Services exempt professionals, one instructional faculty and three students. Replacements will be appointed for members who are unable to complete their term.

Members will serve staggered, three-year terms with the exception of students, who will serve a one-year term.

Each selecting unit will solicit committee membership from their respective constituencies and/or bargaining unit in accordance with the following:

1. Administrators will be appointed by the President.
2. Faculty will be selected by SVCFT.
3. Exempt Professional Staff will be selected by the Exempt Professional Staff.
4. Classified staff will be selected by WPEA.
5. Students will be selected by the ASSVC.

Names of representatives identified for committee membership will be transmitted to the President, who will acknowledge them with an official letter of appointment, which will include the date of the first organizational meeting of each year.

Sustainability Committee

The Sustainability Committee is designated a governance standing committee and will advise and provide leadership to the president and the college community in realizing the “American College & University Presidents Climate Commitment” and the College’s mission and vision of contributing leadership and service to the community in environmental awareness and our core value of sustainability.

The committee membership will be ad hoc, with faculty, administrators, staff, and students from both the Mount Vernon and Whidbey Island campuses.

STANDARD FOUR - FACULTY TABLE 1 INSTITUTIONAL FACULTY PROFILE

Rank or Class	Number		Number of Terminal Degrees				Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience		
	Full Time	Part Time	Dr	M	B	Less than Bac	Min	Med	Max	Min	Med	Max	Min	Med	Max
Instructor	127		23	80	14	10	45389	58407	65555	3	11	40	5	15	35

STANDARD FOUR - FACULTY TABLE 2 NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Andrews University		1	
Ashland University		1	
Bowling Green University	1		
California State University		1	
Central Washington University		3	1
City University		2	
Claremont Graduate University	1		
Colorado State University		1	
Eastern Carolina University		1	
Eastern Washington University	4		
Gonzaga Law School	1		
Indiana State University		1	
Middlebury College		1	
New Mexico State University		1	1
Nova Southeastern University	1		
Old Dominion University		1	
Oregon State University		1	
Pennsylvania State University		1	
Portland State University		1	
Puget Sound Christian College			1
San Diego State University		1	
Seattle Pacific University		2	1
Seattle University			1
Southern Illinois University at Carbondale	1		
State University of New York at Binghamton		1	
Syracuse University		1	

STANDARD FOUR - FACULTY TABLE 2 NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY			
Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Texas A & M University	1		
The Union Institute	1		
Trinity University		1	
University of Baltimore	1		
University of California at Berkeley	2	1	
University of California at Davis	1		
University of California at Santa Barbara	1		
University of Florida		1	
University of Goteborg, Sweden	1		
University of Idaho	1	1	1
University of Illinois		1	
University of Maine		1	
University of Montana		1	
University of Oregon		1	
University of Phoenix - Southern California		1	
University of Portland		1	
University of Puget Sound		1	
University of Southern California		2	
University of Southern Mississippi	1		
University of Toronto			1
University of Utah		1	
University of Vermont	1		
University of Washington	3	14	2
University of Wisconsin - Madison		1	
Washington State University		3	1
Western Washington University		21	3
Whitworth College		2	
Yale School of Drama		1	
Russell Sage College - Troy NY			1
Erikson Institute - Chicago IL		1	
Pacific Oaks College - Pasadena, CA		1	
TOTAL	23	80	14

Skagit Valley College Policy/Procedures For INSTRUCTIONAL PROGRAM and DEGREE REQUIREMENTS

Section:
4000

Initial Date of Approval:
Revision Date(s):

PURPOSE

It is Skagit Valley College's responsibility to develop and maintain a comprehensive program of instruction which includes academic transfer courses, workforce education, basic skills instruction (adult basic education and English as a Second Language), and opportunities for business and community development.

Policies and procedures in this section provide clear rules and processes by which the college fulfills this responsibility.

REFERENCES

NWCCU Standard 2.A.1-12

RCW 28B.50.020

RCW 28B.50.090(3)(a)

RCW 28B.50.090(7)(c)

ICRC Direct Transfer Agreement for Associate in Arts Degree, approved 1996, effective 1998

SBCTC: Transfer Associate Degrees – Major Ready Pathways (MRP)

SBCTC: Professional/Technical Program Approval Process Policy (updated 7/25/05)

SVC Board of Trustees Policy BSL -2 (6)

POLICY

As an accredited institution, Skagit Valley College is responsible for creating and maintaining high quality instructional programs regardless of delivery method. All college programs culminate in identified student competencies and lead to degrees or certificates in recognized and approved fields of study.

The goals of the institution's educational programs, including instructional policies, methods, and delivery systems, support the College's mission. The College's curriculum (programs and courses) is planned both for optimal learning and accessible scheduling. Degree and certificate programs demonstrate a coherent design and are characterized by appropriate breadth and depth, sequencing of courses, synthesis of learning, and the assessment of learning outcomes. The use of library and other information resources are required.

PROCEDURE

4000.05 Adding Instructional Programs And Certificates

New degrees or certificates of 45 credits or more may be recommended by any member of the college community, the Board of Trustees, or the public at large.

Newly recommended academic programs must establish that a need and sufficient resources exist to offer the program. The proposal can be submitted directly to the Instruction Committee for deliberation or to the Governance Steering Committee, which will refer it to the Instruction Committee and follow its progress to completion. All actions of the Instruction Committee will be reported to the Governance Steering

Committee and sent to the Academic Dean and the Executive Vice President for review and comment. Final approvals rests with the President.

Newly recommended workforce programs must be approved by the Dean of Workforce Education and the Executive Vice President prior to initiating the specified approval process required by the State Board for Community and Technical Colleges. If approved by the SBCTC, the proposal is sent to the SVC Instruction Committee for its review and recommendation, and to the Executive Vice President for final review and comments. In order to expedite the internal process, proposals may be sent to the Instruction Committee and the SBCTC simultaneously. Final approval rests with the President.

The following processes are also utilized:

- (a) Significant modification of existing professional technical programs and certificates of twenty credits or more must be approved through the SBCTC approval process prior to college approval and adoption. Review and comment on any significant modification will be provided by the Instruction Committee and the Executive Vice President. Final approval rests with the President.
- (b) Course additions, modifications, or deletions integral to or required for a degree must be submitted to the Instruction Committee for review. **The EVP has final approval authority.**

4000.10 Administrator Responsibilities

Executive Vice President for Instruction and Student Services is a standing member of the Instruction committee. The EVP will be party to all actions taken by the Instruction Committee, and has authority to comment on committee actions and deliberations prior to any final action by the college President.

4000.25 Program Review

Instructional programs are reviewed for improvement purposes on a regular schedule by faculty, division/departments chairs, deans and the President's Cabinet. Cabinet may give commendations or recommendations to the faculty, division/departments chairs for program improvement.

The President's Cabinet establishes the program review schedule. The Director of Institutional Research assists faculty, division and department chairs, deans, Vice President Whidbey Island Campus, and the Executive Vice President of Instruction and Student Services in the program review process. The Cabinet reviews final program reports and may make recommendations. The Executive Vice President of Instruction and Student Services monitors program improvement efforts in response to these recommendations.

Program Termination

POLICY

The President's Cabinet is responsible for initiation of reviews for degree and certificate programs. If the Cabinet determines that the viability or success of the program is jeopardized, the Cabinet may ask the Executive Vice President to conduct a viability review.

At the end of the review period, the EVP will make a recommendation, which may include termination, to the Cabinet regarding program status. Final authority for any program termination rests with the President.

No part of the program termination process in any way relieves the College of its responsibility for adherence to provisions of the faculty collective bargaining agreement or Washington law concerning termination of employment.

PROCEDURE

The Executive Vice President for Instruction and Student Services will call for a program viability committee to be formed to examine the program's viability and determine whether program termination is advisable. The committee will evaluate the program according to the criteria established for program review, develop strategies to correct deficiencies, and determine a reasonable timeline in which to bring about satisfactory resolution to the identified area(s) of weakness.

During this time, the program will be considered on "viability review status." The committee will provide written notice to the program staff, specifying the expectations that will enable the program to be declared viable.

Administrative Responsibility: Executive Vice President of Instruction & Student Services

DRAFT

Skagit Valley College Policy/Procedures For COURSE DEVELOPMENT, OUTLINES, CODING, AND SYLLABI

Section:
4100

Initial Date of Approval:
Revision Date(s):

PURPOSE

To provide guidance on the development of courses, establish content for course outlines and syllabi, and to ensure consistent coding.

REFERENCES

NWCCU Standard 2.A.6, 2.A.7.

SBCTC Course Coding Procedures and Guidelines, and Credit Hours/Credit Equivalents by Type of Instruction

RCW 43.88

RCW 28B.50.020

RCW 28B.50.090 (7) (b, c, and e)

RCW 28B.50.140 (11, 16, and 17)

WAC 131-32-010

WAC 131-32-020

POLICY

The College will ensure compliance with state guidelines and regional accreditation standards in the development, approval and coding of courses.

The College's course outline system is the official resource for developing, approving, and referencing College course information. Course records in this system are the source for course information in the College catalog and schedule (both printed and on-line), and serve as the foundation for faculty instruction, establishing credits, title, intent, degree distribution or program requirements, course description, prerequisites, course content, and student learning outcomes (discipline-specific and general education). All faculty must adhere to the course outline in their instruction. All College faculty, staff, students, and community members have access to course information in this system.

PROCEDURE

1.5 Course Changes

Course additions, modifications, or deletions which are an integral part of degree requirements and would alter those requirements must be submitted to the Instruction Committee for review and recommendation to the President for final approval.

1.10 Course Development

New course proposals, modifications, or deletions originate with a faculty division/department chair or equivalent, using the College's course outline system, and require review and approval by district department chairs, the appropriate Dean/Vice President-Whidbey Island Campus. The Executive Vice President for Instruction and Student Services reviews and has final approval for all course outline submittals. Upon final approval, pertinent course information from the course outline is entered into the College's course outline system.

4100.15 Course Coding

To establish the appropriate coding status for new or existing courses, the College supplies the following course information:

- (a) A course description with sufficient detail to convey subject area and institutional intent of the proposed offering;
- (b) Basic skills/developmental education courses will be numbered below 100; college level courses will be numbered 100 and above;
- (c) Each course will have one approved title used for both reporting and publication purposes;
- (d) Assignment of a Classification of Instructional Program code (CIP) that best matches the subject area and institutional intent for offering the course;
- (e) Assignment of a three-digit Educational Program Code (EPC), if the course is or will be part of an approved workforce program;
- (f) Number and type of instructional contact hours and course credits;
- (g) Whether the course is designed to meet academically disadvantaged students or those with limited English skills;
- (h) Whether the course has a workforce training component.

1.20 Course Syllabus

Instructors of credit-bearing courses are required to distribute a course syllabus to students within the first week of class.

The course section syllabus is based on the course outline entered into the course outline system. The template for the syllabus is outlined in the Faculty Handbook. The instructor will provide a copy of the course syllabus to his/her instructional administrator and division/department chair or equivalent prior to the first class session (or the beginning of the quarter for online sections).

Administrative Responsibility: Executive Vice President of Instruction & Student Services

DRAFT

Skagit Valley College Policy/Procedure For ASSIGNMENT OF CREDIT

Section:
4200

Initial Date of Approval:
Revision Date(s):

PURPOSE

To provide a systemic process for assigning course credit in compliance with approved SBCTC policy.

REFERENCES

NWCCU Standard 2.A.6, 2.A.7 and Standard 3.C.1-3.

SBCTC: Course Coding Procedures and Guidelines, Credit Hours/Credit Equivalents by Type of Instruction

RCW 28B.50.090(7)(e)

Negotiated Agreement

WAC . . .

POLICY

The College follows the definitions and rules as approved by the SBCTC in establishing credit values or their equivalent.

PROCEDURE

4200.05 Instructional Units

A normal teaching load for full-time faculty is defined in the Negotiated Agreement.

Guidelines for determining credit, labs, lectures, and clinical hours are based on the State Board for Community and Technical College Policy Manual.

4200.15 Course Credit Hours

As part of the process for adding new courses or modifying existing courses in the College's course outline system, division/department chairs and instructional administrators review the type and number of contact hours and credit equivalent for compliance with College policy. The Executive Vice President for Instruction and Student Services reviews and has final approval for all course outline information, including credit assignment. Upon final approval, credit assignment and other course outline information is entered into the College's course outline system.

Administrative Responsibility: Executive Vice President of Instruction & Student Services

DRAFT

Skagit Valley College Policy/Procedure For ACADEMIC STANDARDS AND GRADING

Section:
4300

Initial Date of Approval:
Revision Date(s):

PURPOSE

The College evaluates student learning or achievement upon clearly stated and distinguishable criteria.

REFERENCES

NWCCU Standard 2.5 and Standard 3.C.1, 2, 4.

SBCTC: Guidelines for Prior Learning Assessment (Approved Jan. 2000)

SVC 2005-07 Catalog

Chapter 132D-120 WAC

POLICY

4301 Assignment of Grades and Student Challenges

Evaluation of student performance in College courses and the assigning of grades is the instructor's prerogative in accordance with the following grading standards. These standards are referenced in the College's catalog.

Classification	Letter Grade	Grade Point
Excellent	A	4.00
Above Average	A-	3.70
	B+	3.30
	B	3.00
Average	B-	2.70
	C+	2.30
	C	2.00
Below Average	C-	1.70
	D+	1.30
	D	1.00
	D-	0.70
Failing	E	0.00

Other		
Grade not received from instructor	*	Not counted in GPA
Incomplete	I	Not counted in GPA
Audit	N	Not counted in GPA
Pass	P	Not counted in GPA
Ceased Attendance	V	Not counted in GPA
Withdrawal	W	Not counted in GPA
In Progress/Reregister	Y	Not counted in GPA
Passing Level Work Not Attained	Z	Not counted in GPA
Course Repeated	Grade+R	Not counted in GPA
Statue of Limitations	Grade+*	Not counted in GPA

Students may seek redress for matters relating to student evaluation through utilization of the Student Grievance Policy, referenced in the College's Code of Student Rights and Responsibilities.

4302 Credit for Prior Learning

Skagit Valley College will assess and award credit for prior learning that has occurred outside the classroom and/or through previous educational endeavors per the Washington State Community and Technical College Guidelines for Prior Learning Assessment.

Application of credits to the College's AAUCT and other transfer degrees shall be in accordance with requirements in the College catalog.

4303 Transferring in Credit from Other Colleges

Skagit Valley College will accept native credits and transferred in credits according to the applicability to the student's chosen program.

In the case of advanced placement, the Skagit Valley College evaluator will, upon receipt of the completed advanced placement courses on official transcript determine applicability of courses to the student's chosen program.

Application of credits to the College's AAUCT and other transfer degrees shall be in accordance with requirements in the College catalog.

4304 Degree and Certificate Requirements

To be awarded college degrees, certificates, and/or diplomas, students must complete requirements currently in effect as specified in the College catalog, with the provision that a student who is continuously enrolled (with the exception of summer quarter) may qualify for graduation on the basis of requirements stated in the catalog that was in existence when the student first enrolled.

PROCEDURE

Evaluation procedures can be found in the Skagit Valley College Catalog.

Administrative Responsibility: Executive Vice President of Instruction & Student Services

Exceptional Faculty Awards 1999-2000 through 2008-2009

Nomination for	2008-2009 Project/Accomplishment	Award
Jason Lind	SVC 2007 Yearbook	2,500
Tamara Oakes	Creation of Computer Essentials Course for Work First Students	2,500
Applicant(s)	2008-2009 Exceptional Faculty Award Project	Award
Sally Dixon	Term One & Two for MBA at Western Governor's University	4,000
Doris Dunn & Don Fotheringham	Advancing Teaching/Learning Techniques in Distance Education	6,400
Amy Edwards & Kathy Larson	Design an Online Federated Learning Community Pairing College Success Skills with Developmental Math Courses	8,000
Charles "Chuck" Luckmann	The Skagit River Watershed Reader: Bioregional Reasons for Writing	4,000
Ted Maloney & Chen Baochun	Global "Service Tourism": China-SVC Community Development Exchange to Help Alleviate Poverty	6,530
Linda A. Smith	Sabbatical Project & Travel	4,000
2008-2009 Award Total		\$37,930
Nomination for	2007-2008 Project/Accomplishment	Award
Gail Bruce	Extensive exemplary work to review Gen Ed recommendations and devise a process for institutional involvement	2,000
Neta Cahill	Building Bridges through Exemplary Service and Outstanding Leadership on Campus and in the Community	2,000
Eve Deisher	Artsphere (preparation, facilitation, & debriefing)	2,000
Diane Johnson	Quest for Carnegie Fund-raising	2,000
Vicki Matzen	Taking on the Design of an Online Reading Component	1,000
Chuck Stevens	Outstanding Mathematics Educator: committed to students, colleagues, and the community	2,000
Ernest Tutt	Voices of Freedom presented by Ernest Tutt	2,000
Applicant(s)	2007-2008 Exceptional Faculty Award Project	Award
Gary Eckermann	Biodiesel Training Segment & Campus Sustainability	3,000
Jan Helm	Completion of Master's Degree in Nursing	3,000
Louis W. LaBombard	A Cross Cultural Study of Maori and Selected Native American Nations	3,000
Candace Lower	English 170 Online Workbook	1,700
Leslie Lukasik	Establishing Links with Chilean Colleges/Universities to Offer Joint Courses/Programs to SVC and Chilean Students	3,000
Stephanie Machlin, Ruth Meacham, Ben Munsey, & Angel Santana	Standards-Based ESL Curriculum	6,000
Dan Nelson	Complete Coursework at Montana State University	3,000
Ted O'Connell	Calmecac: A Place of Learning	3,000
Lisa Spreyer, Jean Markert, Theresa Donavon, & Elizabeth Stutzman	Professional Development Needs Assessment for Basic Skills Faculty	4,000
2007-2008 Award Total		\$42,700

Nomination for	2006-2007 Project/Accomplishment	Award
Nancy Anderson & Susan Hunt-Deschenes	Conducting the Annual Wellness Program for SVC Faculty & Staff for Six Consecutive Years	4,000
Emi Fredlund	Exemplary Service to Worker Retraining Students & Marketing SVC Programs to Community Agencies & Services	2,000
Barbara Moburg	Whidbey Faculty Forums--Study Skills & Distance Education	2,000
Anita Ordóñez	Leadership in Diversity Steering Committee & Writing the Framework for Diversity	2,000
Linda Smith	Outstanding Leadership of the Center for Learning & Teaching; Expanding the Teaching & Learning Newsletter & Round Table Discussions	2,000
Kristi Spinnie	OFTEC Department Designation as a Microsoft Office Specialist (MOS) Authorized Testing Center	2,000
Applicant(s)	2006-2007 Exceptional Faculty Award Project	Award
Charles Luckmann	Bridging the Divide: Toward a Bicultural American Identity	1,045
Jim McCleery	Analysis of Success Rates for Math 96, 97, 98, and 99	1,045
Marilyn Chu, Jane Hohne, & Barbara Martinez-Griego	Building Bridges with Higher Education Implementation of Infant & Toddler Caregiving & Child Guidance Curriculum	3,000
Beth Cole & Leslie Peebles	Pilot of Campus Toolkit Program with TRIO Program Students	4,000
Mindy Coslor	Stipends for Presentations for the Center for Learning & Teaching	2,000
Dani Cox & Martin Hahn	Culinary Arts Instruction Team	3,000
Andy Friedlander	Internships & Opportunities: Putting Learning in the Theatre Arts into Action	2,000
Brian Hanchett	Live On-Line Advising Service Students can Access from SVC Website	2,000
José Sanchez & Jason Lind	Spanish Literature on KSVR Radio	4,000
Claus Svendsen	Comparative Analysis of Selected Watersheds in Western North America	2,000
Anne Will	A Swinomish Family Tree	2,000
2006-2007 Award Total		\$40,090
Nomination for	2005-2006 Project/Accomplishment	Award
Bernie Andringa	For enhancements to the Diesel Power Technology Program	1,000
Gail Bruce	For excellent work on transfer issues across the state and major preparation for students	1,000
Eve Deisher	For working with the SVC Instructional Technology staff to develop the Mac Lab and researching and developing digital curriculum for the Art Department	1,000
Chuck Luckmann	For the 2004-05 Sqajet: Art and Literary Journal of Skagit Valley College	1,000
Leslie Lukasik	For the upgrade and development of the Business/Economic curriculum and delivery at SVC	1,000
Alison Miller	For providing a conversation Spanish class for faculty and staff, Fall 2004	1,000
Kathy Payant	For advising and assisting students in the professional development organization of Delta Epsilon Chi (DEX) for business students. They achieved numerous awards and were recognized at state and international levels	1,000
Applicant(s)	2005-2006 Exceptional Faculty Award Project Title	Award

Nomination for	2005-2006 Project/Accomplishment	Award
Trish Barnes	To implement a new way of teaching through Active Learning: A New Vision by John Parker	2,000
Calleen Coorough & Tom Pickett	To create marketing material for the Multimedia and Interactive Technology Program	4,000
Center for Learning & Teaching	To provide stipends for district-wide faculty presentations at the Center for Learning and Teaching	2,000
Don Fotheringham & Jim McCleery	To create a college-wide system for verifying documents pertaining to catalog courses	4,000
Angelica Hernandez	To create a creative writing course focusing on the memoir: Con el Hilo de Mis Palabras/ With the Thread of My Words	500
Marie Thutrang Johnson	For an SVC China Study Abroad Program Phase I and II	2,000
Gary Payne & Margret Mills	To create a Library online tutorial that will teach students about our website and online web resources	4,000
Cynthia Scaringe, Linda Lemberg, MJ Tyler & Cheryl Parker	To draft a Nursing Program self-study report to present for review Fall 2005	8,000
Vicki Talbott & Neta Cahill	To customize the existing text for ESL students: Workbook to Accompany Looking Out, Looking In, Adler, Proctor and Towne	1,936
2005-2006 Award Total		\$35,436
Nomination for	2004-2005 Project/Accomplishment	Award
Paul Frazey	For creation of the SVC Science Van, a service learning/ community outreach project where SVC science students bring hands-on science experiences to area elementary school students	1,000
Scott Hall	For leadership in increasing program quality and student learning opportunities; this effort was recognized by the Automotive Industry Planning Council and earned the program first place in national competition	1,000
Sharon Hall	For creation and curating of the Whidbey Island Campus art collection and production of an annual exhibition for college and community members	1,000
Brian Hanchett	For creation of an on-line student advising handbook available on the SVC intranet	1,000
Alec McDougall	For long-standing excellence in mathematics instruction; he engages students, helps them overcome math anxiety and/ or antipathy, and gain successful mastery of the subject	1,000
Bill Overby	For leadership in increasing program quality, student learning opportunities and enrollment within the the Administration of Justice and Police Law Enforcement Academy	1,000
Nora Whitley	For innovation, leadership, and service to students in the Paralegal program; her energy, enthusiasm and expertise are exceptional	1,000
Anne Ziolkowski	For creation and administration of a student peer advising program; services include study skills, new student orientation and registration assistance, telephone outreach, and student wellness & support workshops	1,000
Applicant(s)	2004-2005 Exceptional Faculty Award Project Title	Award
Andy Friedlander & Angelica Hernandez	Producing several short plays by the Latino playwright Luis Valdez in collaboration with SVC and the local Latino community	2,000
Daniel Graber, Tina Schaffner, Chuck Stevens, Greta Kocol, Abel Gage, Jeff Stady, Carolyn Headley, & May Haley	Review and revision of curriculum and teaching & learning practices within SVC's developmental math courses Math 96, 97, 99 series, including DE) to improve student success	3,200

Robert Holmberg	Creation of an international, cultural exchange opportunity for SVC students utilizing photojournalism	1,500
Diane Johnson, Stephanie Bethea, & Vince Fejeran	Faculty and student co-production of a jazz version of Midsummer Night's Dream to celebrate completion of McIntyre Hall	3,000
Ted Maloney, Patrick McVicker, Marie Johnson, Bill Overby, Jeanette Hemming, Mike Swietzer, & Anne Ziolkowski	An evening hands-on career workshop focusing on non-traditional choices; parents of prospective SVC students are the target audience	3,000
Ann Reid	Coordination of an SVC Art Gallery exhibition and panel discussion in January 2005 of Japanese Americans living in the Northwest during WW II; activity will be produced in conjunction with Musuem of Northwest Art's exhibit of Frank Okada, and will receive MONA publicity	2,000
Les Stanwood	Creation of an on-line writing course with open enrollment and required group interaction. Course is to be piloted in Fall 2005	1,500
2004-2005 Award Total		\$24,200
2003-2004 Award Total	Funding is based on the interest earned on a Foundation account. Due to 2002-03 market conditions funding was not available for 2003-04 awards.	0
Nomination for	2002-2003 Project/Accomplishment	Award
Christine Hendrix	Recognized for instructional excellence and innovation in the Adult Basic Education and English as a Second Language program	1,000
Val Mullen	Recognized for revision of the General Biology lab manual and creation of a Microbiology lab manual	1,000
Applicant(s)	2002-2003 Exceptional Faculty Award Project Title	Award
Lynn Dunlap and Les Stanwood	For a SVC General Education Outcomes research assessment project	8,000
Dani Cox and Martin Hahn	For preparation of SVC Culinary arts students for ACF state and regional competitions	4,000
Linda Hendrick, Susan Kent, Margret Mills, Gary Payne	For in-depth evaluation of the Norwood Cole library collection for removal of old and obsolete materials	8,000
Larry Sult	For the development and production of The One Minute Teacher: a Guide to Managing Collaborative Learning.	2,000
Center for Learning & Teaching	To provide for faculty release time for a coordinator for the Learning and Teaching Center	4,0004
2002-2003 Award Total		\$28,004
Nomination for	2001-2002 Project/Accomplishment	Award
Nancy Anderson	For leadership in the creation of the SVC Fitness Center	1,000
Lorna Greene	For commitment to the community, campus programs, and diversity	1,000
May Haley	For contributions to the ABE/ESL program	1,000
Alison Miller	For the creation of Spanish audio CD's for first-year Spanish	1,000
Anita Ordoñez	For her commitment to multicultural students	1,000
Susan Thomas	For leadership in the creation of the SVC Fitness Center	1,000
Ron Wood	For community service and commitment to students	1,000
Applicant(s)	2001-2002 Exceptional Faculty Award Project Title	Award
Trish Barnes	For development of a student learning project for English 99	1,000
Vivian Dills-Parker	For development of a Department of Language & Literature Handbook	1,000

Nomination for	2005-2006 Project/Accomplishment	Award
Amy Edwards	For development of a Math Tutor Training Program	2,000
Ben Fackler-Adams	For development of a workbook for NASC 161, Eastern Washington Field Study	2,000
Andy Friedlander, Diane Johnson, Les Stanwood, & Anne Will	For creation of Then and Now, a play celebrating the 75th anniversary of SVC	8,000
Jennifer Handley, Ted O'Connell, & Greg Tate	For faculty advising and publication of Sqajet, the SVC Arts & Literary Journal	6,000
Chuck Luckmann	For a Skagit River Watershed Oral History Project	2,000
Ann Chadwick Reid	For participation in an International Faculty Development Seminar	1,423
Linda Smith	For development of a Speech Program Handbook	1,000
Claus Svendsen	For the integration of a Wildlife Research Student Learning Experience	2,000
Center for Teaching & Learning	For release time for a Teaching & Learning Center Coordinator	3,577
2001-2002 Award Total		\$37,000
Nomination for	2000-2001 Project/Accomplishment	Award
Lynn Dunlap	for outstanding work as General Education Coordinator	2,000
Carolyn Headley	for piloting three classes serving at-risk students	2,000
Jeanette Hemming	For outstanding work preparing for Commission on Accreditation for Allied Health Programs visit	2,000
Gary Knutzen	For outstanding work hosting/directing district high school cross-country races	2,000
Linda Moore	For outstanding work researching and developing institutional promotion of reading	2,000
Victoria Talbott	For outstanding service to international students	2,000
Jack Whiting	For outstanding work developing diesel marketing video	2,000
Applicant(s)	2000-2001 Exceptional Faculty Award Project Title	Award
Kimberly Boyd-Rilea	For her proposal to create ESL curriculum for a video-based unit	2,000
Pat Chaves-Pickett	For her proposal to participate in International Faculty Development Seminar in Cuba	2,000
Lynne Fouquette	For her proposal to develop PowerPoint lecture presentations	2,000
Barb Leonard	For her proposal to bring international perspectives into the curriculum	2,000
Ted Maloney	For his proposal to secure greater access to justice in our communities	2,000
Flora Adams, Brad Smith, Val Mullen, & Debbie Nichol	For their proposal to conduct a workshop, "Women in Math, Science, and Technology," for 6th, 7th, and 8th grade girls	6,000
2000-2001 Award Total		\$30,000

Nomination for	1999-2000 Project/Accomplishment	Award
Eric Anderson	For his outstanding service and dedication in working with disabled students	2,000
Trish Barnes	For her outstanding work involving accreditation	2,000
Scott Hall	For his leadership and hard work in preparation for National Automobile Education Foundation Certification of SVC's Automotive Technology Program	2,000
Kevin Langston	For his outstanding service to both the CIS and CS Departments	2,000
Mike Witmer	For his outstanding work involving Performance Measures and Title III Assessment	2,000
Applicant(s)	1999-2000 Exceptional Faculty Award Project Title	Award
Eve Deisher, Alice Lee, Chuck Luckmann, & Jim Reddin	for their proposal to create the SVC Art and Literary Journal	6,000
Andrew Friedlander	For his proposal to write and produce "Threesum", a play in two acts	2,000
Les Stanwood	For his proposal to create and distribute a workbook/text for English 270	2,000
1999-2000 Award Total		\$20,000

Professional Development Approved Funds 1998-99 through 2008-09 Standard Four – June 23, 2008

1998-1999 Professional Development Project	Faculty Member	Award
Curriculum Development	Jim Reddin	995
American Assoc. for Paralegal Education	Ted Maloney	1,000
National Convention for Medical Assistants	Jeanette Hemming	1,000
National Conference on Liberal Arts/Ed. Of Artists	Jovita Lopez	1,000
National Conference on Liberal Arts/Ed. Of Artists	Ann Reid	1,000
AMATYC Annual Math Conference	Amy Edwards	734
AMATYC Annual Math Conference	Kathy Larson	569
AMATYC Annual Math Conference	Jeff Stady	760
AMATYC Annual Math Conference	Tina Schaffner	645
AMATYC Annual Math Conference	Chuck Stevens	645
AMATYC Annual Math Conference	Greta Kocol	645
AMATYC Annual Math Conference	Debbie Nichol	645
Airfare for Sabbatical in Denmark & Mexico	David Muga	1,000
Airfare for Sabbatical in Australia	Claus Svendsen	1,000
AICPA Accounting Educator Conference	Gary Guinn	1,000
CLAMS Fall Conference	Linda Hendrick	192
Photoshop Conference	Tom Pickett	1,000
Weight Room/Fitness Lab Construction Analysis	Gary Knutzen	666
Suggestopedia Seminar in Paris, France	Alison Miller	1,000
Daedalus Winter Institute	Trish Barnes	1,000
Weight Room/Fitness Lab Construction Analysis	Nancy Anderson	977
Western State Comm. Assoc. 1999 Conference	Linda Smith	779

1998-1999 Professional Development Project	Faculty Member	Award
Learning Disabilities Training	May Haley	769
Ivey Senght Computer Training	Calleen Coorough	920
National Conference on the First Year Experience	Linda Moore	1,000
Mid-America Truck Show	Gary Thompson	803
WA College Chemistry Teachers Assoc. Conference	Perminder Sandu	225
National Farm & Ranch Business Management Ed. Conf.	Oliver Keinholz	1,000
National League for Nursing Convention	Flora Adams	1,000
Delta Epsilon Chi National Career Development Conference	Laura Cailloux	1,000
1999 World Fitness IDEA	Valerie Stafford	936
Annual Convention of American Teachers of French	Carol Huber	974
NEH Comparative Environmental History	Chuck Luckmann	498
IBM PIE Summer School	Kevin Langston	950
ACFEI Certification Courses-American Culinary Federation	Dani Cox	476
ACFEI Certification Courses-American Culinary Federation	Martin Hahn	350
Total Awarded 1998-1999		\$29,153
1999-2000 Professional Development Projec	Faculty Member	Award
Learning & Brain: Using Brain Research	Janet Heverling	1,000
Interdisciplinary Innovations: The Sky's the Limit	Lorna Greene	1,000
Interdisciplinary Innovations: The Sky's the Limit	Greg Tate	1,000
Medical Assistant National Convention	Jeanette Hemming	801
College Reading & Learning Assoc. Conference	Linda Moore	1,000
Sabbatical Travel & Lodging in Florida	Roger Ulsky	1,000
Preventing School Violence Seminar	Greg Gibbons	738
Paris in Springtime	Sharon Hall	1,000
Sabbatical Research/Curriculum Development Berlin & Amsterdam	Alice Lee	1,000
NADE 2000 Biloxi, MS	Trish Barnes	1,000
Anatomy & Physiology Telecourse	Nancy Anderson	369
TESOL 2000	Candace Lower	917
Washington Center Conference	Suzanne Sather	458
David R. Klein Honorary Symposium & Trip Fairbanks, AK	Claus Svendsen	1,000
IBEX Conference Ft. Lauderdale, FL	Larry Determan	1,000
IBEX Conference Ft. Lauderdale, FL	Mike Swietzer	1,000
National Federation of Community Broadcasters Conference	George Robbins	938
West States Comm. Assoc. Convention	Jason Lind	651
Phi Theta Kappa 82nd International Convention	Alison Miller	1,000
American Assoc. of Community Colleges Conference	Anne Ziolkowski	1,000
West Coll. Chemistry Teachers' Assoc. Conference	Perminder Sandu	279
West Coll. Chemistry Teachers' Assoc. Conference	Vivian Dills-Parker	305
Revolution: WLA 2000 Tacoma, WA	Linda Hendrick	373
Legal Issues: The Evaluation of Nursing	Kathleen Folsom	441
WA Comm. College Mathematics Retreat 2000	Amy Edwards	459
WWU History Class	Barbara Moburg	884
Phi Theta Kappa 82nd International Convention	Jeff Stady	1,000
International Faculty Development Seminar Cuba	Pat Chaves-Pickett	1,000

Student Support Services Grant Writing Workshop	Beth Cole	595
Macromedia Web World	Calleen Coorough	924
Total Awarded 1999-2000		\$24,132
2000-2001 Professional Development Project	Faculty Member	Award
Conference: Geraldine R. Dodge Poetry Festival	Gail Bruce	\$954
Conference: SW Council of Latin American Studies	Pat Chaves-Pickett	1,000
Computer Training: Multimedia at Photobition Tradeshow	Calleen Coorough	1,000
National Convention: Baking & Confectionary Arts	Dani Cox	712
Factory Training: Outboard Marine Corp, electronic fuel injection	Larry Determan	735
Computer Training: Mastering Visual Basic Six	Sally Dixon	1,000
Trade Show/Seminar: NW Tech Graphics 2001	George Eddy	900
Washington Center for Excellence in Teaching Conference	Amy Edwards	448
Regional Meeting: National Assoc. of Geoscience Teachers	Ben Fackler-Adams	439
Conference: Teachers & Learners, Partners in Change	Kathie Folsom	1,000
Workshop & Classes: Theater	Andy Friedlander	1,000
Conference: Pacific Rim First-Year Experience	Lorna Greene	1,000
Annual Meeting: Teachers of Accounting at Two-Year Colleges	Gary Guinn	613
Conference: Teachers & Learners, Partners in Change	Jan Helm	1,000
National Convention: Medical Assisting Instructors	Jeanette Hemming	1,000
Spring Conference: American Library Association	Linda Hendrick	901
Seminar: Global Programming	Christine Hendrix	500
Conference: Multiculturalism	Angelica Hernandez	1,000
Workshop: Children & Youth in a Culture of Violence	Janet Heverling	496
Spring Conference: American Library Association	Owais Jafrey	1,000
National Convention: American Choral Directors Association	Diane Johnson	910
Institute: Teachers Teaching w. Technology	Kathy Larson	1,000
Seminar: Nurse Manager's Update	Linda Lemberg	1,000
Regional & National Conferences: American Association for Paralegal Education	Ted Maloney	1,000
Computer Course: MCSE Core Exam	Tami Mattox	1,000
Phi Theta Kappa Leadership Development Certification	Alison Miller	1,000
National Association of Developmental Educators Conference	Linda Moore	1,000
National Conference: Professional Nursing Education/Development	Claire Mortensen	550
Program: Science Education Partnership, U.W./Fred Hutchinson Cancer Research	Val Mullen	1,000
Conference: Suwanee Writers'	Ted O'Connell	1,000
Annual Conference: College Composition and Communication	Wendy Olsen	1,000
Annual Meeting: Library Innovative Users Group	Gary Payne	1,000
Computer Training: Multimedia/Digital Photography	Tom Pickett	1,000
Trade Show/Seminar: NW Tech Graphics 2001	Jim Reddin	900
Seminar: International Faculty Development	Ann Reid	1,000
National Convention: Student Nurse	Sheila Seibert	1,000
TESOL 2001 Annual Convention	Linda Smith	929
Biodiversity Conservation in Cultural Landscapes Conference	Claus Svendsen	714
Annual Conference: American Council on Teaching of Foreign Languages	George Thomas	1,000

2000-2001 Professional Development Project	Faculty Member	Award
Trade Show/Conference: Mid-America Trucking 2001	Gary Thompson	1,000
Re-designing ABE/ESL & Developmental Curriculum for a New San Juan Learning Center	Christine Coulter & Francie Kisko	1000
Integrating Online & Classroom Instruction for English 101 (Part-time Faculty Innovation Funds)	Vivian Dills-Parker	500
Re-design of the ABE Program (Part-time Faculty Innovation Funds)	Theresa Donovan & Jean Markert	1,000
Development of an ESL thematic Work Book & Field Trip to Prepare Students to Meet SBCTC Performance-Based Assessment Requirements (Part-time Faculty Innovation Funds)	Christine Hendrix	500
Total Awarded 2000-2001		\$38,701
2001-2002 Professional Development Project	Faculty Member	Award
Marine Corrosion Seminar	Larry Determan	\$352
Reliving the Renaissance	Sharon Hall	1,000
Washington State CTC Humanities Annual Conference	Jim Reddin	500
Nursing Programs in USA, Canada, and the United Kingdom	Flora Adams	1,000
American Alliance for Health, Physical Education, Recreation & Dance National Convention & Exposition	Nancy Anderson	1,000
American Alliance for Health, Physical Education, Recreation & Dance National Convention & Exposition	Susan Hunt	1,000
American Alliance for Health, Physical Education, Recreation & Dance National Convention & Exposition	Gary Knutzen	1,000
Travel to Italy and France	Tamara Oakes	1,000
NISOD 2002: International Conference on Teaching and Leadership Excellence	Bobbi Sandberg	1,000
Course Technology Conference 2002 for IT Educators	Joyce Atkinson	1,000
Course Technology Conference 2002 for IT Educators	Doris Dunn	1,000
Course Technology Conference 2002 for IT Educators	Don Fotheringham	1,000
A.C.E. Regional Conference and Educators Symposium	Martin Hahn	1,000
On-line Geographic Information System Course	Sue Koenig	1,000
Sabbatical Activities	Jean Matthews	824
Attend & Present at Annual Pacific Sociological Association Meeting	David Muga	743
Southwest Regional Learning Communities Conference	Brad Smith	610
2002 Convention for National Association for Publicly Funded Truck Driving Schools	Gary Thompson	1,000
Washington State 2002 Student Services Conference	Gail Bruce	466
International Business Practice Firm Training	Laura Cailloux	1,000
Photo Shop World 2002	Calleen Coorough	1,000
Teachers of Accounting at Two-Year Colleges (TACTYC) 2002 Conference	Gary Guinn	712
National Association of Adults with Special Learning Needs	May Haley	1,000
Completion of TESL Certificate	EtienneVallee	1,000
2002 Annual Washington State Fire Training & Safety Officer Conference	Patrick McVicker	920
Attendance at Learning Communities Conference	Lynn Dunlap	1,000
American Association of Higher Ed Assessment Conference	Trish Barnes	1,000
OLA/WLA Joint Conference	Margret Mills	960
Washington State Student Services Conference	Anne Ziolkowski	510

Fall Program Evaluator Forum National League for Nursing	Flora Adams	1,000
Course work in Physics and Teaching/Learning	Amy Edwards	1,000
Biennial Conference on Chemical Education	Paul Frazey	216
American Mathematical Association of Two-year Colleges National Conference	Kathy Larson	1,000
Travel Abroad: Research in Spain	Barbara Moburg	1,000
Community College/UW Partnership Program	Val Mullen	1,000
Critical Thinking 22nd International Conference	Cynthia Scaringe	801
ED270: Introduction to Web-based Instruction	Valerie Stafford	900
On-line Geography Course Development	Deborah Wallin	1,000
Total Awarded 2001-2002		\$33,514
2002-2003 Professional Development Project	Faculty Member	Award
Travel Abroad Research in Spain	Barbara Moburg	1,000
ED 270 Introduction to Web-based Instruction	Val Stafford	900
Online Geography Course Development	Deborah Wallin	1,000
Fall Program Evaluator Forum National League for Nursing	Flora Adams	1,000
Coursework in Physics and Teaching/Learning	Amy Edwards	1,000
Biennial Conference on Chemical Education	Paul Frazey	216
American Mathematical Association of Two-Year Colleges	Kathy Larsen	1,000
Community College/UW Partnership Program	Val Mullen	1,000
Critical Thinking 22nd International Conference	Cynthia Scaringe	1,000
HR Law in Washington	Leslie Lukasik	425
Art Tour of Lourve Paris/France	Greg Tate	1,000
Virtual Reference Desk Conference - Chicago	Margret Mills	1,000
WWU Class	Stephanie Bethea	630
Professional Nutrition Specialist Program	Nancy Anderson	713
Teaching English to Speakers of Other Languages – WWU Class	Rosario Davis	1,000
Computers in the Libraries 2003	Linda Hendrick	1,000
International Business Institute for Community College Faculty	Marie Johnson	1,000
Photoshop World Conference	Tom Pickett	1,000
IBM i-Series Program Executive Briefing	Kevin Langston	621
AAFE Conference	Lynn Dunlap	1,000
Teachers of Accounting at 2-Year Colleges Conference	Dick Johnson	1,000
Learning Communities Research Conference	Jennifer Handley	1,000
Fitour Pilates and Yoga Certification	Susan Hunt	360
International Conference on the First Year Experience	Gail Bruce	1,000
Port Townsend Writers Conference	Linda Smith	1,000
2003 World Pastry Forum	Dani Cox	1,000
Total Awarded 2002-2003		\$22,865
2003-2004 Professional Development Project	Faculty Member	Award
NW Assoc. Special Programs Conference	Eric Anderson	\$980
College Instructor Day Program	Bernie Andringa	1,000
WSU/SVC intensive Spanish	Laura Cailloux	1,000
Marine Corrosion Certification	Larry Determan	1,000
WA State Working Connections Faculty Development	Doris Dunn	398
Geological Society of America Conference	Ben Fackler-Adams	1,000

2003-2004 Professional Development Project	Faculty Member	Award
University of Nevada-Reno Jazz Festival	Vince Fejeran	661
WA State Working Connections Faculty Development	Don Fotheringham	483
Learning Communities National Conference	Lynne Fouquette	918
Learning Communities National Conference	Andy Friedlander	1,000
NW Accounting Educators Conference	Gary Guinn	135
Automotive Industry Planning Council National Conference	Scott Hall	1,000
Spain & Portugal – Educational Tour	Sharon Hall	1,000
Off-Campus Library Services Conference	Linda Hendrick	971
Teaching English as Foreign Language On-line Course; TEFL/ESL Workshop in Ireland	Christine Hendrix	1,000
Wireless Security Certification Training	Glenn Herlinger	1,000
American Assoc. of French Teachers Conference	Carol Huber	1,000
University of Nevada-Reno Jazz Festival	Diane Johnson	626
Assoc. of College & Research Libraries On-line Seminars	Susan Kent	395
MW Dispute Resolution Conference	Jason Lind	301
Learning Communities National Conference	Morgan Livingston	700
Associated Writing Programs Conference	Chuck Luckmann	1,200
University of London Diploma-International Management	Leslie Lukasik	1,000
American Assoc. Paralegal Education Conference	Ted Maloney	1,000
Migrant Workers' ESL Agricultural Curriculum	Candy Meacham	300
Learning Communities National Conference	David Muga	822
Community College/University Partnership Workshop	Val Mullen	1,000
Leadership Skagit	Anita Ordonez	1,000
Hawaii Floriculture	Skip Pass	245
Learning Communities National Conference	Bobbi Sandberg	700
Creation of Speech 122 Template & Resource Catalog	Sue Sather	300
National League for Nursing Accrediting Self-Study Forum	Cynthia Scaringe	1,103
Learning Communities National Conference	Brad Smith	992
Storytelling Workshop	Dana Stone	785
Learning Communities National Conference	Larry Sult	828
Field Research in Alaska	Claus Svendsen	952
Vacuum Infusing Processing Technician Training Workshop	Mike Swietzer	1,200
National League of Nursing Education Conference	M.J. Tyler	1,000
In-Service Training-Non-Traditional Careers	Anne Ziomkowski	331
Total Awarded 2003-2004		\$31,326
2004-2005 Professional Development Project	Faculty Member	Award
Global Health	Adams, Flora	\$975
Health & Fitness Summit	Anderson, Nancy	1,200
POD Network	Barnes, Trish	1,200
Web Design World 2005	Coorough, Calleen	1,108
Oxford Round Table Early	Darden, Mary	1,200
College Arts Assoc 93rd Conference	Deisher, Eve	1,200
Conf. Marine Indus. Tech.	Determan, Larry	1,200
Amer. Hist. Assoc.	Dunbar, Kurt	453
POD Network	Fouquette, Lynne	1,200

Student Services Comm.	Fredlund, Emi	265
T^3 Intl Conference	Gage, Abel	640
Grad School of Nursing Gonzaga	Helm, Jan	1,200
Internet Librarian	Hendrick, Linda	1,200
Oxford Round Table Early	Heverling, Janet	1,200
CCID Conference	Johnson, Marie	1,200
Boot Camp Nurses	Lemberg, Linda	1,200
Pacific Northwest Higher Education Conference	Lower, Candace	489
Community College Humanities Association	Luckman, Chuck	725
CIEE	Lukasik, Leslie	1,200
American Association Paralegal Education	Maloney, Ted	933
Computers in Libraries	Mills, Margret	1,200
WBITE 2005 Conference	Oakes, Tamara	1,037
Assoc Writer's Conference	O'Connell, Ted	631
WA State College Math Conference	Ogden, John	552
West WA Horticulture Convention	Pass, Skip	347
World Conference International Small Business	Payant, Kathy	1,200
Digital Video Expo	Pickett, Tom	1,200
Comm. Dialogue & Engage	Sather, Suzanne P.	1,133
POD Network	Smith, Linda	1,200
Marine Industry Tech. Conference	Swietzer, Mike	1,200
Psychiatric Nursing	Tyler, M.J.	425
Sym Advanced Wound Care	White, Fay	650
Community College Humanities Association	Will, Anne	220
Dev. New Biology Laboratory Exercise	Hoffbuhr, Kristen	500
Total Awarded 2004-2005		\$31,483
2005-2006 Professional Development Project	Faculty Member	Award
Boot Camp for New Nurse Educators	Adams, Flora	\$1,200
Community College Humanities Assoc. Conference	Barnes, Trish	1,200
Doctor of Music Degree	Bethea, Stephanie	1,200
Yamaha Summer Tech. Seminar	Brossard, Marilyn	1,077
National Community Leadership Assoc. Conference	Cailloux, Laura	1,000
China Study Abroad	Chu, Marilyn	1,200
Sabbatical Travel	Friedlander, Andy	1,001
Go for Baroque, Educational Tour to Italy	Hall, Sharon	1,200
Maya Lin on the Confluence Project	Handley/Reid	574
LOEX of the West 2006	Hendrick, Linda	1,200
Western Bus. & Info. Tech. Of Educ.	Huber, Carol	1,200
WAVA Fall Conf/CTE Admin Internship	Jackson, Jacob	1,191
Taking International Program Next Level CCID	Johnson, Marie	1,200
Advanced Practicum Primary & Acute Care	Kenning, Sheila	588
Oxford Univ. Roundtable-Health/Nutrition	Kosa-Postl, Linda	1,200
2006 North Sound Tribal Mental Health Conference	Luckmann, Chuck	335
Off-Campus Library Services Conf.	Mills, Margret	1,200
Math 527 from Montana St. University	Nelson, Dan	1,036

2005-2006 Professional Development Project	Faculty Member	Award
China Study Abroad	Ordonez, Anita	1,200
National Partnership Careers Law, Public Safety & Corrections	Overby, William M.	1,200
China Study Abroad	Payant, Kathy	1,200
Innovative Users Group 14th Conference	Payne, Gary	813
NLNAC 2006 Self-Study Forum	Scaringe, Cynthia	989
2006 NW Two-Year College Math Conference	Schaffner, Joventina	769
National Council Education For Ceramic Arts	Tate, Greg	1,108
Community College Humanities Assoc. Conference	Will, Anne	1,200
Women Work Conference	Ziomkowski, Anne	1,200
AAPT National Meeting	Zukoski, Ann	925
Participatory Problem Solving: Health, Fitness & Nutrition	Hendrix, Christine	300
WA Center Curriculum Planning Retreat	Sather, Suzanne	189
Online Course Development/Ethic 100	Wallin, Deborah	300
Total Awarded 2005-200		\$30,195
2006-2007 Professional Development Project	Faculty Member	Award
Advanced Nursing Assessment Course	Bear, Sarah	\$950
Doctor of Music degree at UW	Bethea, Stephanie	600
WWU Class in Earth Science & Geology	Biehl, George	1,200
Leadership & Psychology Course	Bruce, Gail	1,200
Leadership Skagit	Cahill, Neta Simpkins	1,200
WA Assoc. Educ. Of Young Children Conference	Chu, Marilyn	421
Whatcom Skagit Math Partnership	Cofer, Deborah	573
TESOL Conference	Dean, Hope	726
Espar School	Determan, Larry	426
Reno Jazz Festival	Fejeran, Vince	649
2006 Conf. on Accounting Education	Guinn, Gary	263
TYCA Pacific Northwest 2006 Conference	Hanaway, Carole C.	315
Graduate school Nursing	Helm, Jan M.	1,200
Advanced Practice in Primary/Acute	Kenning, Sheila	741
NW Math Conference 2006	Kocol, Greta	1,200
WA State Assoc. for Multicultural Education Conf.	LaFollette, Jere G.	615
Faculty Development in Int'l Business	Lukasik, Leslie	1,200
Education Masters Program	Martinez-Griego, Barbara	1,200
TESOL Conference	Munsey, Ben	749
Physics 513 class	Nelson, Dan	700
Latino Students Promoting Access & Success	Ordonez, Anita	1,200
BSN - UW, Bothell Winter Quarter 07	Rinquette, Louvenia	1,200
TESOL Conference	Roberts-Clemens, Sonja	726
Advanced Engineering Technology Conference	Schaffner, Ron	1,200
Bridges Conf. Math Connections	Stady, Jeff	1,200
Mosby's Fac. Develop. Inst: Meeting Challenges...	Tyler, M.J.	1,150
Creative Training for Nurse Educators	VanEtta, Deborah	1,200
Modern Language Assoc. Conference	Westgate, J. Chris	587
Wound Management Workshop	White, Fay	1,200
Canadian Conference of Men's Health	Witmer, Mike	1,100

Tech. Literacy & Success Skills ABE/CSS/ESL	Weber, Jill	300
Volunteer Project: Teaching in Ecuador	Hendrix, Christine	1,200
Adventures in Education, Inc. (Training)	Larson, Kathy	1,030
Branch Mtg: American Society of Microbiology	Mullen, Val	173
Branch Mtg: American Society of Microbiology	Mullenniex, Anne	45
Boot Camp for Nurse Educators	Saulsbury, Kathryn	1,200
Total Awarded 2006-2007		\$30,839
2007-2008 Professional Development Project	Faculty Member	Award
Program Evaluator Forum	Adams, Flora	\$505
Advanced Assessment - Nursing 6212	Bear, Sarah	1,108
DMA (Doctor of Music)	Bethea, Stephanie	600
Master's Communications	Blue, Marian	1,200
Education Summit 2007	Scaringe, Cindy	1,200
Nat'l Assn for the Education of Young Children Annual Conf	Hohne, Jane	1,200
Conducting Effective Mental Health Status and Risk Assessments	LaFollette, Jere	247
Advanced Practice in Primary and Acute Care	Tyler, M.J.	545
Math courses, University of Montana	Nelson, Dan	1,200
TESOL 2008 Annual Convention	Cahill, Neta	700
Kingdom of the Sun (Italy)	Hall, Sharon	1,200
Intensive Spanish class	Ziomkowski, Anne	1,072
Washington State Musical Educators Regional Convention	Johnson, Diane	635
Economics DE Class	Lukasik, Leslie	543
Industry Training	Schaffner, Ron	1,200
Two Faces of Mexican Music	Miller, Alison	1,120
Passagemaker University/Trawlerfest	Determan, Larry	1,024
Pediatric Drug Therapy	Kenning, Sheila	302
Head Start Higher Ed Grantees Meeting	Martinez-Griego, Barbara	700
Professional Facilitation Training	Tutt, Ernest	600
Pacific Northwest Higher Ed. Teaching & Learning Conf.	Smith, Linda	633
International Student Development & Exchange Project	Darden, Mary	1,200
International Student Development & Exchange Project	Dunn, Doris	1,200
Library Services Conference	Mills, Margaret	1,200
Library Orientation Exchange	Hendrick, Linda	1,025
MBA: Westerns Governors University, Term One	Dixon, Sally	1,200
PNW Higher Education Teaching & Learning Conf.	McVicker, Pat	1,010
Grad School (Master's), Nursing	Helm, Jan	1,200
Summit on Indigenous Service Learning	Sather, Sue	181
Bootcamp for Nurses	Stephens, Lori	1,200
Nation League of Nursing Education Summit 2008	Bear, Sarah	1,200
The Power of Diversity in Nursing Education	White, Fay	1,200
Education Summit 2008	Adams, Flora	1,200
Breadloaf Middlebury VT Summer Writer's Workshop	O'Connell, Ted	1,200
Literature Review, Independent Study, Gonzaga University	Bruce, Gail	1,200
Total Awarded 2007-2008		\$32,950



Center for Learning and Teaching Workshop/ Training/ Activity Evaluation

Please indicate which workshop you attended.

Title of Workshop, Training Session or Activity:

Name of Presenter:

Please select the date you attended the workshop (if you attended multiple days, please list the first day you attended).

Month

Day

Year

Please select from the options below.

1. Please rate the quality of the overall presentation (organization, delivery, materials, etc.):

☐ Excellent ☐ Good ☐ Fair

2. Please rate the usefulness of the presentation or activity:

☐ Very Useful ☐ Somewhat Useful ☐ Not Useful

Comments for the facilitator/presenter:

For information regarding the secure transmission of data via the Internet, please contact Benjamin St. Germain at x7846. For information regarding the web-based survey format or the use of and/or the confidentiality of your responses, please contact Elizabeth Hartsoch at x7961.

In which of the following are you likely to apply the information from this session?

1. Teaching current courses

☐

2. Teaching future courses

☐

3. Advising students

☐

4. Helping students use library services and/or technology

☐

5. Undertaking curricular and/or co-curricular development

☐

- | | |
|---|--------------------------|
| 6. Addressing program-level assessment | <input type="checkbox"/> |
| 7. Meeting program accreditation requirements | <input type="checkbox"/> |
| 8. Addressing institutional issues (committee work, ethics, safety, etc.) | <input type="checkbox"/> |
| 9. Creating or contributing to a climate of collegiality and/or open communication | <input type="checkbox"/> |
| 10. Fulfilling personal (rather than professional) enrichment goals | <input type="checkbox"/> |
| 11. Engaging the community (outside of the college) | <input type="checkbox"/> |
| 12. Other | <input type="checkbox"/> |

Use the space below to comment on the applications listed above. Please refer to each by number.

Thank you for your time! Please select the “Submit” button below to submit your answers. You will be redirected to the SVC Home Page.

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Governance Process

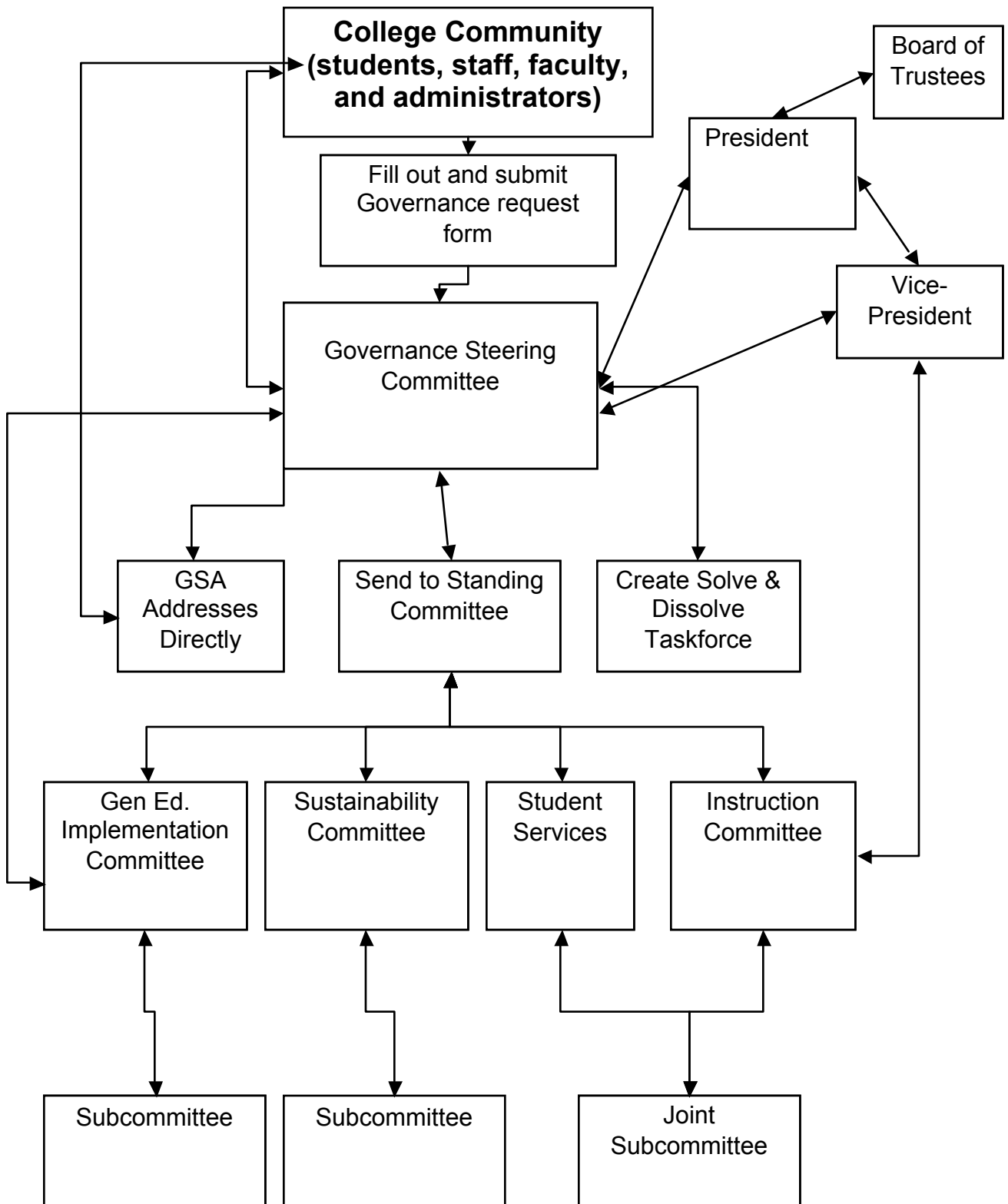
1. Any stakeholder (that is YOU--any student, staff, faculty, or administrator) has an issue, idea, suggestion, or a problem.
2. You fill out a governance request form (find here).
3. And submit it to the Governance Steering Committee (GSC) (governance@skagit.edu).
4. Your request is then forwarded to everyone on the committee to review before we meet.
5. Some preliminary research is done before the committee meets, if we need more information we get back to you with our questions.
6. When the committee meets (semi-monthly), we discuss your request.
7. Then we assign it a tracking number and a liaison for accountability.
8. Then we either:
 - (a) Decide that the request is a governance issue and:
 - (b) The GSC can resolve the request within the governance steering committee itself or,
 - (c) Forward the request to a standing committee to process and handle, either
 - Instruction Committee or
 - Student Services or
 - Gen Ed or
 - Sustainability Committee or
 - Other committees.
 - (d) Decide to create a Solve and Dissolve Committee to:
 - Research the issue
 - Hold hearings if necessary,
 - Decide on the outcome,
 - (e) Ask that the Standing Committees form a joint sub-committee to examine the request or
 - (f) Decide that the request is not a governance issue and return it to you with documentation.
7. When the request is finally completed and it is returned to the GSC, we review the process to make sure all procedures were followed,
8. Then we return the completed request to you with annotated notes on action taken on the request and the final result of the request.
9. We keep detailed records of the issue and what was done, when and by whom.

*NOTE: Sometimes the process takes lots of time and effort to complete, and sometimes it is a simple process, but **always** you are represented in the process by your representatives on the Governance Steering Committee.*

When you have someone that represents you, you have a voice in the governance process and your voice is heard, whereas with other governance processes sometimes a decision is made for you and someone else decides what they think is best for you.

The Governance Steering Committee invites each of you to be an integral part of this governance process. We want to hear from you and we strive to make the process better each year!

Governance Process Flow Chart



Names of Cabinet-Level Office Holders with Changes Since 1999

Position	Office Holder	Changes Since 1999
President	Dr. Gary Tollefson	May 5, 2003 to present
	George Smith	Interim, July 2002-April 2003
	Dr. Lydia Ledesma-Reese	June 1995-June 2002
Executive Vice President of Instruction and Student Services	Dr. Harriet Custer	July 2007 to present
	Richard Barclay	Interim July 2006-June 2007.
	Susan Tinker	July 1998-June 2006 <i>Prior to July 2006 this position was entitled Vice President Educational Services; following college restructuring the position was changed to include oversight of the Student Services area and re-titled Executive Vice President of Instruction and Student Services.</i>
Vice President of Administrative Services	Mary Alice Grobins	Interim, appointed August 2008
	Tom Harker	September 2005-August 2008
	Bruce Klewer	June 2002-August 2004
	Richard Geier	June 2000-May 2002
	Tom Harker	July 1993-June 2000
Vice President, Whidbey Island Campus	Dr. Mick Donahue	July 1994 to present <i>Prior to 1999 this was a Dean position, following organizational restructuring, this position was changed to a Vice President.</i>
Dean Academic Education	Dr. Joan Youngquist	Interim; has held this position since August 2008
	Dr. Maryrose Eannace	July 2006-June 2008
	Mindy Coslor	Interim, January 2006-June 2006
	Dr. Brad Smith	Interim, July 2005-December 2005
	Joan Penney	July 1994-June 2005 <i>Originally an Associate Dean position. Changed July 1999 to a Dean.</i>

Dean of Workforce Education	Laura Cailloux	September 2007 to present
	Michele Koci	July 1998-August 2007
	Susan Tinker	June 1989-June 1998
		<i>Originally an Associate Dean position. Changed July 1999 to a Dean. Title of position was changed in 2008 from Dean of Professional/Technical education to Dean of Workforce Education</i>
Dean of Library, Learning Resources and Basic Skills	Mindy Coslor	July 1998 to present
		<i>Originally an Associate Dean position with oversight of Library and Media Service. In August 2006 responsibility for Learning Resources and Basic Skills was added and the position changed to a Dean. Media Services now reports to the Information Technology area.</i>
Dean of Information Technology and e-Learning	Tom Bates	Interim, July 2007 through present.
	Dr. Frank Roberts	July 2005-August 2007
	Steve Bradley	April 1996-September 2005
		<i>Originally an Associate Dean Position. Changed July 1999 to a Dean position. Information Technology and e-Learning (then called Distance Education) were combined following the death of Steve Bradley.</i>
Dean of Student Services	Alan Muia	Interim, December 2008 to present.
	Linda Woiwod	July 2002-December 2008
	Linda Fossen	July 1997-June 2002
		<i>From 1997 – 2002, this position was at the VP level; the position was changed in spring 2002 to a Dean position.</i>
Executive Director of Human Resources	Sue Williamson	October 2003 to present
	Ron Meek	October 2000-June 2003
	Melinda Crawford	August 1998-October 2000
		<i>Prior to October 2003 this position was titled Director of Human Resources.</i>
Executive Director of College Advancement and Global Partnerships	Carl Young	Interim, July 2007 to present This position was developed in 2007.
Director of Institutional Research	Dr. Maureen Pettitt	October 1998 to present This position was created in 1998.
Vice President, Business and Community Development	N/A	This position was eliminated July 2003; responsibilities were moved to the Dean of Workforce Education

STANDARD SEVEN | FINANCE

Table #1—Revenues And Other Additions

Sources (IPEDS Format)	Actual				Projected			
	Year 1: 2004/2005		Year 2: 2005/2006		Year 3: 2006/2007*		Year 4: 2007/2008**	
	Amount	%	Amount	%	Amount	%	Amount	%
OPERATING REVENUES:								
Tuition & Fees	7,915,867	16.3%	6,396,906	14.5%	6,342,815	13.8%	7,215,318	13.0%
Federal grants/contracts	4,595,216	9.4%	4,659,348	10.6%	4,033,346	8.8%	4,263,248	7.7%
State grants/contracts	2,466,592	5.1%	2,430,129	5.5%	2,281,525	5.0%	2,703,532	4.9%
Local/private grants/contracts	4,633,087	9.5%	3,667,951	8.3%	4,821,734	10.5%	3,515,288	6.3%
Auxiliary Enterprises	3,835,849	7.9%	3,015,884	6.8%	3,958,031	8.6%	3,195,376	5.8%
Other Sources	1,522,169	3.1%	1,845,304	4.2%	21,380	0.0%	1,714,641	3.1%
Total Operating Revenues	24,968,780	51.3%	22,015,522	49.9%	21,458,831	46.6%	22,607,403	40.8%
NONOPERATING REVENUES:								
State appropriations	14,863,513	30.6%	16,214,732	36.8%	17,035,155	37.0%	18,564,537	33.5%
Grants-nonoperating:								
Federal grants/contracts	2,721,585	5.6%	2,491,096	5.6%	2,272,534	4.9%	2,378,357	4.3%
State grants/contracts	1,416,886	2.9%	1,640,137	3.7%	1,624,591	3.5%	1,557,580	2.8%
Local/private grants/contracts	188,861	0.4%	798,248	1.8%	459,002	1.0%	467,944	0.8%
Gifts/Contrib. fr Foundation	0	0.0%	-	0.0%	0	0.0%	-	0.0%
Investment income	107,638	0.2%	319,422	0.7%	503,538	1.1%	323,001	0.6%
Total Nonoperating Revenues	19,298,483	39.7%	21,463,635	48.6%	21,894,820	47.6%	23,291,419	42.0%
Other Revenue & Additions:								
State capital appropriations	3,916,868	8.1%	609,153	1.4%	2,656,512	5.8%	9,491,948	17.1%
Other Revenues and Addition	461,902	0.9%	30,807	0.1%	0	0.0%	0	0.0%
TOTAL ALL REVENUES	48,646,033	100%	44,119,117	100%	46,010,163	100%	55,390,770	100%
							72,079,349	100%
							51,388,004	100%

Footnotes

* 0607 is the most recent completed IPEDS financial statements

** 0708 data as of 6/30/08, but without officially running IPEDS . IPEDS for 0708 will take place Spring 2009

Projections

*** Most of our 0809 and 0910 projections are held consistent with the previous year. We know at this time that state budget cuts will impact all FY09 and FY10 budget line items, but we cannot project those exact amounts at this time.

Tuition & Fees - we used our budgeted amount for 0809. Even though we expect a state tuition increase in 0910, we are anticipating our revenues to be the same due to budget/program cuts. State appropriations - We are currently anticipating our 0809 state allocation to be cut by approx. 800,000 in 0809 and an additional 700,000 in 0910.

Capital appropriations - we have a capital allocation schedule from SBCTC showing our capital allocation for 0809.

STANDARD SEVEN | FINANCE

Table #2—Expenses And Other Deductions

Functions (IPEDS Format)		Actual				Projected						
Year 1: 2004/2005		Year 2: 2005/2006		Year 3: 2006/2007*		Year 4: 2007/2008**		Year 5: 2008/2009		Year 6: 2009/2010		
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Operating Expenses												
Instruction	20,635,208	52.1%	20,652,909	50.2%	22,221,100	49.2%	24,167,903	51.6%	23,664,002	51.5%	23,223,071	51.3%
Research	0		0	0.0%	0	0.0%	0		0		0	0.0%
Public Service	0		0	0.0%	0	0.0%	0		0		0	0.0%
Academic Support	1,552,925	3.9%	1,735,442	4.2%	1,789,138	4.0%	2,403,639	5.1%	2,353,523	5.1%	2,309,670	5.1%
Student Services	3,800,819	9.6%	4,164,377	10.1%	4,402,047	9.8%	4,655,282	9.9%	4,558,219	9.9%	4,473,286	9.9%
Institutional Support	3,240,442	8.2%	3,311,450	8.1%	3,573,438	7.9%	4,053,907	8.7%	3,969,383	8.6%	3,895,422	8.6%
Plant Operation & Maintenance	2,661,517	6.7%	2,844,536	6.9%	3,075,685	6.8%	3,087,148	6.6%	3,022,781	6.6%	2,966,457	6.6%
Depreciation	1,065,538	2.7%	1,067,146	2.6%	3,392,313	7.5%	1,188,820	2.5%	1,188,820	2.6%	1,188,820	2.6%
Scholarships and Fellowships (Less discounts and allowances)	2,787,158	7.0%	3,172,957	7.7%	2,631,184	5.8%	2,790,317	6.0%	2,790,317	6.1%	2,790,317	6.2%
Auxiliary Enterprises	3,328,618	8.4%	3,806,759	9.3%	3,807,636	8.4%	4,114,275	8.8%	4,114,275	8.9%	4,114,275	9.1%
Other Expenses	482,148	1.2%	326,566	0.8%	219,249	0.5%	190,313	0.4%	190,313	0.4%	190,313	0.4%
Total Operating Expenses	39,554,373	99.9%	41,082,142	99.9%	45,111,790	100.0%	46,651,604	99.7%	45,851,634	99.7%	45,151,631	99.7%
Nonoperating Expenses												
Interest	30,444	0.1%	34,293	0.1%	21,108	0.0%	144,481	0.3%	141,647	0.3%	136,811	0.3%
Total Expenses & Deductions	39,584,817	100.0%	41,116,435	100.0%	45,132,898	100.0%	46,796,085	100.0%	45,993,281	100.0%	45,288,442	100.0%

Footnotes

* 06/07 is the most recent fiscal year for which completed IPEDS Financial

Statements are available

** 07/08 projected is data as of 6/30/08, but without officially running IPEDS.

IPEDS is completed in the Spring.

Projections

08/09 - We are projecting our state allocation to be reduced by approx. 800,000.

Therefore, our Operating expenses must be cut by the same.

09/10 - We are anticipating an additional state allocation reduction of approx.

700,000. Therefore, our Operating expenses must be cut by the same.

STANDARD SEVEN - FINANCE

Table #3—Summary Report Of
Changes In Net Assets

Functions (IPEDS Format Part D) "Summary of Changes"	Actual			Projected		
	Year 1: 2004/2005 Amount	Year 2: 2005/2006 Amount	Year 3: 2006/2007 Amount	Year 4: 2007/2008 Amount	Year 5: 2008/2009 Amount	Year 6: 2009/2010 Amount
TOTAL REVENUES & OTHER						
Additions	48,646,033	44,119,117	46,010,163	55,390,770	72,079,349	51,388,004
Total Expenses & Other Deductions	39,584,817	41,116,435	45,132,898	46,796,085	45,993,281	45,288,442
Net Increase/(Decrease) In Net Assets	9,061,216	3,002,682	877,265	8,594,685	26,086,068	6,099,562
Net Assets: Beginning of Year	34,014,598	38,622,497	40,242,728	40,799,716	46,000,000	60,000,000
Adjustments to Beginning Net Assets	(4,453,317)	(1,382,451)	(320,277)	(3,394,401)	14,000,000	5,000,000
Net Assets: Ending of Year	38,622,497	40,242,728	40,799,716	46,000,000	60,000,000	65,000,000

Science building construction 2007–2009 is the large increase in assets

Table #4—Sources Of Financial Aid

SOURCES (IPEDS Format)	Actual			Projected		
	Year 1 (0405) Amount %	Year 2 (0506) Amount %	Year 3* (0607) Amount %	Year 4** (0708) Amount %	Year 5 *** (0809) Amount %	Year 6 *** (0910) Amount %
Federal Aid (PELL, SEOG, WS)	2,703,916 33%	2,470,791 30%	2,260,073 31%	2,369,392 30%	2,369,392 30%	2,369,392 30%
Governmental State Aid	1,690,020 21%	1,948,772 24%	1,903,058 26%	1,736,549 22%	1,736,549 22%	1,736,549 22%
Local Government Aid	148,874 2%	256,191 3%	154,310 2%	154,159 2%	154,159 2%	154,159 2%
Endowment Earnings (Non-Fndtn)	0	0	0	0	0	0
Institutional grant from restricted funds	280,968 3%	376,726 5%	384,672 5%	421,426 5%	421,426 5%	421,426 5%
Institutional grants from unrestricted funds	3,249,329 40%	3,053,391 38%	2,678,720 36%	3,298,167 41%	3,298,167 41%	3,298,167 41%
Total Gross Scholarships & Fellowships	8,073,107 100%	8,105,871 100%	7,380,833 100%	7,979,693 100%	7,979,693 100%	7,979,693 100%
Discounts & allowances applied to tuition & fees	5,267,064 65%	4,915,131 61%	4,736,925 64%	5,176,450 65%	5,176,450 65%	5,176,450 65%
Discounts & allowances applied to sales & services of auxiliary enterprises	18,885 0%	17,783 0%	12,724 0%	12,927 0%	12,927 0%	12,927 0%
Total Net Scholarships & fellowships expenses after deducting discount & allowances	2,787,158 35%	3,172,957 39%	2,631,184 36%	2,790,317 35%	2,790,316 35%	2,790,316 35%

Footnotes

* Most recent fiscal year for which audited financial statements (IPEDS) are available.

** 0708 estimates are based on year-end data without officially running IPEDS.

*** 0809 and 0910 projections held consistent with the prior year. We know state budget cuts and the economy will impact financial aid, but we do not know the amounts at this time.

STANDARD SEVEN - FINANCE

Table #9—Operating Gifts And Endowments

<i>(If Applicable)</i>	ACTUAL				PROJECTED	
	Year 1 (0405) Amount	Year 1 (0506) Amount	Year 2 (0607)* Amount	Year 3** (0708) Amount	Year 4 (0809) Amount	Year 5 (0910) Amount
Annual Gifts						
Operations Restricted	0	0	0	0	0	0
Operations Unrestricted	0	0	0	0	0	0
Endowments Exclusive of Foundation Gifts	0	0	0	0	0	0
Foundation Gifts- Scholarships	131,288	152,555	207,123	210,179	150,000	150,000
Plant	0	0	0	0	0	0
Total	131,288	152,555	207,123	210,179	150,000	150,000
Endowment Fund Balance						
Permanent						
Term						
Quasi						
Total	0	0	0	0	0	0

* Most recent fiscal year for which audited financial statements are available = FYR 0607 is most recent completed IPEDS data

** Budget for Current Year = We used year-end 0708 Data, but IPEDS will not be complete until Spring 2009

STANDARD SEVEN - FINANCE

Table #10—Capital Investments

Sources - IPEDS - Part A	ACTUAL				PROJECTED	
	Year 1 (0405)	Year 2 (0506)	Year 3* (0607)	Year 4** (0708)	Year 5 (0809)	Year 6 (0910)
	Amount	Amount	Amount	Amount	Amount	Amount
LAND						
Beginning Cost	686,721	686,721	686,721	651,721	1,420,195	1,420,195
Additions	-			768,474		
Deductions	-		(35,000)			
Ending Cost	686,721	686,721	651,721	1,420,195	1,420,195	1,420,195
INFRASTRUCTURE						
Beginning Cost	-	-	102,439	1,235,057	1,383,418	1,383,418
Additions	-	102,439	1,132,618	148,361		
Deductions	-					
Ending Cost	-	102,439	1,235,057	1,383,418	1,383,418	1,383,418
BUILDINGS						
Beginning Cost	33,853,634	37,706,024	38,221,426	41,084,826	46,457,914	67,767,231
Additions	3,852,390	515,402	2,863,400	5,373,088	21,440,000	
Deductions					(130,683)	(1,198,908)
Ending Cost	37,706,024	38,221,426	41,084,826	46,457,914	67,767,231	66,568,323
FURNITURE AND EQUIPMENT						
Beginning Cost	3,715,509	3,918,746	3,852,771	3,723,757	3,718,232	4,894,232
Additions	203,237	148,395	57,087	18,000	1,196,000	
Deductions		(214,370)	(186,101)	(23,525)	(20,000)	(20,000)
Ending Cost	3,918,746	3,852,771	3,723,757	3,718,232	4,894,232	4,874,232
ART AND LIBRARY COLLECTIONS						
Beginning Cost	2,739,810	2,814,957	2,879,532	2,943,361	3,002,099	3,062,099
Additions	75,147	64,575	63,829	60,673	60,000	60,000
Deductions				(1,935)		
Ending Cost	2,814,957	2,879,532	2,943,361	3,002,099	3,062,099	3,122,099
CONSTRUCTION IN PROGRESS						
Beginning Cost	-	-	406,058	1,509,617	8,672,039	136,000
Additions	-	406,058	1,103,559	7,162,422	136,000	200,000
Deductions	-				(8,672,039)	
Ending Cost	-	406,058	1,509,617	8,672,039	136,000	336,000
DEBT SERVICE						
	526,545	416,850	4,674,886	4,290,406	4,284,249	3,847,676
Principal	433,671	350,000	3,540,000	3,300,000	3,381,511	3,081,749
Interest	92,874	66,850	1,134,886	990,406	902,738	765,927

Footnotes:

* Most recent completed IPEDS Financials are 0607

** We used data as of year-end (6/30) for 0708 but IPEDS will not be completed until Spring 2009

Buildings

Headstart Modular, Theatre Remodel and Science Building were all completed in FYR 0809

Rutledge House and Davidson House Buildings were demolished in January 0809.

Angst Building will be removed in the summer of 2009 (FYR 0910)

Furniture & Equipment

A new Library Server and IT Server Chassis were purchased in 0809 with debt - COPs

Science Building Furniture and equipment purchased in 0809 with the Capital Allocation

Construction in Progress

Lewis Hall (Academics, Technology & Student Services Building) is the only remaining project at the end of 0809.

136,000 is the amount of the Predesign work, Design begins in 0910.

STANDARD SEVEN - FINANCE

Debt Service Table

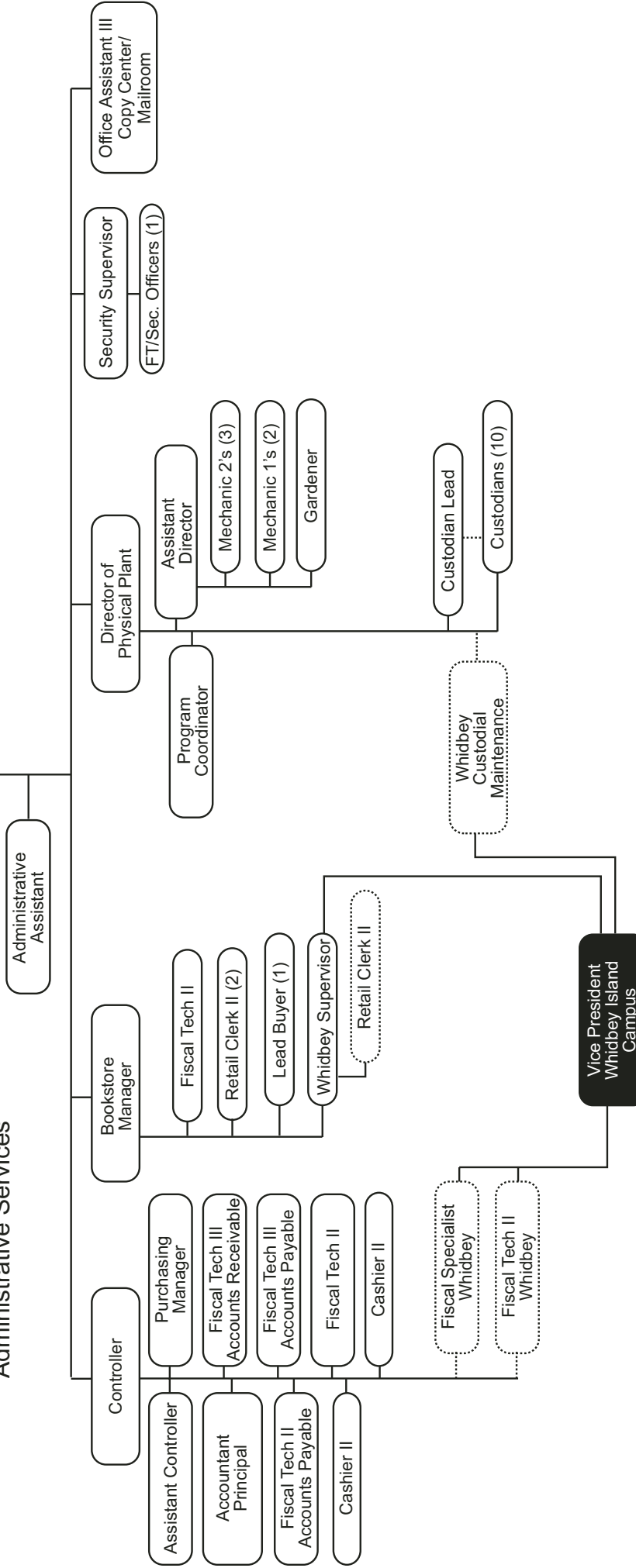
Do not include depreciation expense	ACTUAL			PROJECTED				
	Year 1 (0405)	Year 2 (0506)	Year 3* (0607)	Year 4** (0708)	Year 5 (0809)	Year 6 (0910)	Year 7 (1011)	Year 8 (1112)
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
Debt Service	526,545	416,850	4,674,886	4,290,406	4,284,249	3,847,676	3,413,536	3,062,736
Principal	433,671	350,000	3,540,000	3,300,000	3,381,511	3,081,749	2,770,907	2,528,937
Interest	92,874	66,850	1,134,886	990,406	902,738	765,927	642,629	533,799
REAL ESTATE LEASES: San Juan Center (s674-2-1)								
Annual Principal Payment	55,000	60,000	60,000	65,000	70,000	75,000	80,000	-
Annual Interest Payment	27,580	24,528	21,108	17,598	13,730	9,495	4,920	-
Ending Principal Balance	410,000	350,000	290,000	225,000	155,000	80,000	-	-
Ending Interest Balance	91,378	66,850	45,743	28,145	14,415	4,920	-	-
Campus Center Remodel (s674-6-1)								
Annual Principal Payment			-	175,000	170,000	175,000	180,000	190,000
Annual Interest Payment			54,180	126,883	120,651	114,333	107,495	100,095
Ending Principal Balance			3,250,000	3,075,000	2,905,000	2,730,000	2,550,000	2,360,000
Ending Interest Balance			1,089,144	962,261	841,610	727,278	619,783	519,688
EQUIPMENT LEASES: Copiers (s674-5-1)								
Annual Principal Payment	-							
Annual Interest Payment	23,609							
Ending Principal Balance	-							
Ending Interest Balance	635							
Energy Conservation (s674-3-1)								
Annual Principal Payment	22,567	23,671						
Annual Interest Payment	1,966	862						
Ending Principal Balance	23,671	-						
Ending Interest Balance	862	-						

—continued next page

Do not include depreciation expense	ACTUAL			PROJECTED				
	Year 1 (0405)	Year 2 (0506)	Year 3* (0607)	Year 4** (0708)	Year 5 (0809)	Year 6 (0910)	Year 7 (1011)	Year 8 (1112)
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
ANTICIPATED FUTURE DEBT SERVICE - exact equipment costs and annual payments are not yet known:								
<i>WA School Modular COP (150,000)</i>								
Annual Principal Payment					9,328	19,247	20,064	20,915
Annual Interest Payment					3,150	5,708	4,891	4,040
Ending Principal Balance					140,672	121,425	101,361	80,446
Ending Interest Balance					21,537	15,829	10,938	6,898
<i>Library Server (26,000)</i>								
Annual Principal Payment					3,019	6,229	6,493	6,769
Annual Interest Payment					546	901	636	361
Ending Principal Balance					22,981	16,753	10,260	3,491
Ending Interest Balance					1,971	1,070	434	73
<i>IT Server Chassis (170,000)</i>								
Annual Principal Payment					12,143	24,286	24,286	24,286
Annual Interest Payment					3,570	6,375	5,355	4,335
Ending Principal Balance					157,857	133,571	109,286	85,000
Ending Interest Balance					23,205	16,830	11,475	7,140
Total Principal Balance	433,671	350,000	3,540,000	3,300,000	3,381,511	3,081,749	2,770,907	2,528,937
Total Interest Balance	92,874	66,850	1,134,886	990,406	902,738	765,927	642,629	533,799
Total Debt Service	526,545	416,850	4,674,886	4,290,406	4,284,249	3,847,676	3,413,536	3,062,736
Total Principal Payments	77,567	83,671	60,000	240,000	264,489	299,761	310,843	241,970
Total Interest Payments	53,155	25,389	75,288	144,480	141,647	136,811	123,298	108,830
Total Annual Payments	130,722	109,060	135,288	384,480	406,136	436,573	434,140	350,800

Administrative Services
Vice President of
Administrative Services

**Vice President
Administrative Services**

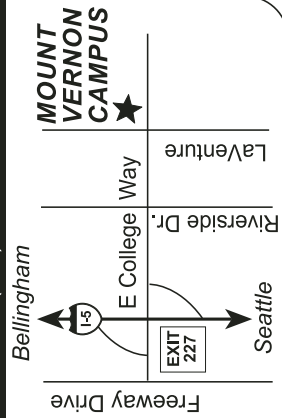


MAP

Mount Vernon Campus

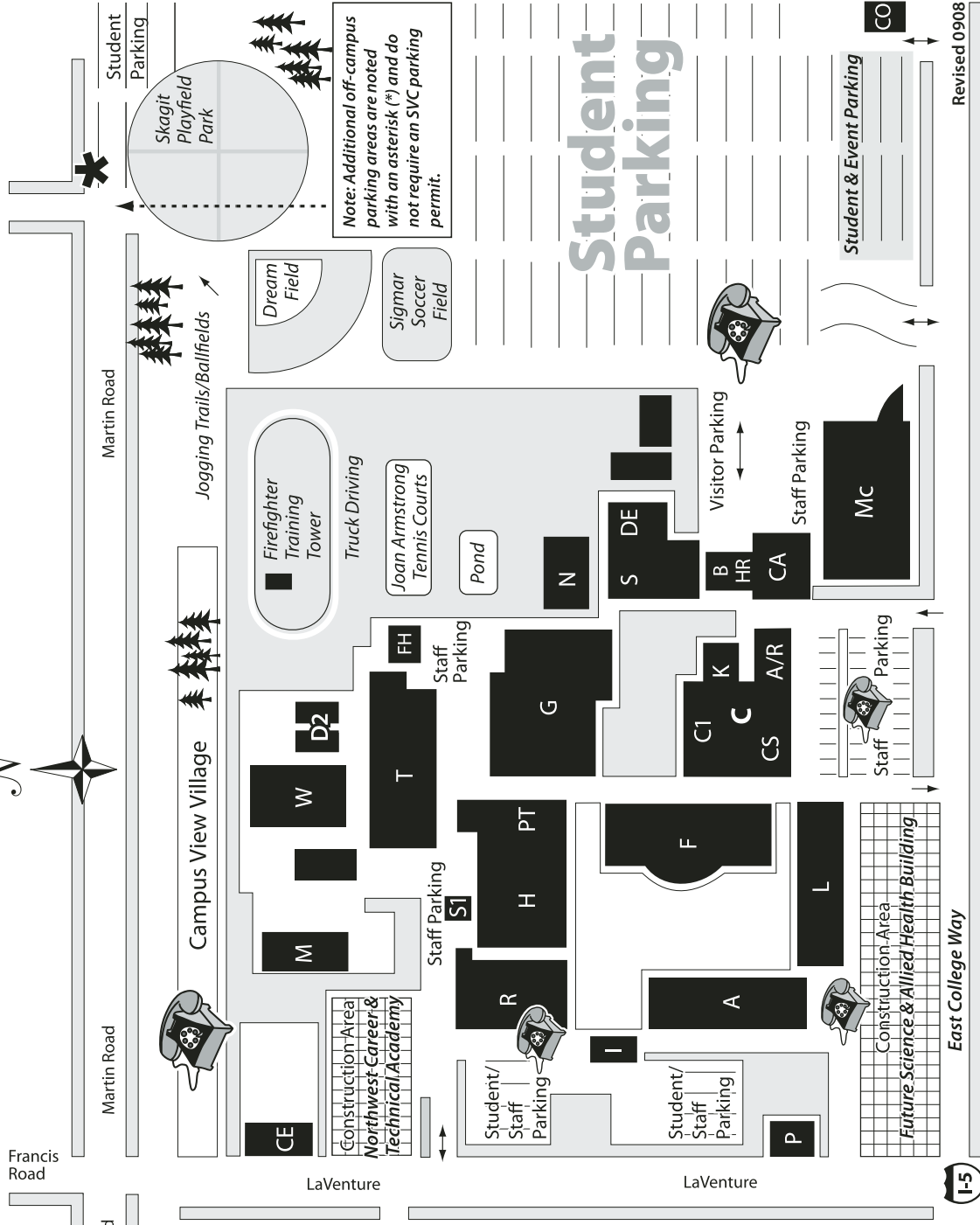
Mount Vernon Campus

2405 East College Way
Mount Vernon, WA 98273-5899
(360) 416-7600



NOTE:

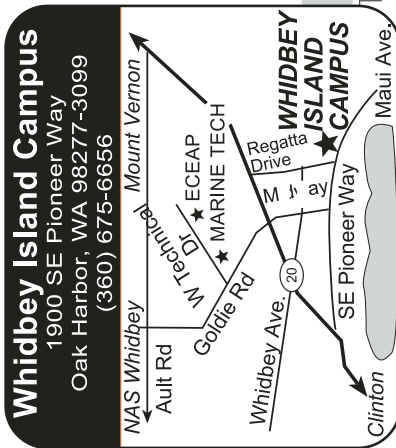
Emergency phones connect directly to the security office.



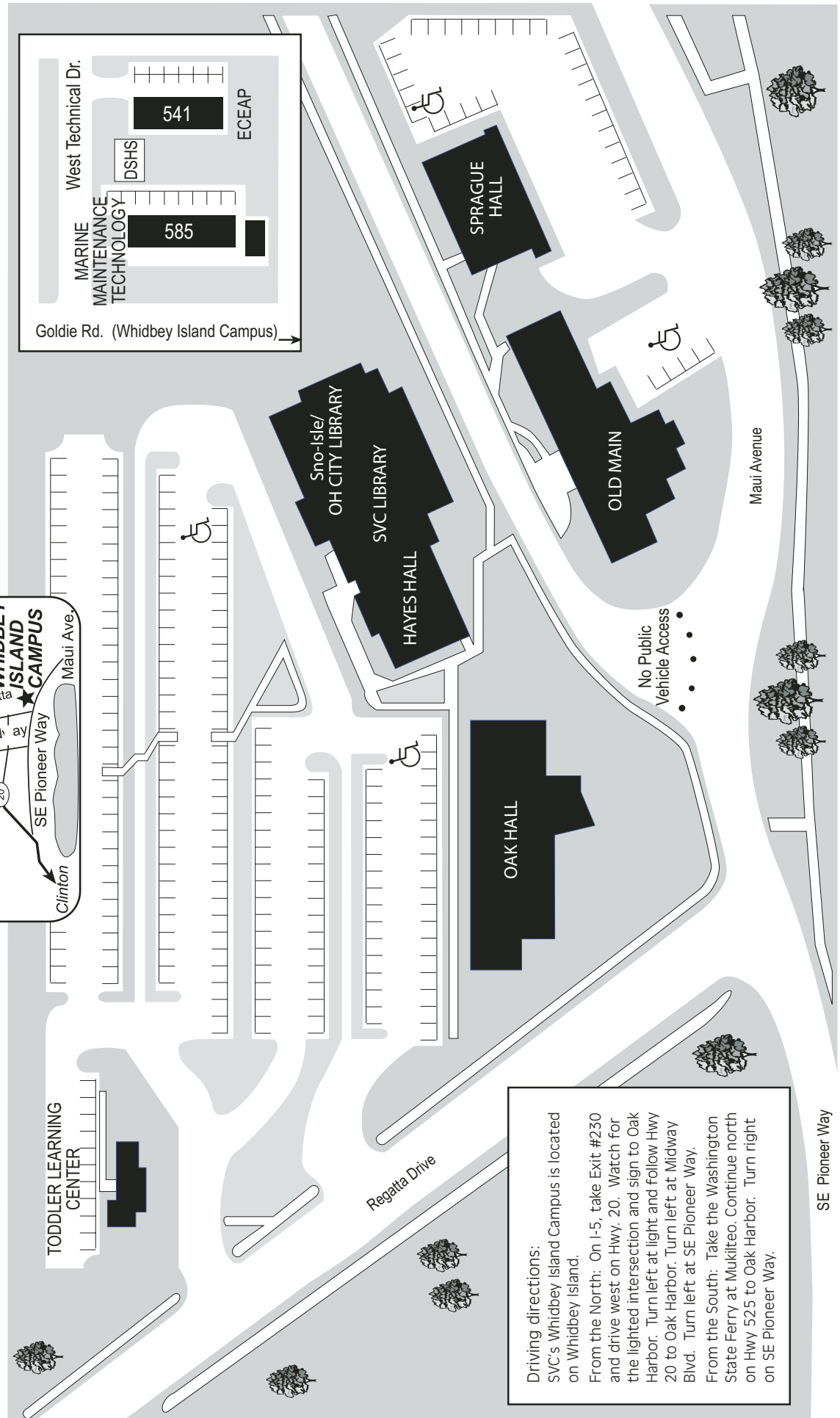
- A** Laura Angst Hall
- A/R** Admissions & Registration Office
- B** Business Office
- C** Campus Center
- C1** Cafeteria
- CA** Administrative Annex
- CS** Counseling/Financial Aid
- CE** Chinook Enterprises
- CFLC** Child & Family Learning Center
- CO** Connite House
- ECB** East Campus Building
- DE** eLearning
- D2** Diesel/Truck Driving
- F** James Ford Hall
- FH** Field House
- G** Dave DuVall Pavilion
- H** George Hodson Hall
- HR** Human Resources
- I** International Classroom
- K** Delbert Tillotson Cardinal Bookstore
- L** Charles Lewis Hall
- M** Maintenance
- Mc** McIntyre Hall
- N** C. A. Nelson Hall
- P** Parker House
- PT** Phillip Tarro Theatre
- R** Joe Reeves Hall
- S** Norwood Cole Library
- S1** Security
- T** Walter Roberts Hall
- W** Diesel Building

Revised 0908

ECB



WHIDBEY ISLAND CAMPUS
PH: 360.679.5319



Driving directions:
SVC's Whidbey Island Campus is located on Whidbey Island.
From the North: On I-5, take Exit #230 and drive west on Hwy. 20. Watch for the lighted intersection and sign to Oak Harbor. Turn left at light and follow Hwy 20 to Oak Harbor. Turn left at Midway Blvd. Turn left at SE Pioneer Way.
From the South: Take the Washington State Ferry at Mukilteo. Continue north on Hwy 525 to Oak Harbor. Turn right on SE Pioneer Way.



**MOUNT VERNON CAMPUS • WHIDBEY ISLAND CAMPUS
SOUTH WHIDBEY CENTER • SAN JUAN CENTER • BUSINESS RESOURCE CENTER**

www.skagit.edu

Skagit Valley College provides a drug-free environment and does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, or age in its programs and employment. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Executive Director of Human Resources
2405 E. College Way
Mount Vernon, WA 98273
360.416.7794