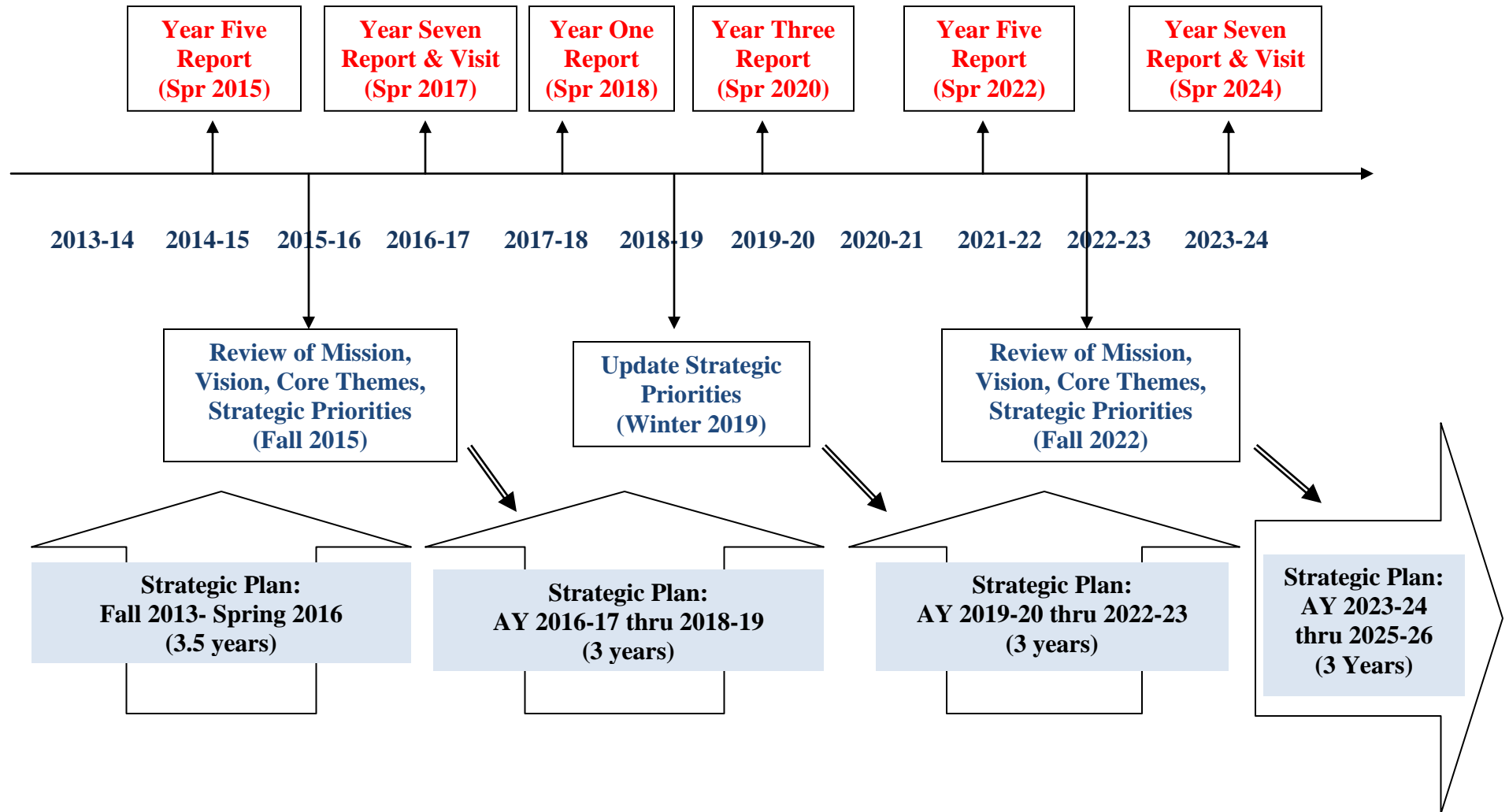


SEVEN –YEAR PLANNING CALENDAR

Aligning Strategic Planning and the New Accreditation Cycle



Core Themes/Mission Fulfillment Score Card

Core Theme - Access

	Indicator(s)	Threshold	Actual	Difference	Status
Objective 1: The college will meet or exceed Strategic Enrollment Management targets.	<i>Actual State FTES compared to State FTES Allocation</i>	3871	3981	110	↑
	<i>International FTES compared to actual</i>	189	193	4	↑
	<i>Running Start FTES compared to actual</i>	400	384	-16	↓
Objective 2: The college will meet or exceed the statewide participation rate	<i>SVC District participation rate compared to CTC System participation rate</i>	18.3%	18.2%	-0.1%	↓
Objective 3: The college enrollment will reflect district demographics.	<i>Enrollment distribution by race/ethnicity compared to district population</i>				
	<i>Hispanic or Latino</i>	16.3%	17.2%	0.9%	↑
	<i>African American</i>	1.8%	2.3%	0.5%	↑
	<i>American Indian/Alaska Native</i>	1.5%	1.1%	-0.4%	↓
	<i>Asian</i>	3.4%	3.9%	0.5%	↑
	<i>Native Hawaiian/ Pac Isl</i>	0.4%	0.6%	0.2%	↑
	<i>Other/Identified by Two or more Races</i>	3.0%	4.8%	1.8%	↑

	Indicator(s)	Threshold	Actual	Difference	Status
	<i>Enrollment in degree programs by race/ethnicity compared to district population.</i>				
Objective 3: The college enrollment will reflect district demographics.	<i>Hispanic or Latino</i>	16.3%	11.8%	-4.5%	↓↓
	<i>African American</i>	1.8%	2.8%	1.0%	↑↑
	<i>American Indian/Alaska Native</i>	1.5%	1.0%	-0.5%	↓↓
	<i>Asian</i>	3.4%	4.2%	0.8%	↑↑
	<i>Native Hawaiian/ Pac Isl</i>	0.4%	0.6%	0.2%	↑↑
	<i>Other/Identified by Two or more Races</i>	3.0%	6.1%	3.1%	↑↑

Core Theme - Achievement: Transfer

	Indicator(s)	Threshold	Actual	Difference	Status
Objective 1: Students will successfully progress and meet their educational goals	<i>All Cohort</i>	85%	81%	-4%	↓↓
	<i>White</i>	86%	80%	-6%	↓↓
	<i>Latino</i>	83%	87%	4%	↑↑
	<i>Asian/Pacific Islander</i>	89%	84%	-5%	↓↓
	<i>Native American, Black, Multi-Racial & Other</i>	82%	80%	-2%	↓↓
Objective 3: Students	<i>CCSSE Item Index Scores</i>	3.9	4.0	0.1	↑↑

Indicator(s)		Threshold	Actual	Difference	Status
Core Theme - Achievement: Workforce					
Indicator(s)		Threshold	Actual	Difference	Status
GISS Success Measures for Workforce Cohort					
Objective 1: Students will successfully progress and meet their educational goals	<i>All Cohort</i>	77%	72%	-5%	↓↓
	<i>White</i>	78%	69%	-9%	↓↓
	<i>Latino</i>	82%	84%	2%	↑↑
	<i>Asian/Pacific Islander</i>	80%	86%	6%	↑↑
	<i>Native American, Black, Multi-Racial & Other</i>	70%	53%	-17%	↓↓
Objective 2: Students will successfully transition to the workforce	Employment rate of Early Leavers	66%	66%	0%	↔
	Employment rate of Completers	77%	71%	-6%	↓↓

Core Theme - Achievement: Basic Skills

Indicator(s)		Threshold	Actual	Difference	Status
GISS Success Measures for Basic Skills Cohort					
Objective 1: Students will successfully progress and meet their educational goals					
	ABE/GED	48%	52%	4%	↑↑
	ESL	43%	32%	-11%	↓↓

Indicator(s)	Threshold	Actual	Difference	Status
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Core Theme - Community

NOTE: THE DATA IN COMMUNITY SCORECARD IS ONLY EXAMPLE DATA.

Actual data will be presented at the Board's April 2013 meeting.

Indicator(s)		Threshold	Actual	Difference	Status
Objective 1: Students will experience a culture of mutual respect, acceptance, teamwork, and productivity among diverse populations	SVC/CCSSE Pluralism Index	3.20	3.53	0.33	↑
Objective 2: Faculty and staff will experience a work environment that embodies pluralism and is consistent with the college's guiding principles	SVC Pluralism Matrix	75%	67%	-8%	↓
	SVC Vision/Core Values Assessment	75%	83%	8%	↑
Objective 3: The College will collaborate with the local community through the exchange of knowledge and resources	Gelmon Community Engagement Scores	75%	65%	-10%	↓
	Carnegie Community Engagement Classification	75%	83%	8%	↑

Skagit Valley College Board of Trustees

Board Progress Report Core Theme – Access

October 4, 2012

Core Theme – Access


Core Theme Objectives	Indicators	Thresholds
1. The college will meet or exceed Strategic Enrollment Management targets	State and local allocated and/or targeted enrollments, compared to actual FTES	Meet or exceed Strategic Enrollment Management targets
2. The college will meet or exceed the statewide participation rates	College participation rates for system and SVC district	Meet or exceed participation rate for community and technical college system
3. The college enrollment will reflect district demographics	Population and enrollment by race & ethnicity	Meet or exceed the population distribution for race/ethnicity

Objective 1:

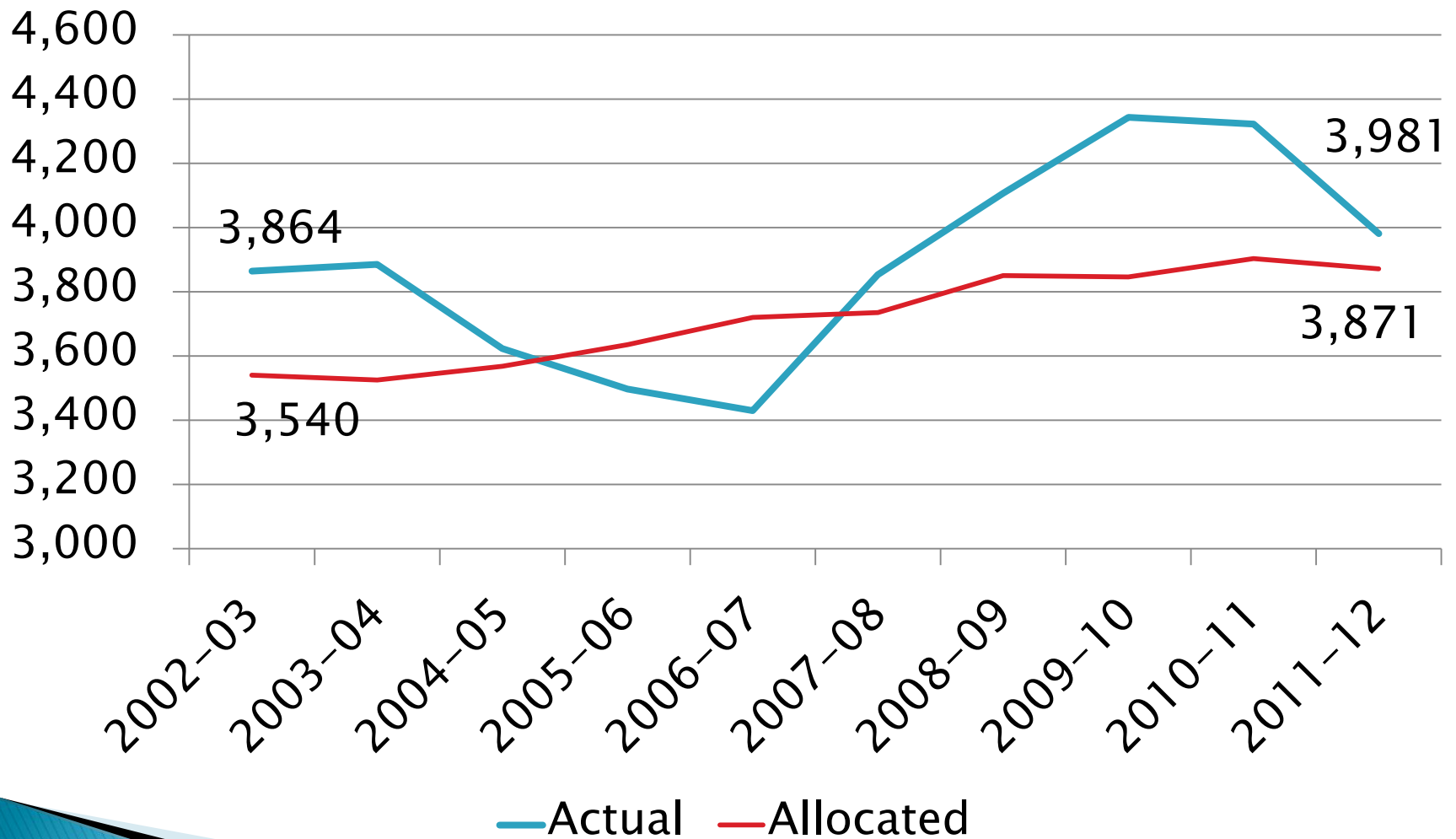
- » The college will meet or exceed State allocated and local FTE targets.

Objective 1: The college will meet or exceed strategic enrollment management targets

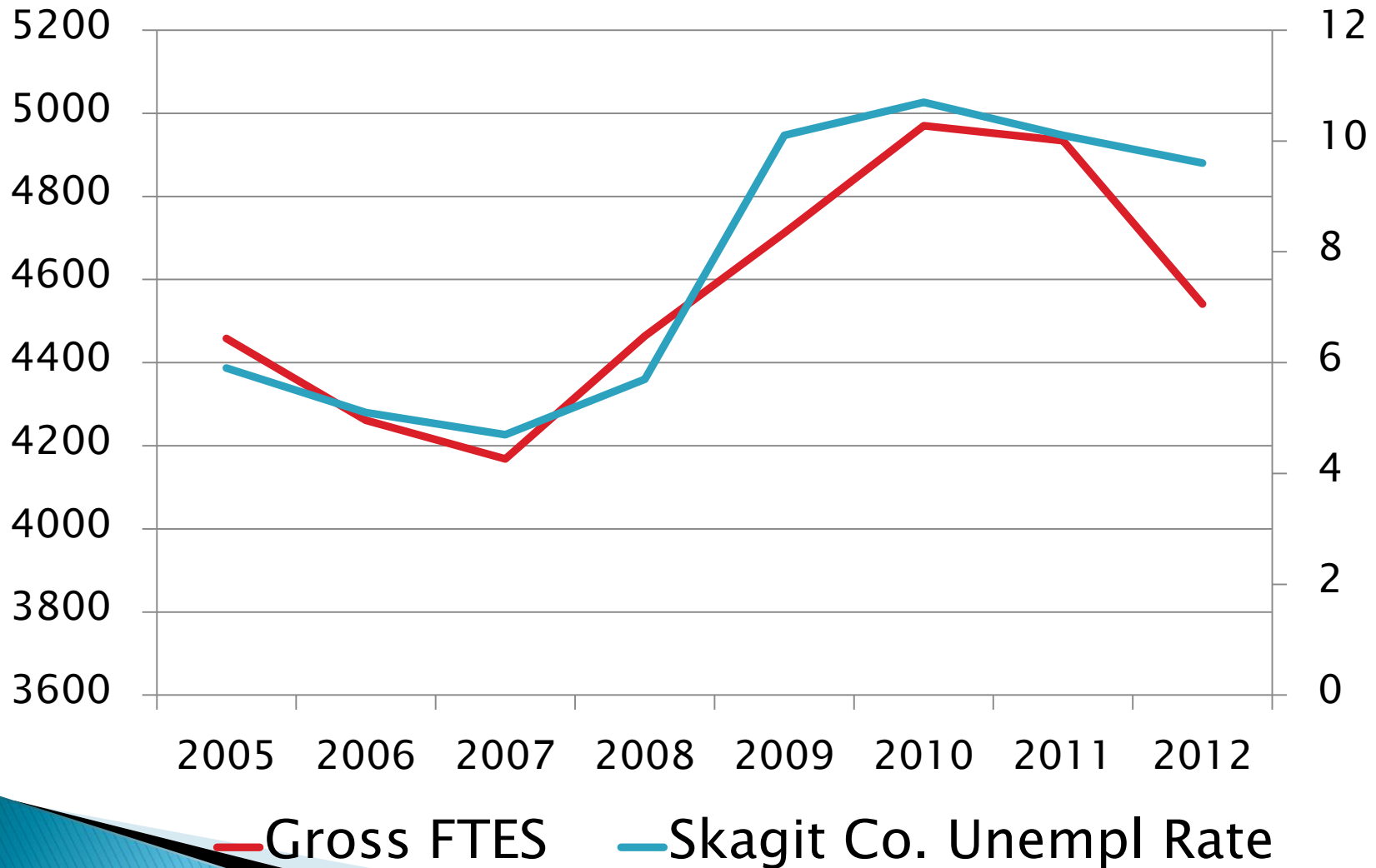
2011-12 State Allocated FTES

Allocation	Actual	Difference	Achieved Threshold
3871	3982	+111	

State Allocated & Actual FTES



Unemployment Rates & FTES



Strategic Enrollment Targets

2011-12 FTES

SEM Population	Target	Actual	Difference	Achieved Threshold
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Running
Start

400

384

-16

NO



International

189

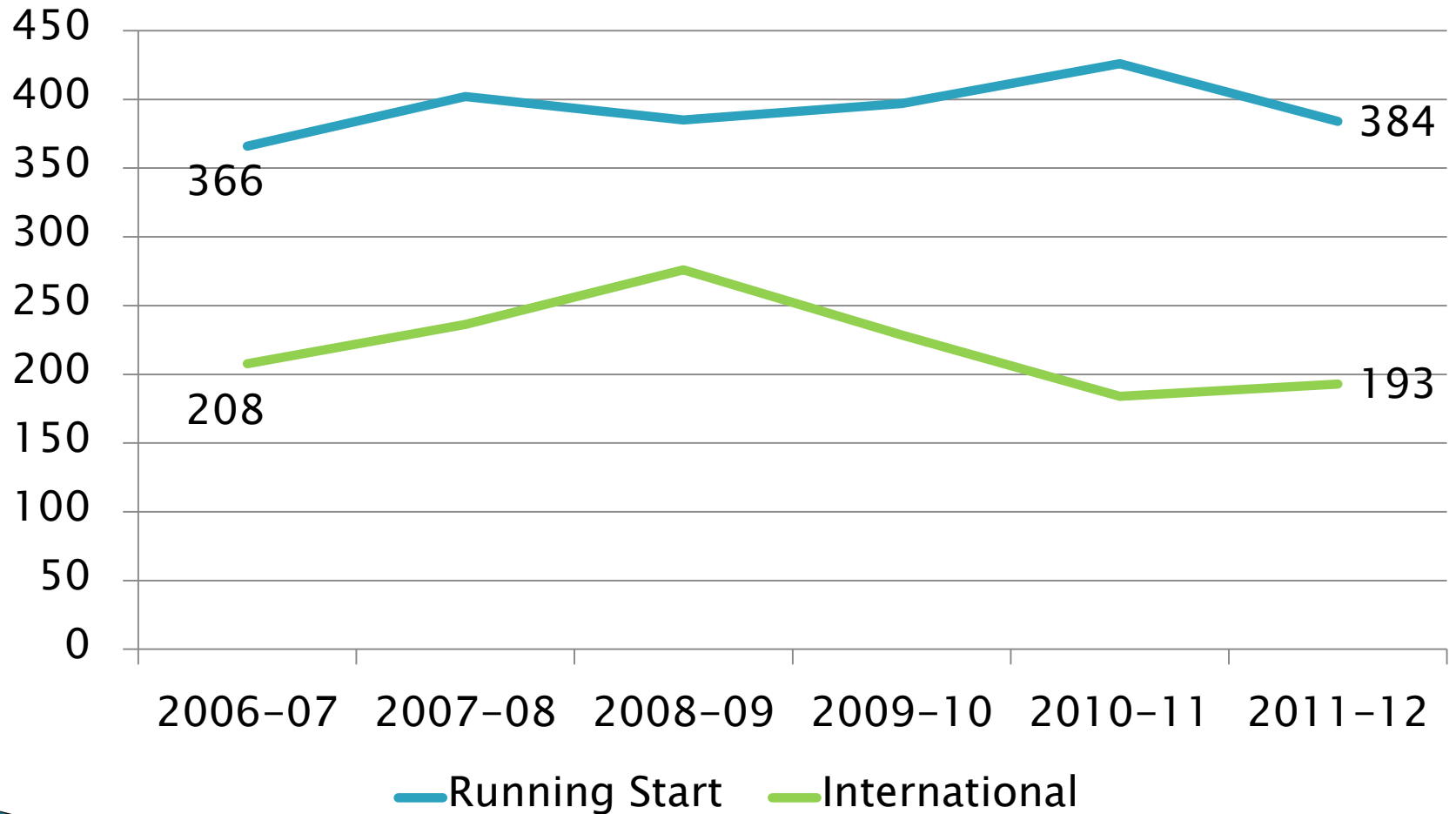
193

+4

YES



Strategic Enrollments



Objective 2:

» The college will
meet or exceed
the statewide
participation rate.

Participation rate =
The number of persons
enrolled as a percent of the
relevant population

**Number of Persons
Enrolled**

Population



**Participation
Rate**

2010-11 Participation Rate

CTC System Participation Rate	18.3%
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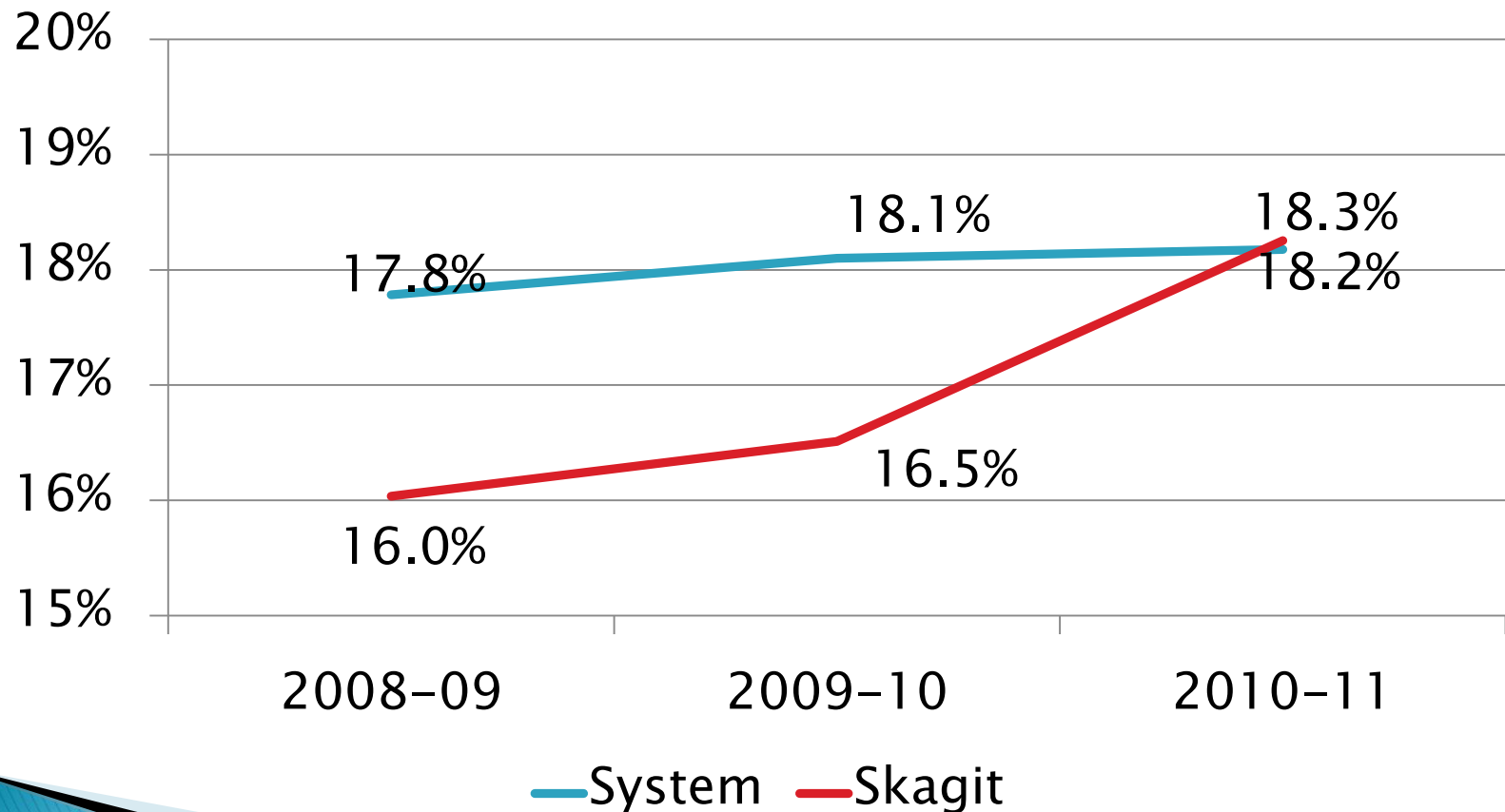
SVC Participation Rate	18.2%
------------------------	-------

Difference

-.1%



Participation Rates, 2008-09 to 2010-11



Objective 3:

» The college enrollment will reflect district demographics

Hispanic/Not Hispanic Students Compared to District Population

All Intents	SVC		Population
	Headcount	Percent	
Total	7,332		65,546
Hispanic or Latino (Any Race)	1258	17.2%	16.3%
Not Hispanic	6074	82.8%	83.7%

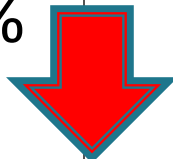
Not Hispanic Students Compared to District Population

SVC

All Intents	Headcount	Percent	Population
White	5142	70.1%	73.6%
African American	166	2.3%	1.8%
American Indian/Alaska Native	82	1.1%	1.5%
Asian	285	3.9%	3.4%
Native Hawaiian/Pacific Islander	45	0.6%	0.4%
Other/Identified by two or more races	354	4.8%	3.0%
		82.8%	83.7%

Degree-Seeking Hispanic/Not Hispanic Students Compared to District Population

	SVC		Population
	Headcount	Percent	
Total	3,412		65,546
Hispanic or Latino (Any Race)	401	11.8%	16.3%
Not Hispanic	3011	88.2%	83.7%



Not Hispanic Degree-Seeking Students Compared to District Population

	SVC		Population
	Headcount	Percent	
White	2,509	73.5%	73.6%
African American	96	2.8%	1.8%
American Indian/Alaska Native	35	1.0%	1.5%
Asian	143	4.2%	3.4%
Native Hawaiian/Pacific Islander	20	0.6%	0.4%
Other/Identified by two or more races	208	6.1%	3.0%

Basic Skills Hispanic/Not Hispanic Students and District Population

	SVC		Population
	Headcount	Percent	
Total	816		65,546
Hispanic or Latino (Any Race)	477	58.5%	16.3%
Not Hispanic	339	41.5%	83.7%
Not Hispanic Breakdown			
White	255	31.3%	73.6%
African American	16	2.0%	1.8%
American Indian/Alaska Native	2	0.2%	1.5%
Asian	39	4.8%	3.4%
Native Hawaiian/Pacific Isl	10	1.2%	0.4%
Other/Identified by two or more races	17	2.1%	3.0%
		41.5%	83.7%

Personal Goal–Seeking Hispanic/Not Hispanic Students and District Population

	SVC		Population
	Headcount	Percent	
Total	3,108		65,546
Hispanic or Latino (Any Race)	382	12.3%	16.3%
Not Hispanic	2726	87.7%	83.7%
Not Hispanic Breakdown			
White	2379	76.5%	73.6%
African American	55	1.8%	1.8%
American Indian/Alaska Native	45	1.4%	1.5%
Asian	103	3.3%	3.4%
Native Hawaiian/Pacific Island	15	0.5%	0.4%
Other/Identified by two or more races	129	4.2%	3.0%
		87.7%	83.7%

Percent Race/Ethnicity for SVC Students

	2009-10	2010-11	2011-12
Total	6,681	6,616	6,074
Hispanic or Latino (Any Race)	20.4%	17.8%	17.2%
Not Hispanic	79.6%	82.2%	82.8%
Not Hispanic Breakdown			
White	68.2%	69.7%	70.1%
African American	1.8%	2.3%	2.3%
American Indian/Alaska Native	.9%	1.4%	1.1%
Asian	4.1%	3.7%	3.9%
Native Hawaiian/Pacific Islander	0.5%	0.5%	0.6%
Other/Identified by two or more races	4.2%	4.6%	4.8%
	79.6%	82.2%	82.8%

Skagit Valley College Board of Trustees

Board Progress Report
Core Theme – Achievement
(Transfer Students)

January 8, 2013

Core Theme – Achievement

Core Theme Objectives	Indicators	Thresholds
1. Students will successfully progress and meet their educational goals	Student Achievement Cohort (GISS) four-year measures by mission area and ethnicity	GISS measures for SVC will meet or exceed the system for transfer, workforce and basic skills measures.
2. Students will successfully transition to the workforce	Employment rates of workforce students nine months after leaving SVC	Employment rates will be equal to or exceed system rates
3. Students will experience significant learning related to general education outcomes	SVC responses to the CCSSE Gen Ed-related questions compared to similar-sized colleges	General education learning gains will be equal to or above similar-sized colleges in the CCSSE cohort.

Core Theme – Achievement

Core Theme Objectives	Indicators	Thresholds
1. Students will successfully progress and meet their educational goals	Student Achievement Cohort (GISS) four-year measures by mission area and ethnicity	GISS measures for SVC will meet or exceed the system for transfer, workforce and basic skills measures.

Transfer Student Success

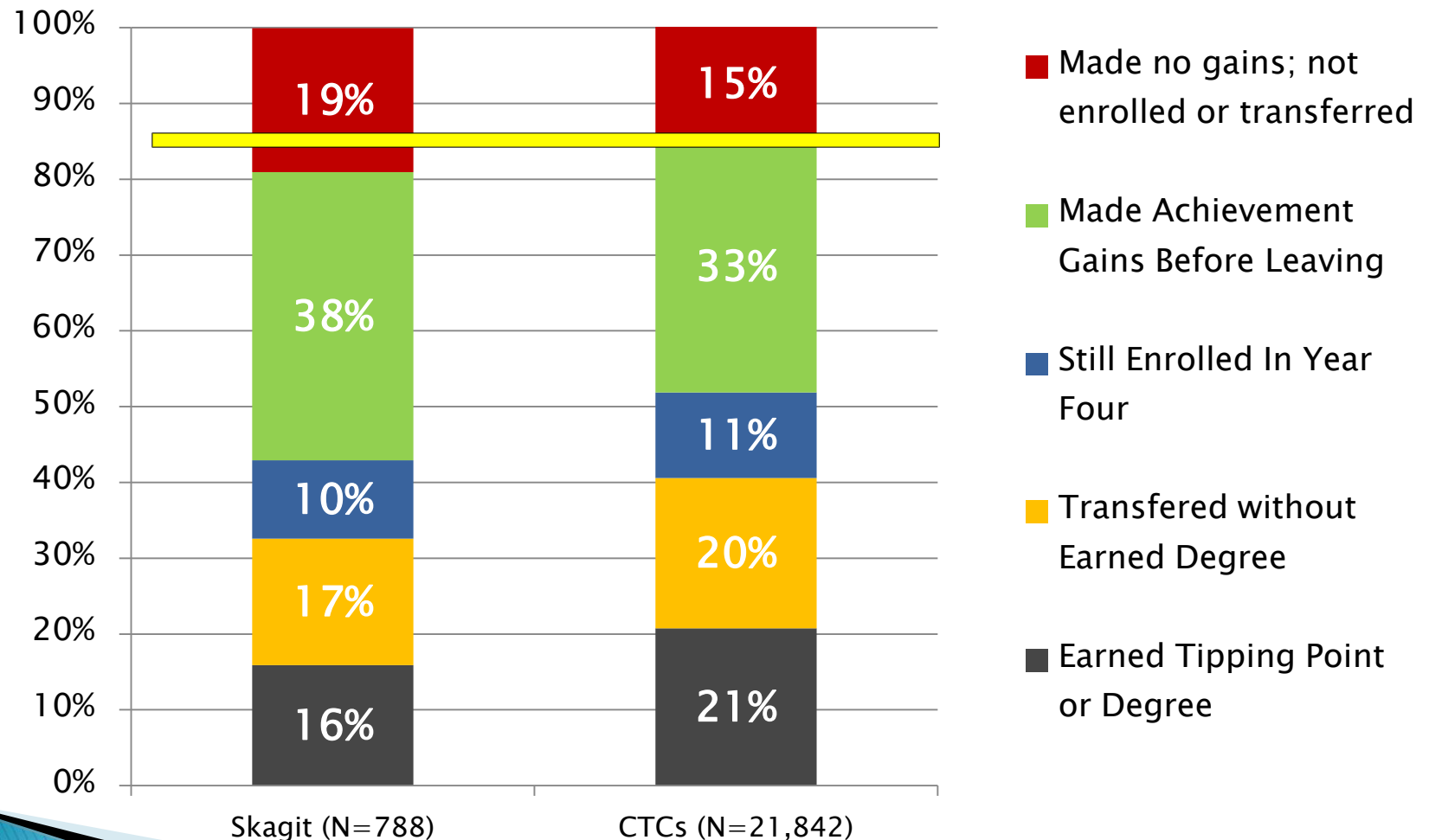
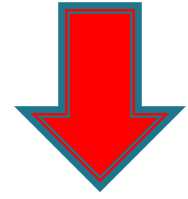
Objective 1:

Students will successfully progress and meet their educational goals

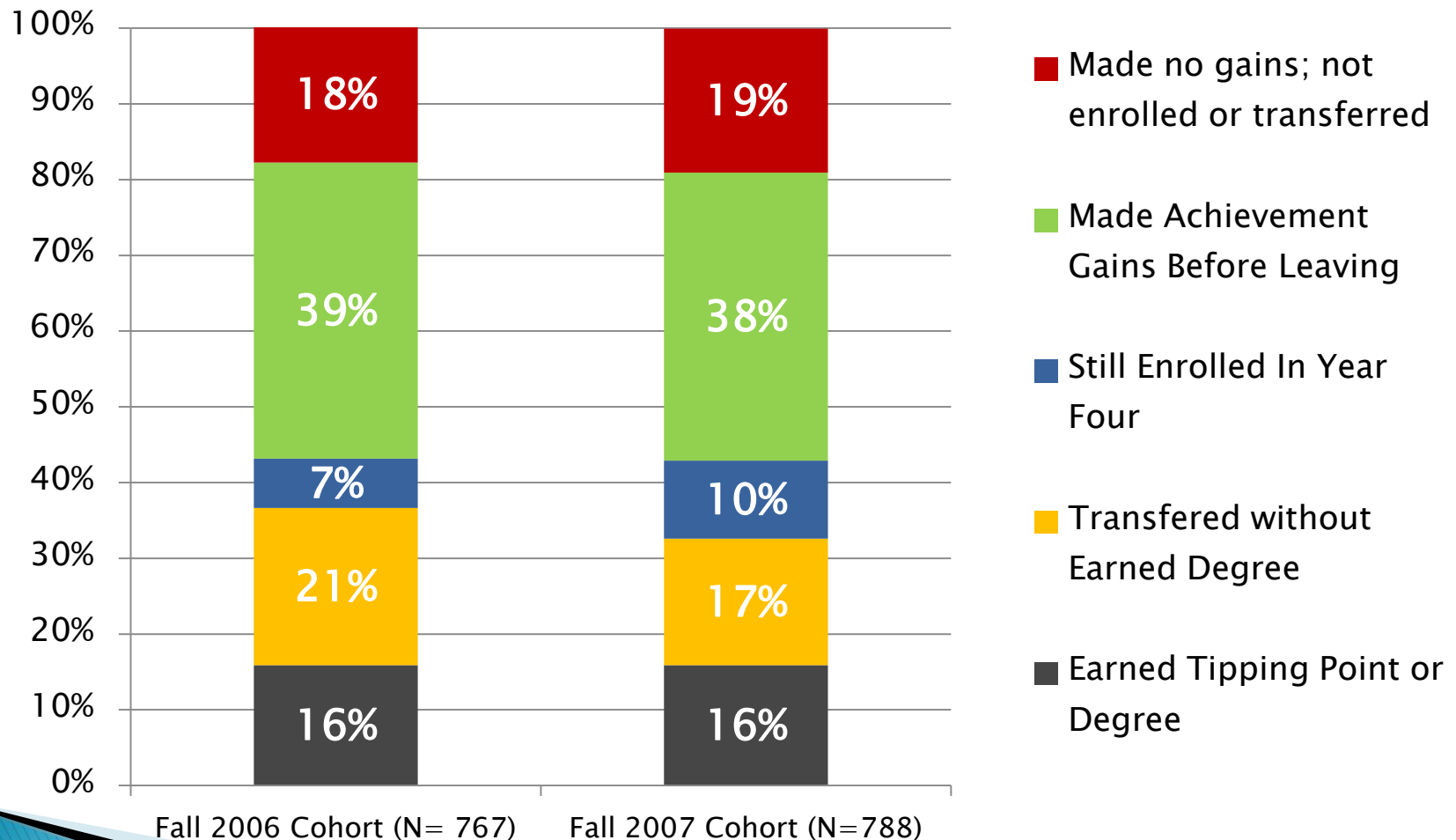


Scorecard indicator = the percentage of students who earned a degree, reached the tipping point, transferred without a degree, are still enrolled in year four, or made achievement gains before leaving compared to the system percentage.

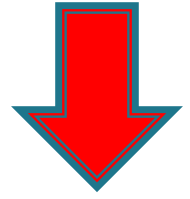
SVC Transfer Cohort Success Rates Lower than CTC System



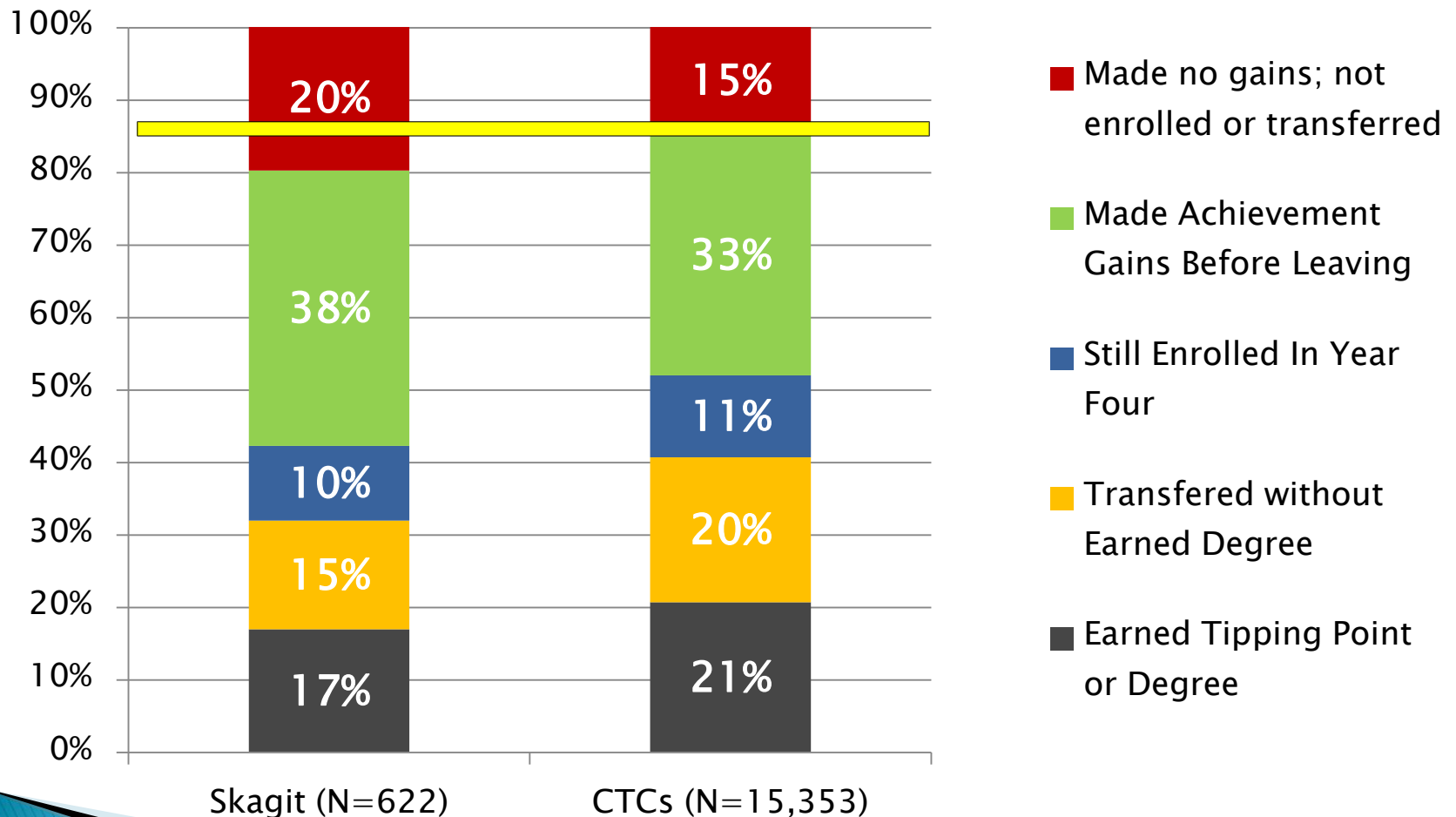
SVC Transfer Cohort Success Rates Flat Between 2006 and 2007



SVC Transfer Cohort Success Rates for White Students Lower than CTC System



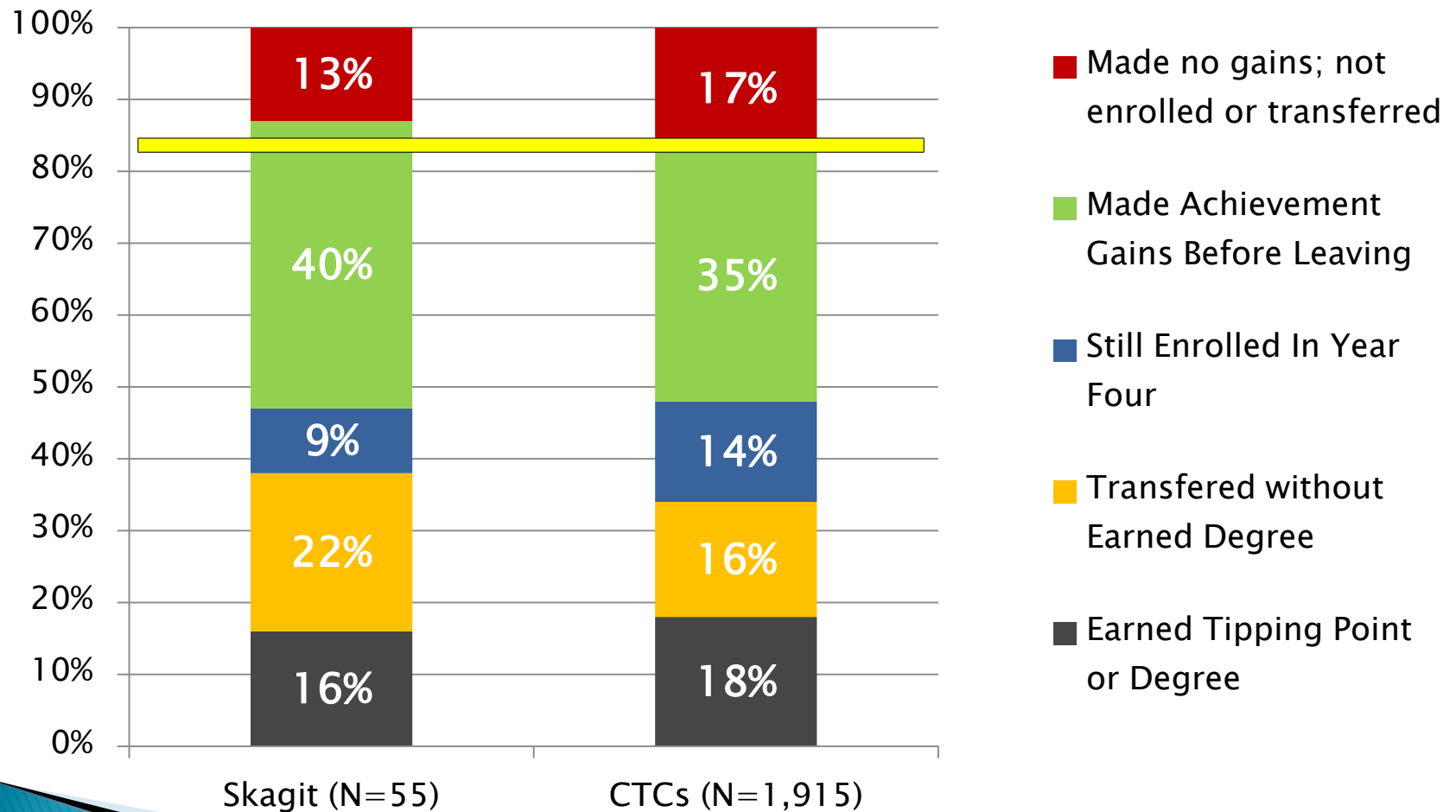
Fall 2007 Cohort



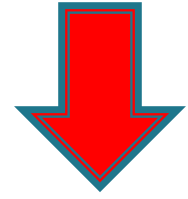
SVC Transfer Cohort Success Rates for Latino Students Higher than CTC System



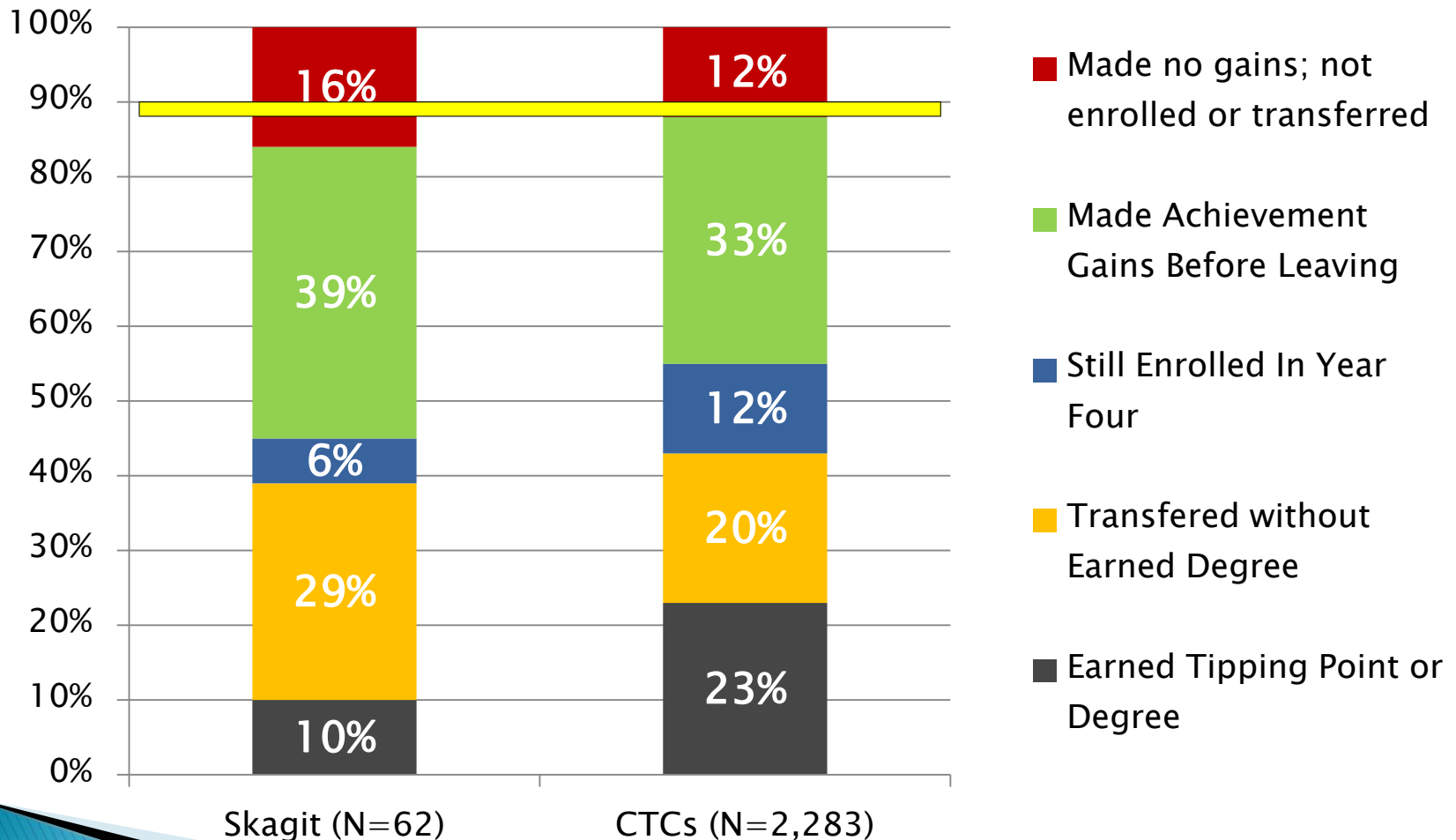
Fall 2007 Cohort



SVC Transfer Cohort Success Rates for Asian/Pacific Islander Students Lower than CTC System



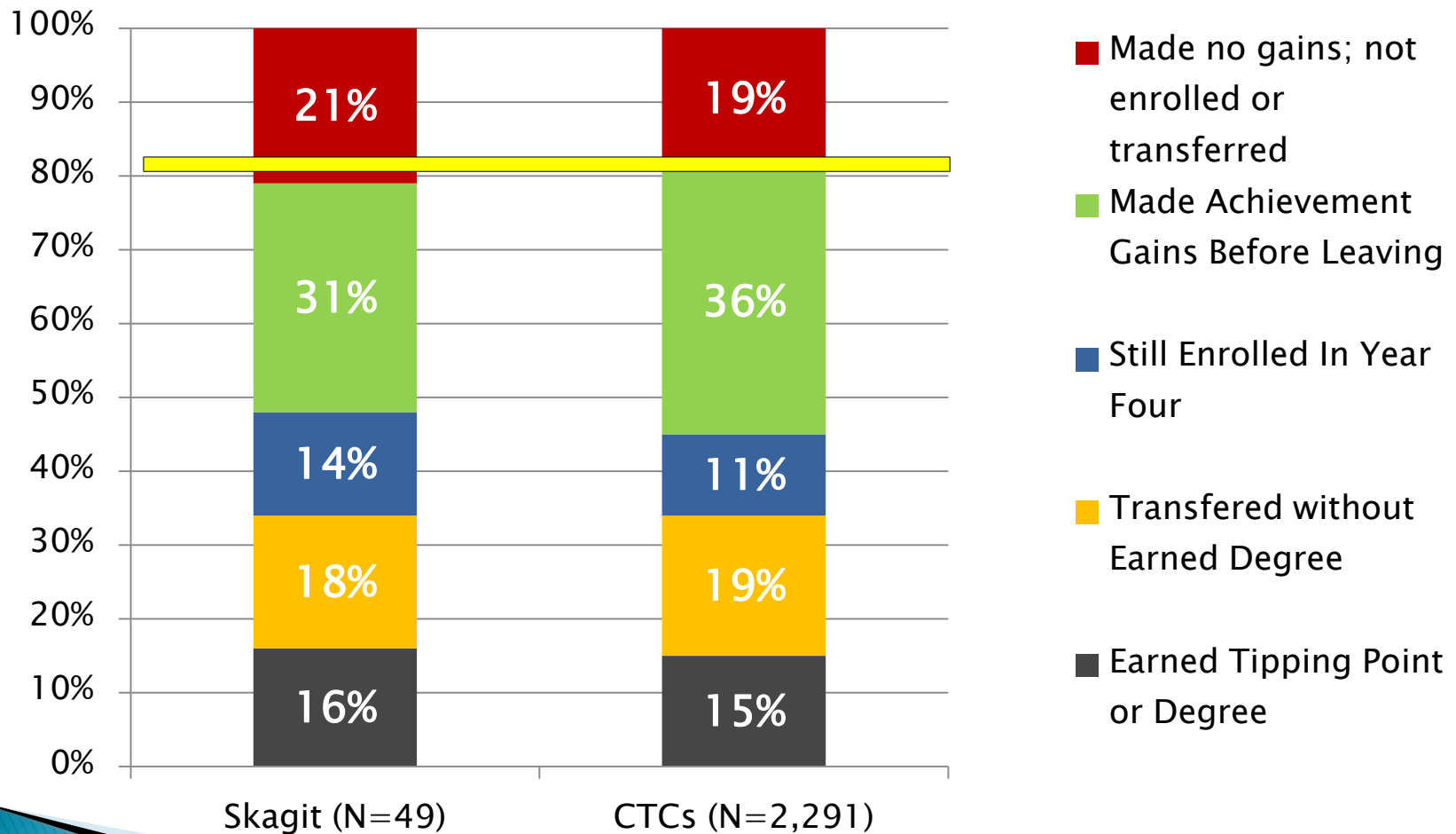
Fall 2007 Cohort



SVC Transfer Cohort Success Rates for All Other Students Lower than CTC System



Fall 2007 Cohort



Core Theme – Achievement

Core Theme Objectives	Indicators	Thresholds
3. Students will experience significant learning related to general education outcomes	SVC responses to the CCSSE Gen Ed-related questions compared to similar-sized colleges	General education learning gains will be equal to or above similar-sized colleges in the CCSSE cohort.

General Education Learning Gains

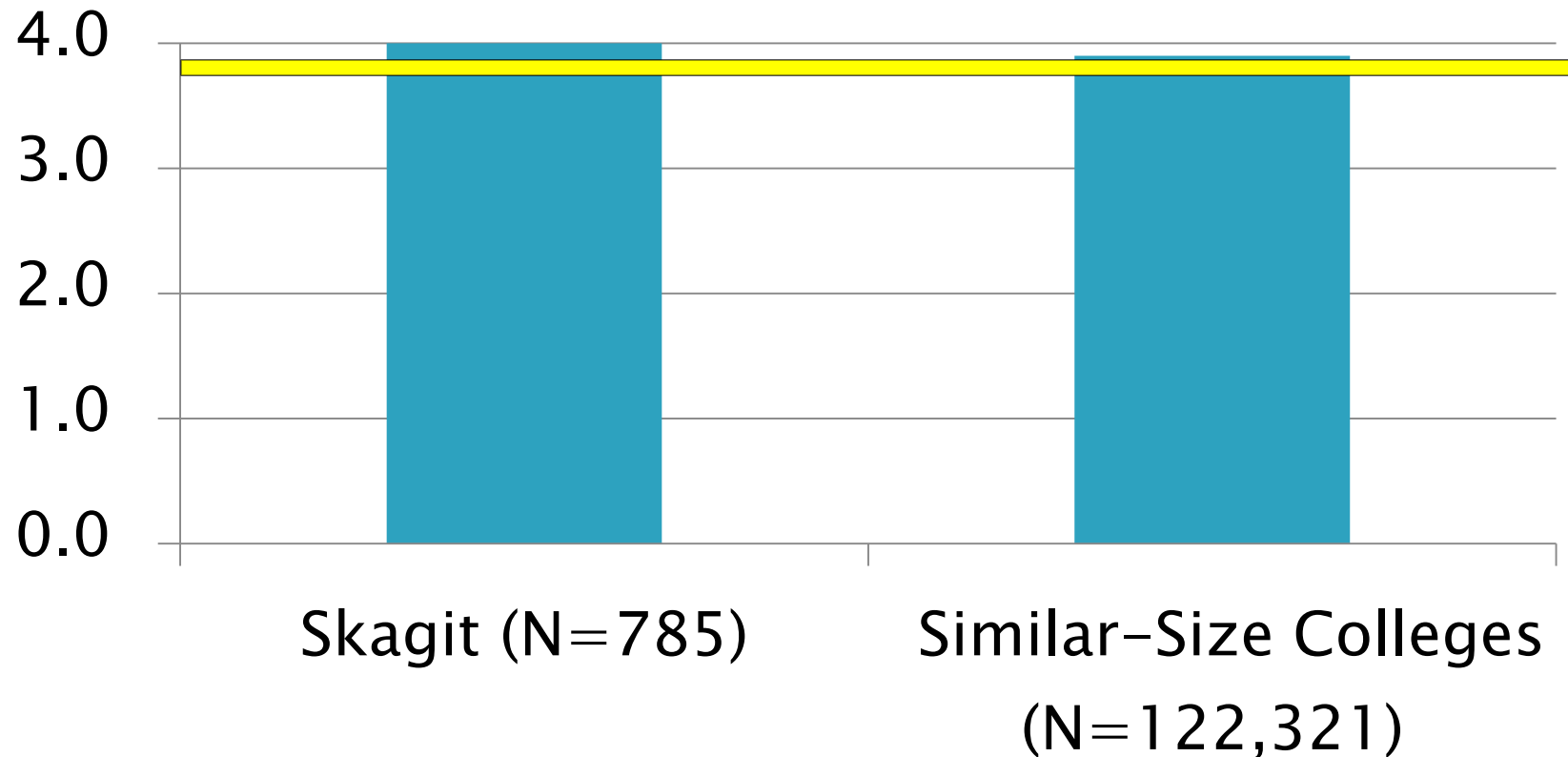
Objective 3:

Students will experience significant learning related to general education outcomes



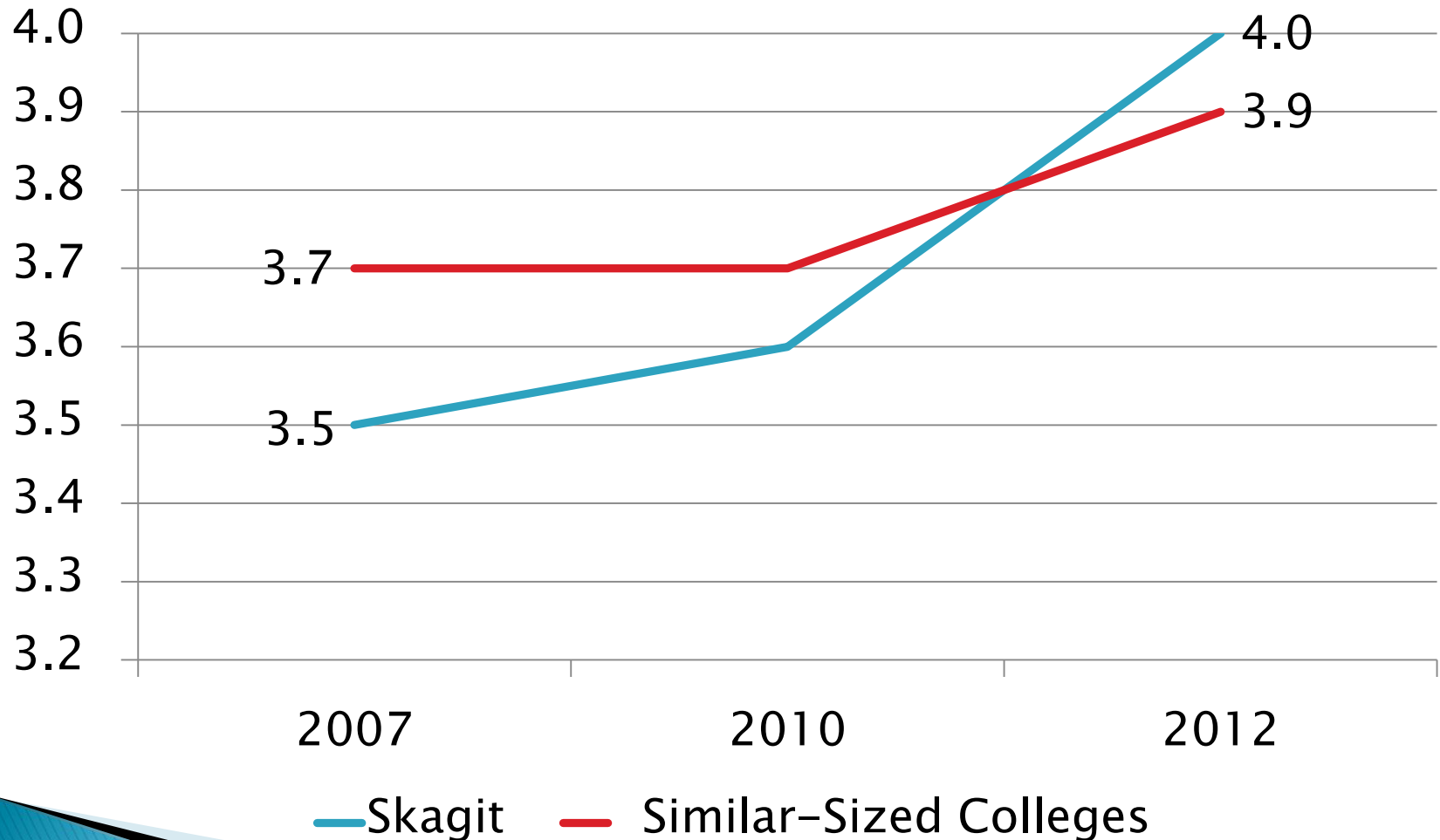
Scorecard indicator = the CCSSE General Education Index of Skagit students' perceptions compared to perceptions of students attending similar colleges across the country.

SVC Students Report Better General Education Learning than do Students at Similar Colleges Nationwide

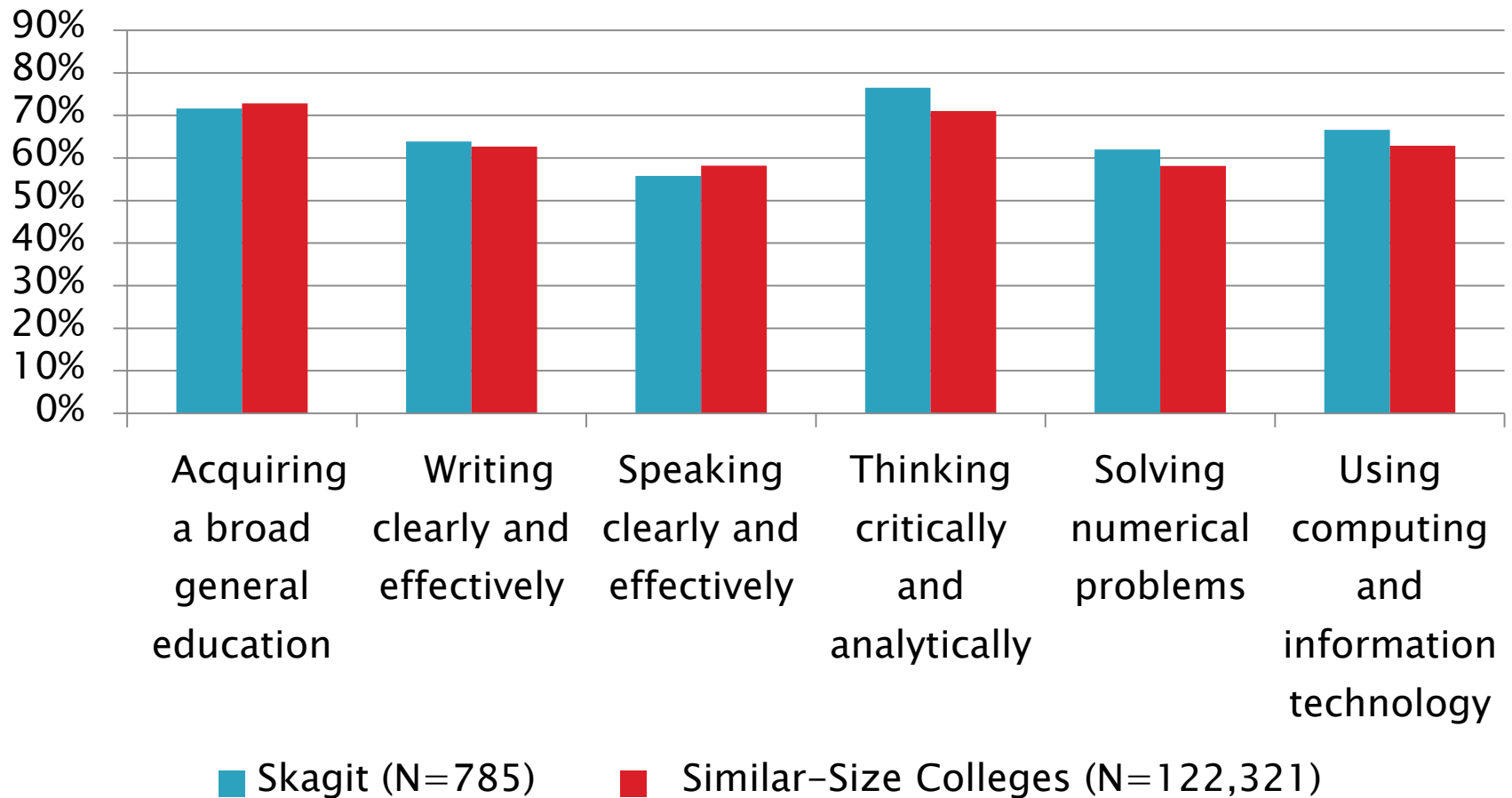


Index includes 6 CCSSE items related to SVC's General Education Learning Outcomes

SVC Students' Perceptions of Learning Improving Over Time



SVC Students' Gains Similar to Gains at Other Colleges



SVC Students' Perceptions Have Improved for Each Index Element Over Time

	2007 (N=519)	2010 (N=731)	2012 (N=785)	Diff. 2007 to 2012
Acquiring a broad general education	64.0%	68.4%	71.6%	7.6%
Writing clearly and effectively	53.8%	62.2%	63.9%	10.1%
Speaking clearly and effectively	52.6%	53.3%	55.8%	3.2%
Thinking critically and analytically	71.0%	70.1%	76.5%	5.5%
Solving numerical problems	53.7%	56.8%	62.0%	8.3%
Using computing and info technology	52.1%	53.1%	66.6%	14.5%

Skagit Valley College Board of Trustees

Board Progress Report
Core Theme – Achievement
(Workforce Students)

February 12, 2013

Core Theme – Achievement

Core Theme Objectives	Indicators	Thresholds
1. Students will successfully progress and meet their educational goals	Student Achievement Cohort (GISS) four-year measures by mission area and ethnicity	GISS measures for SVC will meet or exceed the system for transfer, workforce and basic skills measures.
2. Students will successfully transition to the workforce	Employment rates of workforce students nine months after leaving SVC	Employment rates will be equal to or exceed system rates
3. Students will experience significant learning related to general education outcomes	SVC responses to the CCSSE Gen Ed-related questions compared to similar-sized colleges	General education learning gains will be equal to or above similar-sized colleges in the CCSSE cohort.

Core Theme – Achievement

Core Theme Objectives	Indicators	Thresholds
1. Students will successfully progress and meet their educational goals	Student Achievement Cohort (GISS) four-year measures by mission area and ethnicity	GISS measures for SVC will meet or exceed the system for transfer, workforce and basic skills measures.

Workforce Student Success

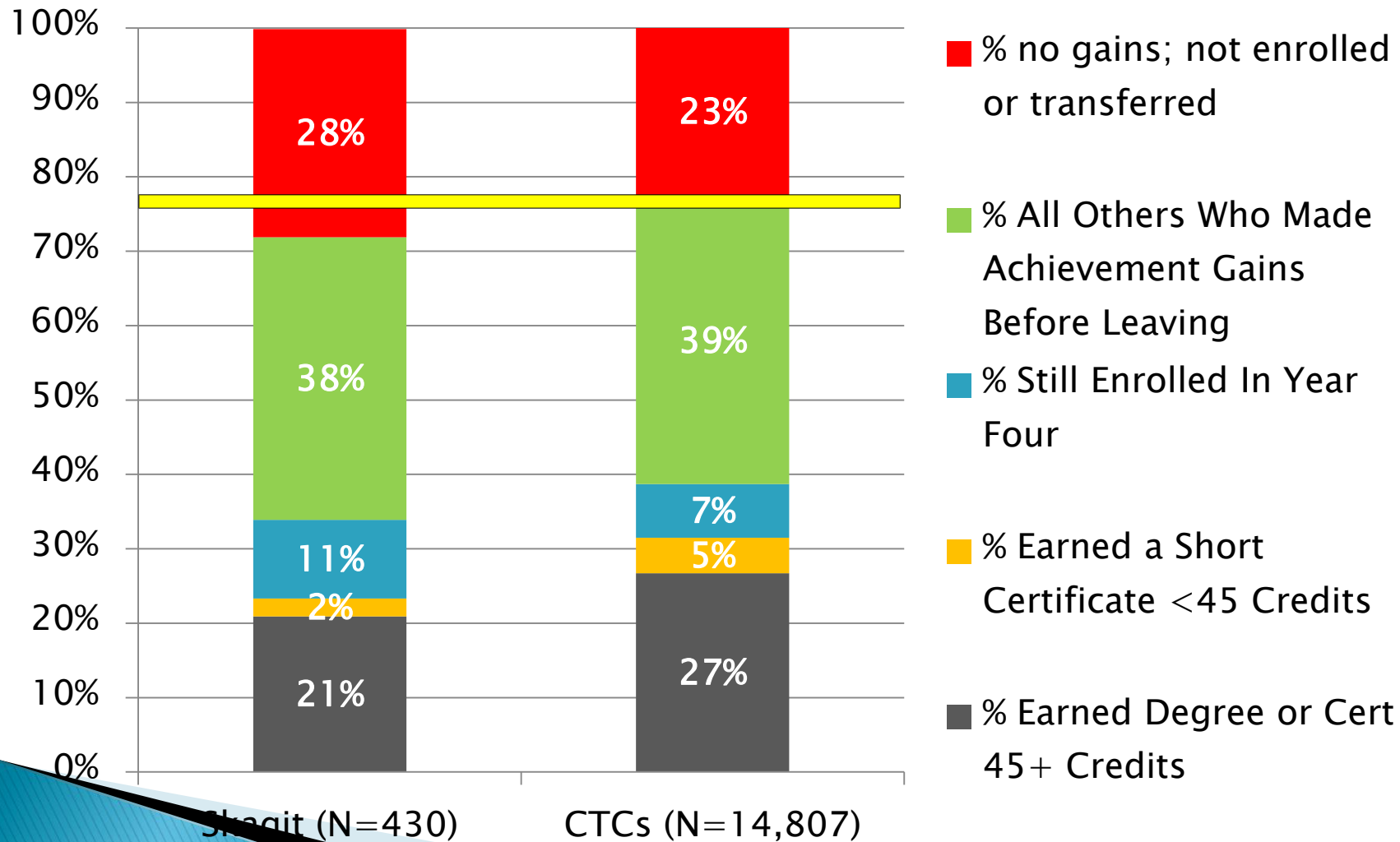
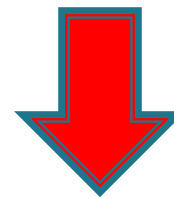
Objective 1:

Students will successfully progress and meet their educational goals

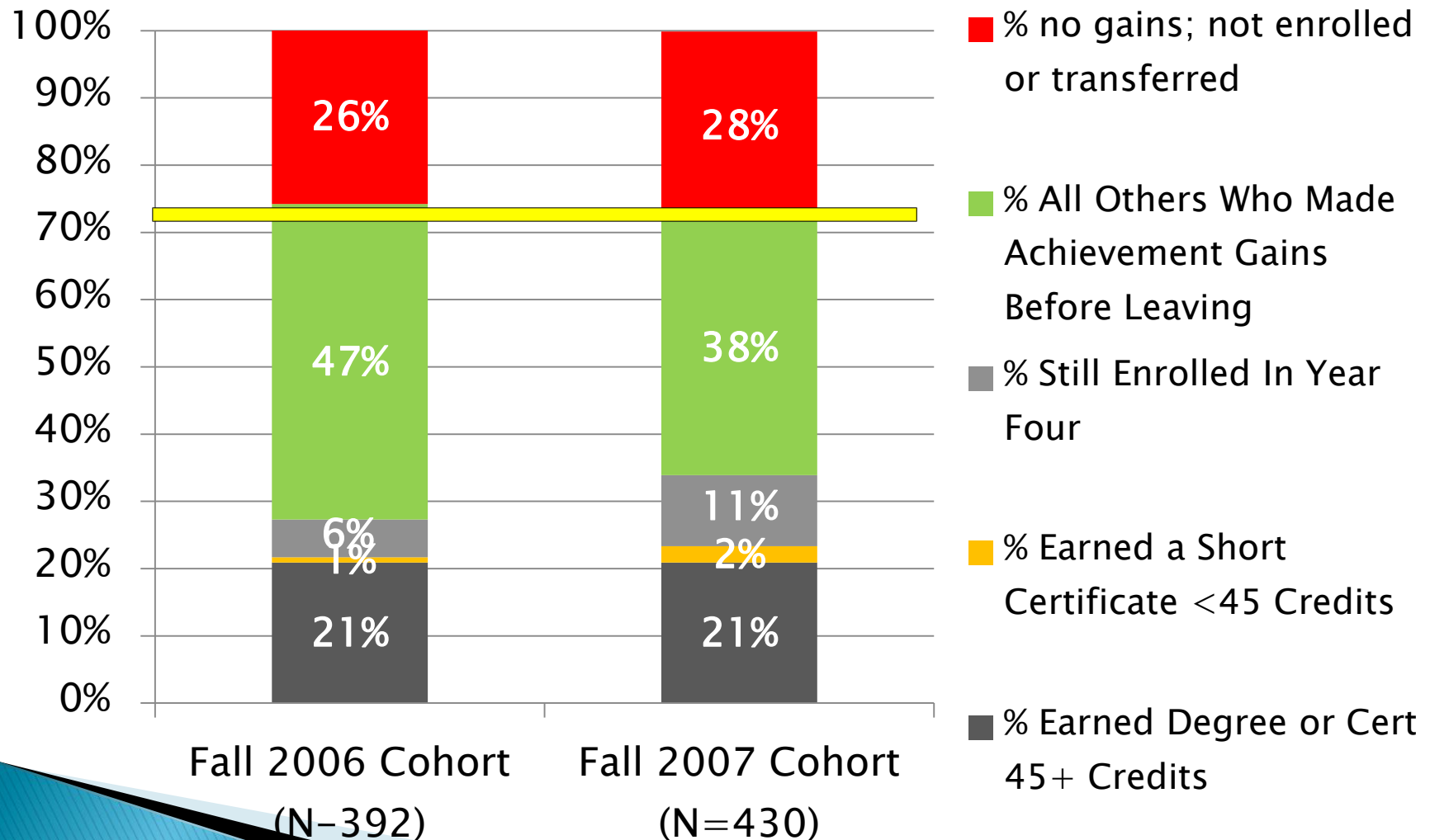


Scorecard indicator = the percentage of students who earned a degree, reached the tipping point, transferred without a degree, are still enrolled in year four, or made achievement gains before leaving compared to the system percentage.

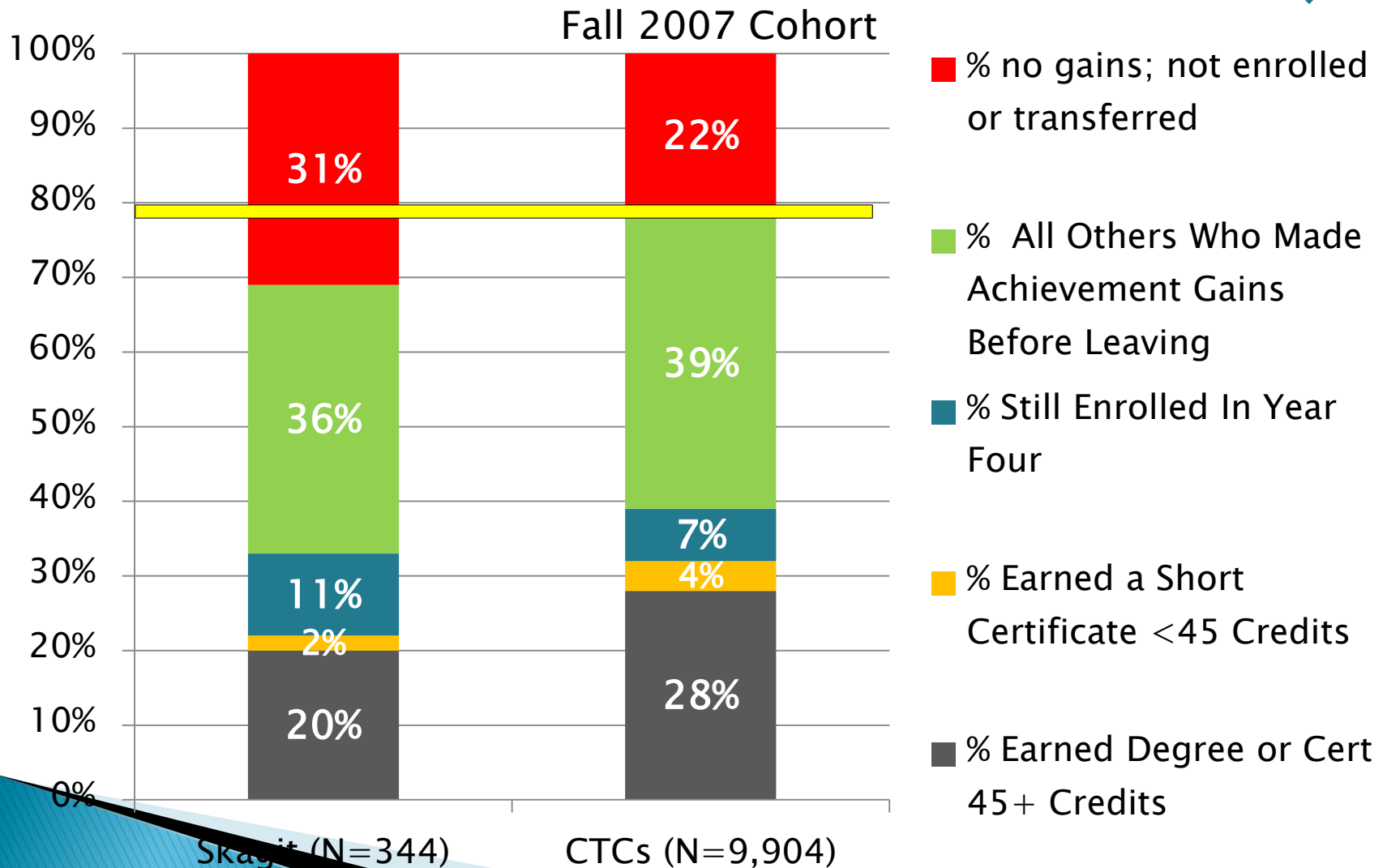
SVC Workforce Cohort Success Rates Lower than CTC System



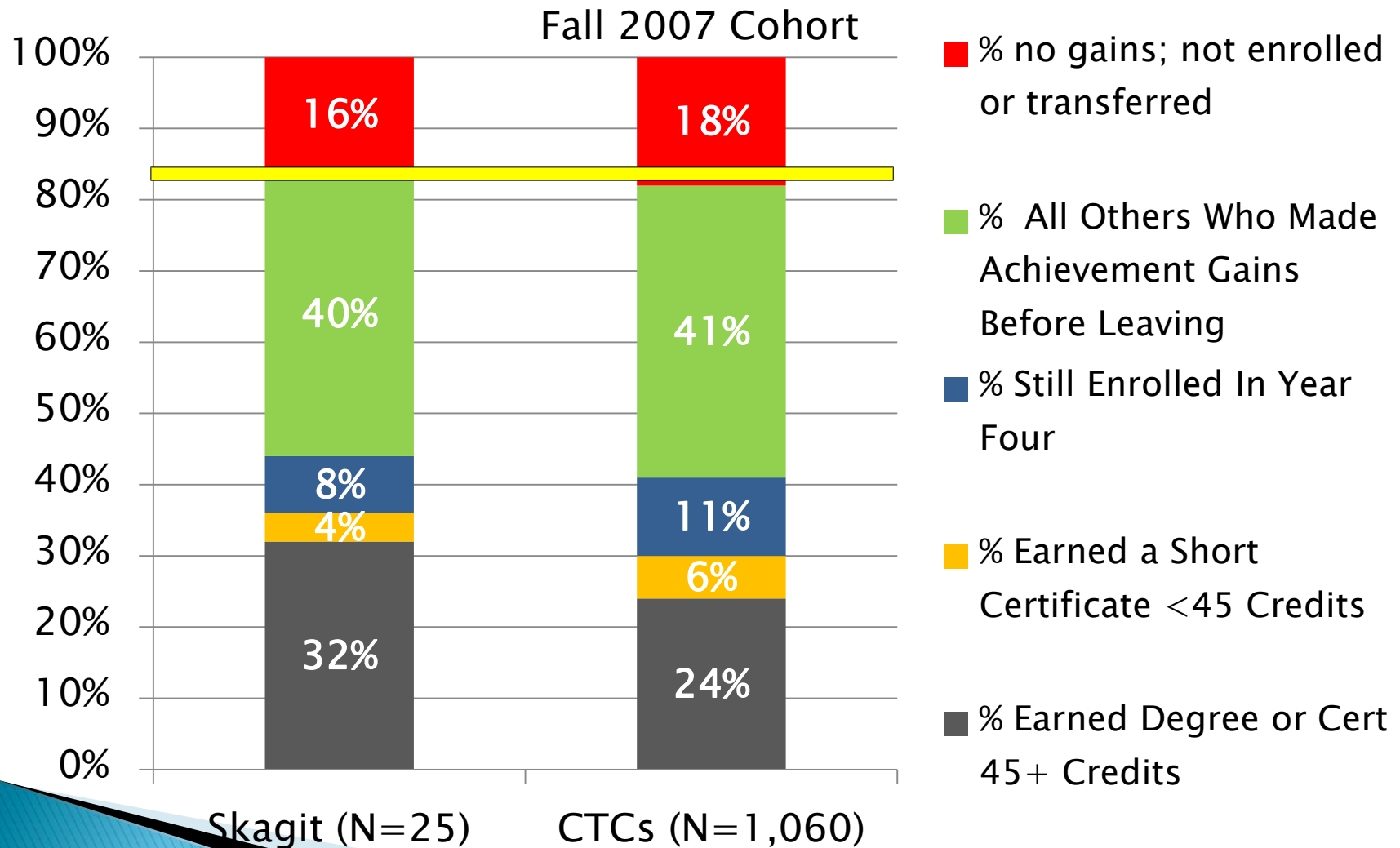
SVC Workforce Cohort Success Rates Down Slightly 2006 to 2007



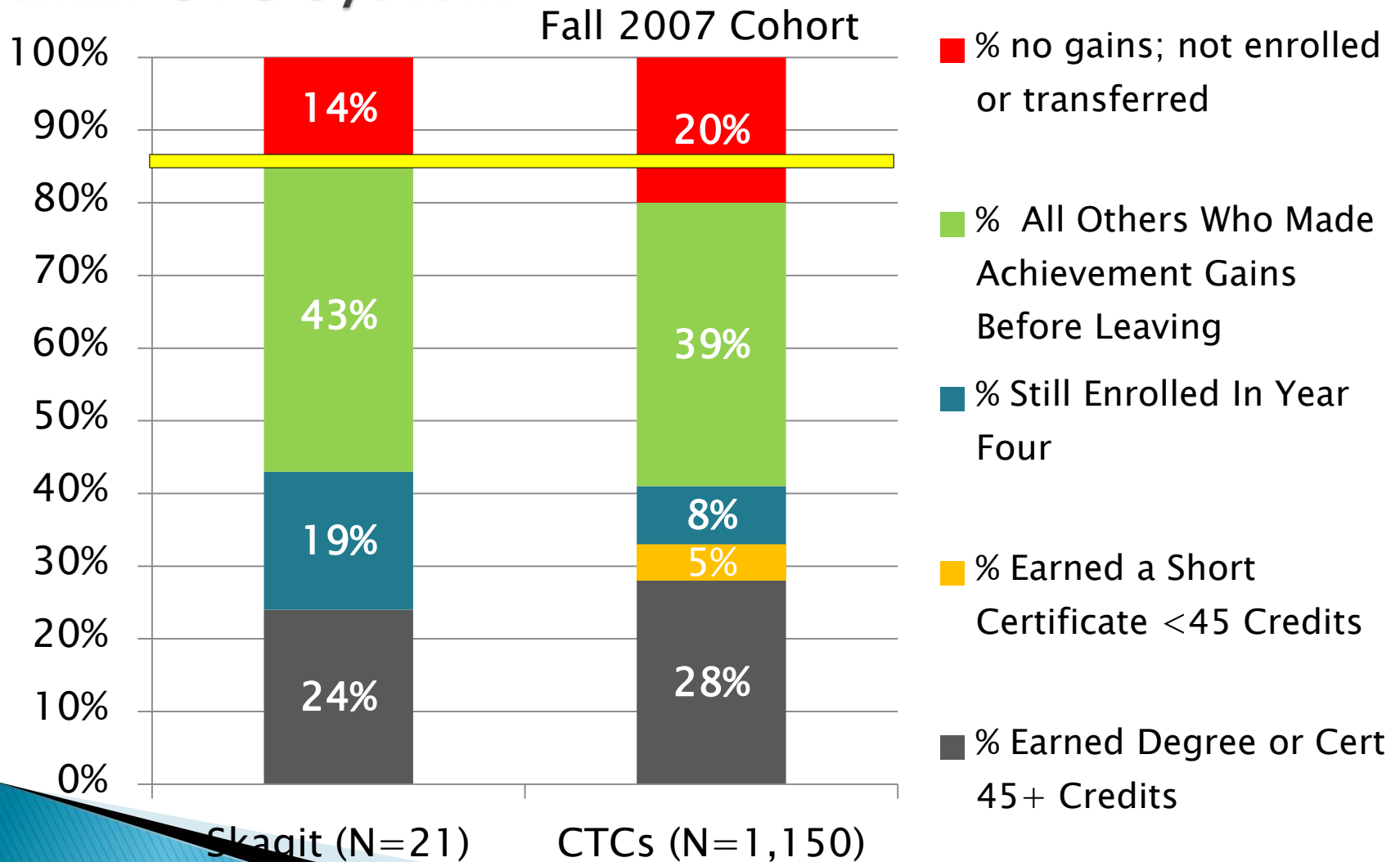
SVC Workforce Cohort Success Rates for White Students Lower than CTC System



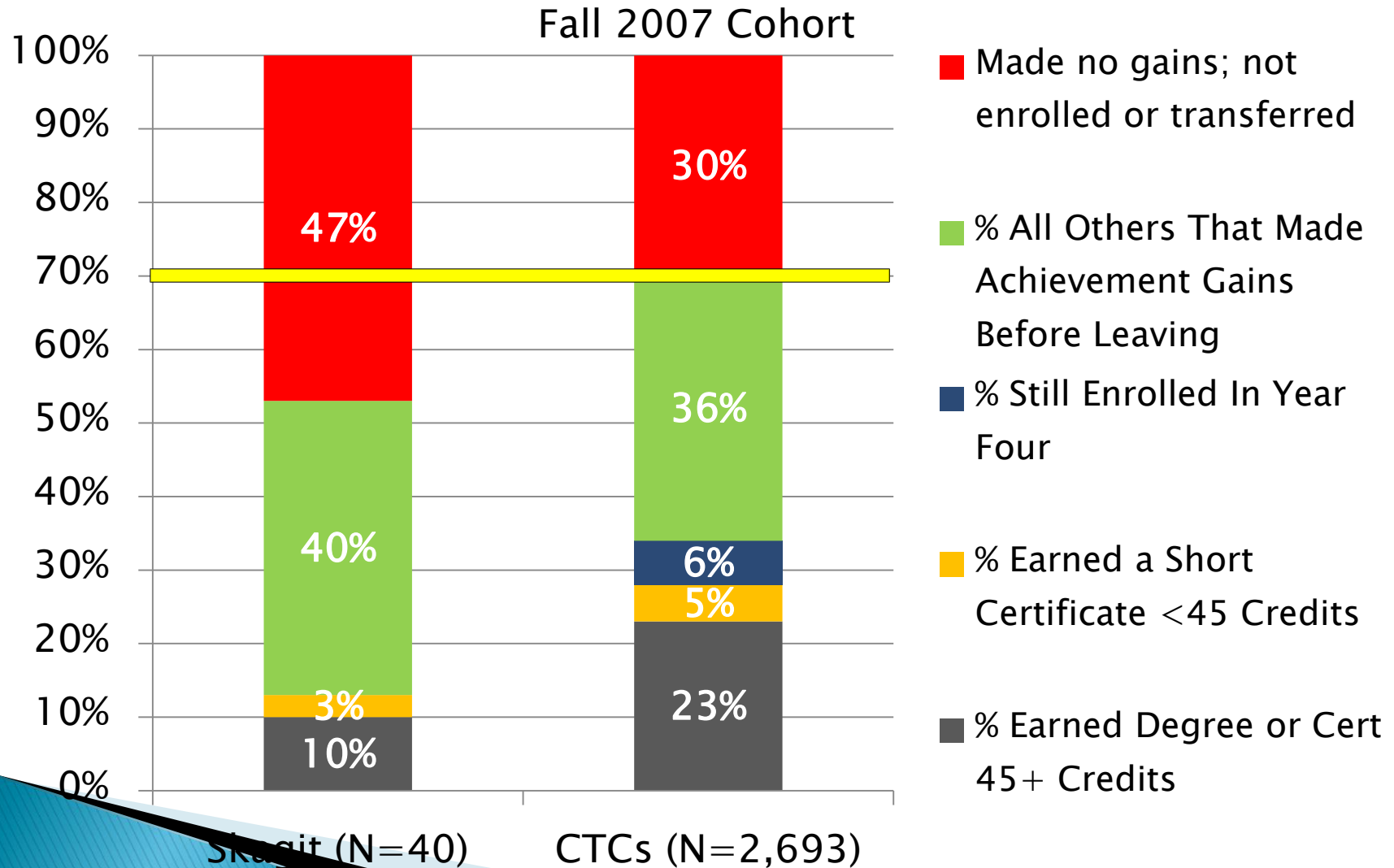
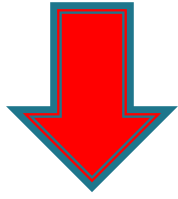
SVC Workforce Cohort Success Rates for Latino Students Higher than CTC System



SVC Workforce Cohort Success Rates for Asian/Pacific Islander Students Lower than CTC System



SVC Workforce Cohort Success Rates for All Other Students Lower than CTC System



Core Theme – Achievement

Core Theme Objectives	Indicators	Thresholds
2. Students will successfully transition to the workforce	Employment rates of workforce students nine months after leaving SVC	Employment rates will be equal to or exceed system rates

Workforce Transition

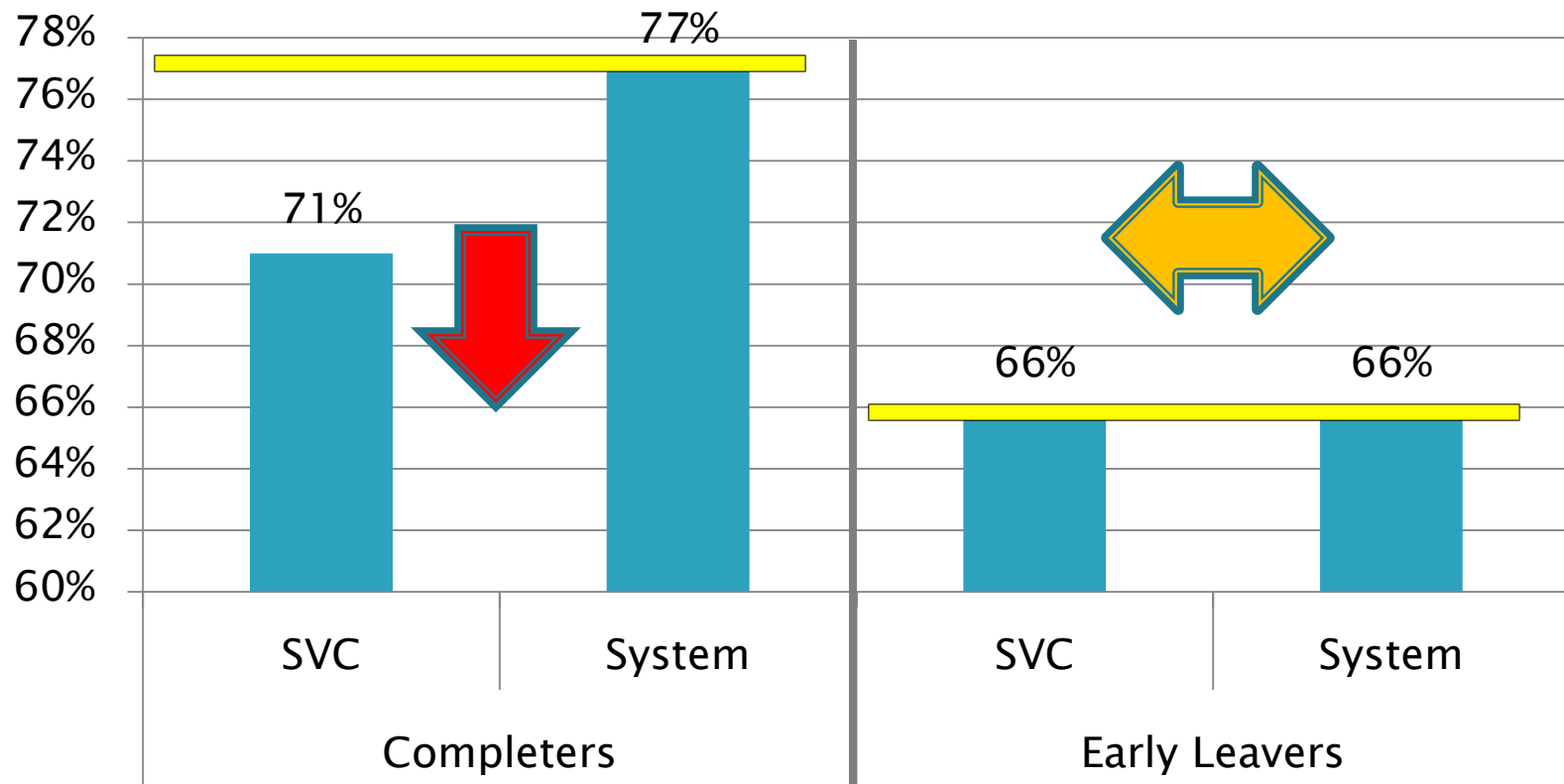
Objective 3:

Students will successfully transition to the workforce



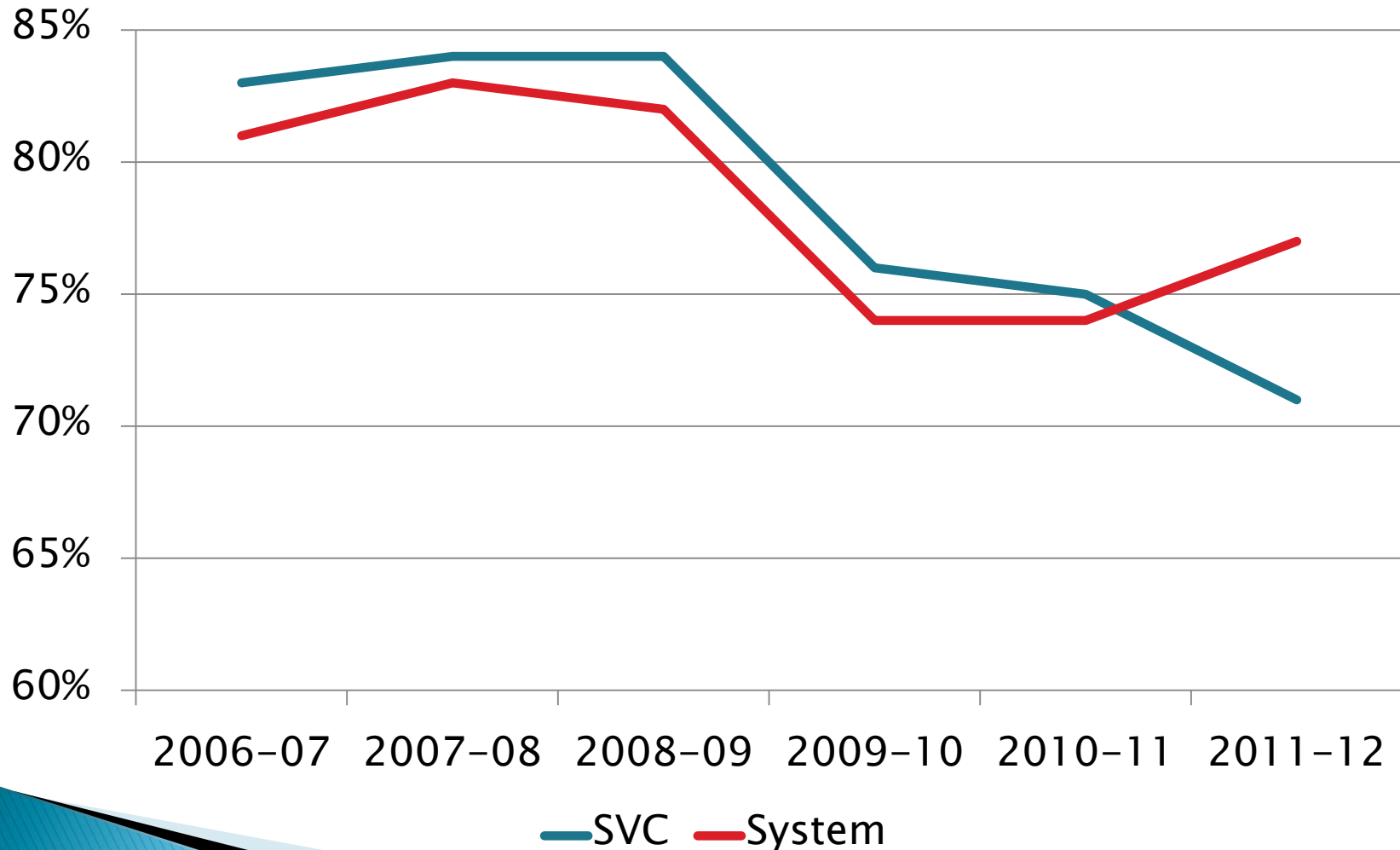
**Scorecard indicator =
the placement rates of
workforce completers
and early leavers nine
months after leaving
college**

SVC Workforce Completers have Slightly Lower Employment Rates than System Colleges; Early Leavers have Similar Rates

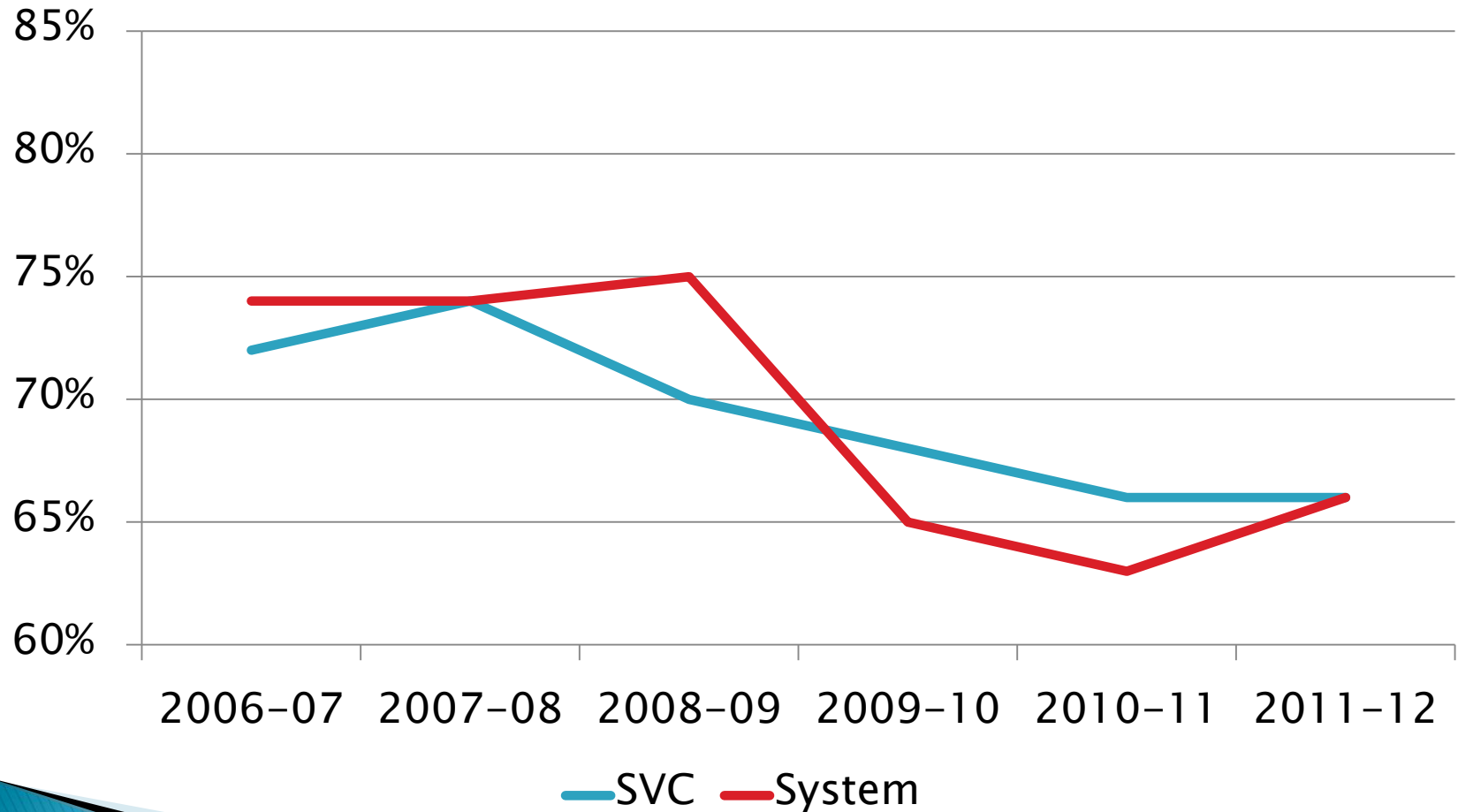


Student Employment Rates Nine Months
After Leaving SVC

SVC and System Completers' Employment Rates Over Time



SVC and System Early Leavers' Employment Rates Over Time



DATE: November 27, 2012

TO: Tom Bates, Laura Cailloux, Dave Paul, & Joan Youngquist

FROM: Mick Donahue, Ph.D.

RE: 2012-2013 Faculty Evaluations

Per negotiations, faculty evaluations shall be completed by the appropriate supervising administrator in writing then shall be reviewed and signed by both parties—full-time, tenured faculty evaluation review will be in a private meeting. If any faculty member disagrees with any portion of their evaluation, the faculty member has the right to reduce to writing said disagreements. The completed evaluation forms, with appropriate signatures, shall be submitted to the Executive Vice President for Instruction & Student Services prior to June 1. Copies of written disagreements by the faculty being evaluated must be attached. All documents shall be placed in the individual's personnel file.

The evaluation and classroom evaluation forms are attached. These forms are negotiated and cannot be modified—if a portion does not apply, leave it blank.

Please distribute the faculty evaluation forms to Director and Department/Division Chairs as appropriate. Adjunct and full-time temporary faculty that have been evaluated for three consecutive years (2009-10, 2010-11, & 2011-12) transfer to the 5-year cycle (so won't be evaluated again until 2016-17). Kathy has a list if you aren't sure. Tenured faculty you have designated for 2012-2013 evaluation per the 5-year cycle implemented fall quarter 2009 also need to be evaluated.

Please note: faculty being evaluated can request that documents be included with their evaluation (i.e. class observation form, self evaluation, SGID, etc.). You need to list attached documents on the line provided at the bottom of the evaluation form. As noted last year, anonymous student comments cannot be included in personnel files per faculty negotiations.

Full-time tenured faculty are on a 5-year evaluation cycle which includes:

1. A current professional development plan
2. Classroom observation by appropriate administrator—during the academic year they are being reviewed—utilizing the negotiated Classroom Observation form.
3. Student opinionnaires – all classes (including moonlight) during one quarter in the academic year they are scheduled to be reviewed.
4. At the request of the faculty member, a peer observation may be included—utilizing the negotiated classroom observation form and/or SGID by a SGID qualified faculty member.
5. The appropriate administrator will write a review of the faculty member utilizing the Faculty Review form.
 - The review will be the basis for a discussion with the appropriate administrator & faculty member.

Probationary, tenure-track faculty will be reviewed as stated in the Negotiated Agreement.

Full-time temporary faculty will be reviewed annually for 3 years and then convert to a 5-year cycle. This includes:

1. A current professional development plan
2. Classroom observation by appropriate supervisor – once during the academic year for the first 3 years, then converts to the 5-year cycle—utilizing the negotiated Classroom Observation form.
3. Student opinionnaires – all classes (including moonlight) during one quarter each academic year for the first 3 years, then converts to the 5-year cycle.
4. At the request of the faculty member, a peer observation may be included—utilizing the negotiated classroom observation form and/or SGID by a SGID qualified faculty member.
5. The appropriate administrator will write a review of the faculty member utilizing the Faculty Review form.
 - The review will be the basis for a discussion with the appropriate administrator & faculty member.

Adjunct faculty will be reviewed annually for 3 years and then convert to a 5-year cycle. This includes:

1. Part-time professional/technical instructors teaching a two-thirds full-time load for more than the equivalent of three quarters must complete a professional development plan as part of the requirements of initial certification (WAC 131-16-092, WAC 131-16-094).
2. Classroom observation by appropriate supervisor – once each academic year for the first 3 years, then converts to the 5-year cycle—utilizing the negotiated Classroom Observation form.
3. Student opinionnaires – all classes during one quarter each academic year for the first 3 years, then converts to the 5-year cycle.
4. At the request of the faculty member, a peer observation may be included—utilizing the negotiated classroom observation form and/or SGID by a SGID qualified faculty member.
5. The appropriate administrator will write a review of the faculty member utilizing the Faculty Review form.
 - The review will be the basis for a discussion with the appropriate administrator & faculty member.

Attachments:

- Faculty Review Form
- Classroom Observation Form



General Education Experiences of 2008-09 Graduates

The graphs below present the distributions of general education outcomes provided in classes successfully completed by a sample (N = 137) of all (481) 2008-09 associate degree graduates. Three categories of graduates were reviewed: those earning Associate in Arts transfer degrees (DTA), Associate in Arts General Studies degrees, and Vocational Associate (ATA) degrees. The following table provides counts of degrees by type.

	DEGREE_TITLE	EXIT CODE	COUNT
Transfer Degrees	AA UNIV COLL TRFR DTA	D	93
	ASSOC APPLIED SCI ECE	T	1
	ASSOC IN BUSINESS DTA/MRP	F	8
	ASSOC IN SCI-PHYSICS/ENGR	H	2
Vocational Degrees	ATA MEDICAL ASSISTANT	1, CIP not = 240101	1
	ATA FIRE PROTECTION TECH		1
	ATA MULTI/INTER TECH		3
	ATA NURSING		5
	ATA OFTEC ACCOUNTING PARAPRO		4
	ATA OFTEC ADMIN ASSISTANT		2
	ATA PARALEGAL		1
General Studies Degrees	AA GENERAL STUDIES	1, CIP = 240101	16
Total			137

A file of graduates was obtained from the Completions file in the SBCTC's Data Warehouse. This was linked to the Data Warehouse Transcript file to obtain a list of all classes successfully completed by each of the graduating student. An additional file was constructed that listed each of the classes taken by the sample and their associated general education objectives, as stipulated on the college's web site.

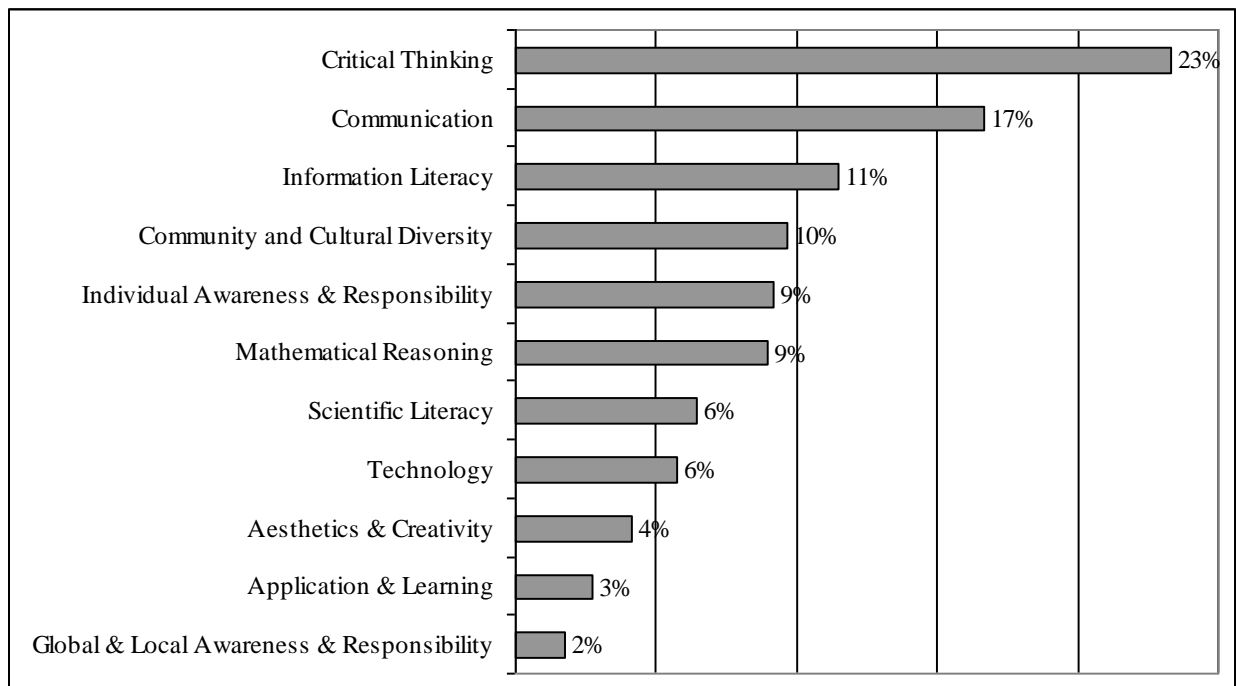
Because many of our students transfer in with credits acquired at other colleges, some of the spring quarter graduates earned fewer than 30 credits at SVC. Obviously, these individuals did not have the opportunity to experience a full range of documented general education instruction at our institution. The sample cohort was consequently restricted to 137 graduates who had earned between 90 and 100 college-level credits at SVC. Only enrollments that resulted in earned credits were included (Earned credit field = Y).

In a few cases students completed the same course multiple times. These were primarily PE activity courses. In these cases, the course and its associated Gen Ed outcomes were counted only once per student.

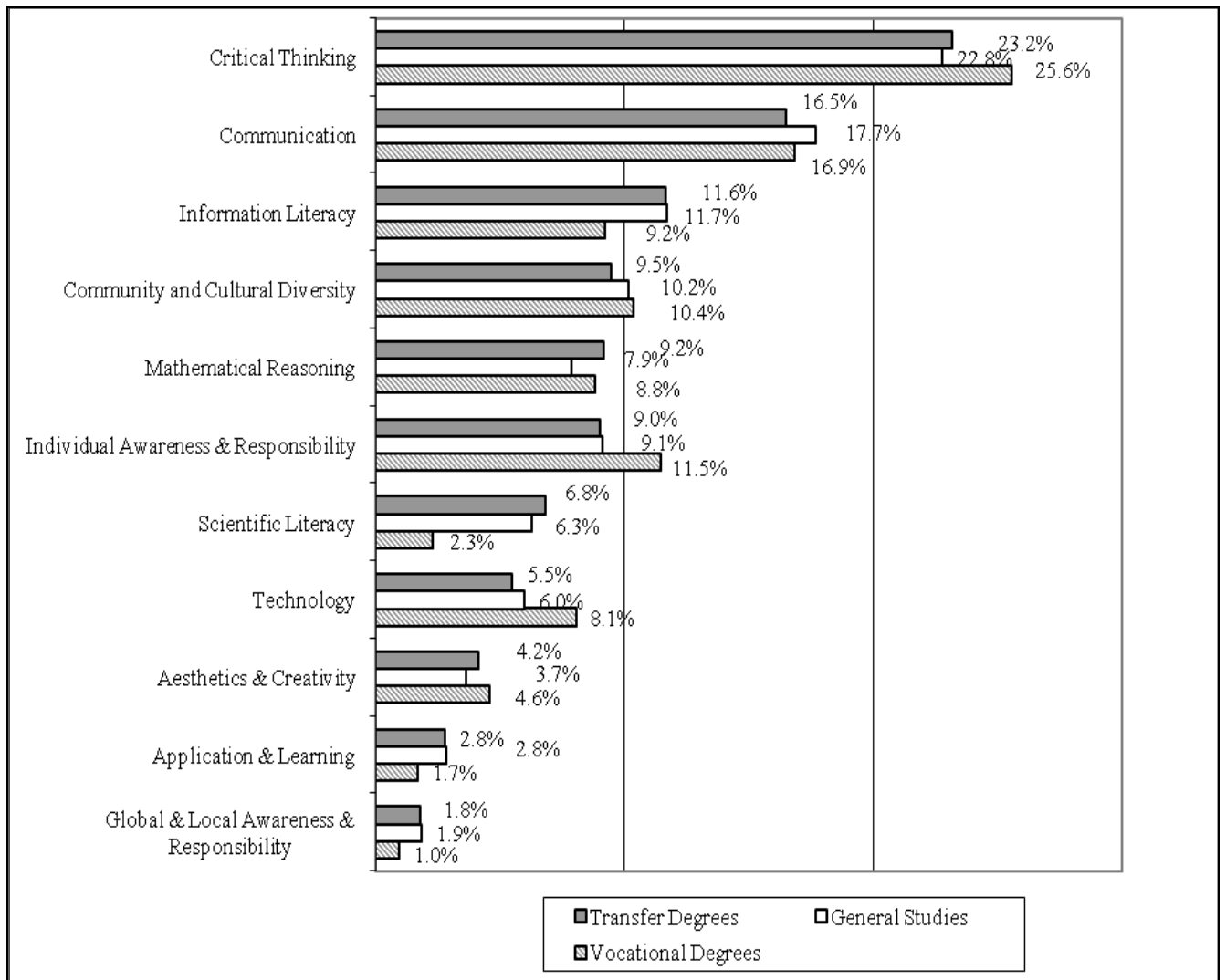
Some of the cohort took a portion of their courses as far back as the 1990s – well before the college defined and published its general education outcomes. In such cases, the current outcomes associated with the classes were used. While this may have been less than ideal, no workable alternative was apparent.

Microsoft Access was used for all files and queries needed to construct the following tables. They are available for inspection in the Office of Institutional Research.

The table below presents the percentage distribution of general education outcomes experienced by the 137 2008-09 graduates in classes successfully completed.



An immediate question is whether the distribution of general education instruction experienced varied for student with different kinds of degrees. As the table on the following page illustrates, the general education experiences of the three categories of graduates—transfer, general studies, and vocational degree recipients—seem roughly parallel, with the exception of vocational degree recipients who were associated with a lower percentage for scientific literacy but higher percentages for technology and for individual awareness and responsibility.



GENERAL EDUCATION LEARNING VALUES & OUTCOMES

Revised May 2008

0. Application & Integration

Definition: Applying information from one or more disciplines and/or field experiences in new contexts (Outcomes 0.1); developing integrated approaches or responses to personal, academic, professional, and social issues (Outcomes 0.2-0.5)

Outcomes: Students will be able to . . .

- 0.1 Apply theories and concepts studied in the classroom to field, clinical, shop, research, or laboratory settings.
- 0.2 Identify the strengths and limitations of different fields of study.
- 0.3 Identify and evaluate the relationships among different perspectives within a field of study or among different fields of study.
- 0.4 Integrate concepts and analytical frameworks from multiple perspectives to develop one or more of the following: more comprehensive descriptions, multi-causal explanations, new interpretations, or deeper explorations of issues.
- 0.5 Analyze and reflect upon insights gained from integrating multiple perspectives in a purposeful project or experience.

1. Information Literacy

Definition: Recognizing when information is needed and having the ability to locate, evaluate, and use effectively the needed information.

Outcomes: Students will be able to . . .

- 1.1 Determine the extent of information needed.
- 1.2 Access the needed information effectively, efficiently, ethically, and legally.
- 1.3 Evaluate information and its sources critically.
- 1.4 Evaluate issues (for example economic, legal, historic, social) surrounding the use of information.
- 1.5 Effectively integrate and use information ethically and legally to accomplish a specific purpose.

2. Critical Thinking

Definition: Thinking 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.

Outcomes: Students will be able to . . .

- 2.1 Identify and express concepts, terms, and facts related to a specific discipline.
- 2.2 Analyze issues and develop questions within a discipline.
- 2.3 Identify, interpret, and evaluate pertinent data and previous experience to reach conclusions.
- 2.4 Evaluate decisions by analyzing outcomes and the impact of actions.
- 2.5 Identify similarities and differences in the ways in which data is collected and analyzed in different disciplines.
- 2.6 Recognize how the value and biases in different disciplines can affect the ways in which data is analyzed.
- 2.7 Identify and evaluate connections and relationships among disciplines.
- 2.8 Describe how one's own preconceptions, biases and values affect one's response to new and ambiguous situations.
- 2.9 Apply and/or create problem-solving strategies to successfully adapt to unpredictable and/or changing environments.

3. Communication

Definition: Understanding and producing effective written, spoken, visual, and non-verbal communication

Outcomes: Students will be able to...

- 3.1 Recognize, read, and comprehend academic and/or professional writing.
- 3.2 Recognize, produce and demonstrate appropriate interpersonal, group, and public speaking skills
- 3.3 Demonstrate effective listening skills.
- 3.4 Produce academic and/or professional writing and integrate it into written and spoken projects.
- 3.5 Recognize, comprehend, and use non-verbal behaviors appropriate to a given context.
- 3.6 Recognize, comprehend, and use visual communication appropriate to a given context.
- 3.7 Adapt communication to diverse audiences and media.

4. Community & Cultural Diversity

Definition: Recognizing the value of human communities and cultures from multiple perspectives through a critical understanding of their similarities and differences.

Outcomes: Students will be able to . . .

- 4.1 Identify and express concepts, terms, and issues associated with the diverse perspectives of race, social class, gender, sexual orientation, disabilities, and culture.
- 4.2 Understand, value and respect human differences and commonalities as they relate to issues of race, social class, gender, sexual orientation, disabilities, and culture.
- 4.3 Understand the historically and socially constructed nature of human differences and the meanings attributed to those differences.
- 4.4 Demonstrate effective communication across differences in human communities and cultures.
- 4.5 Adapt to and function effectively in communities and cultures different from one's own.
- 4.6 Utilize ethical practice in relation to diverse communities and cultures for the promotion of equity and social justice.

5. Global & Local Awareness & Responsibility

Definition: Understanding the complexity and interdependence of, and stewardship responsibilities to, local and global communities and environments.

Outcomes: Students will be able to . . .

- 5.1 Understand the impact of their own and other's actions on local/global communities and environments and how those communities/environments affect them in turn.
- 5.2 Identify diverse communities and their shared/competing interests and develop strategies for prevention and resolution of conflict.
- 5.3 Understand the consequences of choices as they relate to local/global community and environmental issues.
- 5.4 Understand the concept of local/global stewardship, and its ethical components, to communities and environments.
- 5.5 Demonstrate ethical practices as part of stewardship to local/global communities and environments.

6. Individual Awareness & Responsibility

Definition: Understanding, managing, and taking responsibility for one's learning and behavior in varied and changing environments.

Outcomes: Students will be able to . . .

- 6.1 Identify ethical and healthy choices and apply these personally, socially, academically, and professionally.
- 6.2 Demonstrate standards of professionalism in manner, appearance, and setting appropriate to the context, including the classroom, workplace, and community.
- 6.3 Apply successful organizational strategies of planning, goal setting, prioritizing, resolving conflict, and managing time to specific goals and/or projects.
- 6.4 Use self-reflection to recognize and define a sense of self-identity in personal, social/gender, and/or cultural/global terms and in relationship to others.
- 6.5 Develop self-monitoring and self-advocacy skills to effect positive life changes.

7. Aesthetics & Creativity

Definition: Interpreting human experience through engagement with creative processes and aesthetic principles.

Outcomes: Students will be able to . . .

- 7.1 Demonstrate an understanding of the creative process.
- 7.2 Demonstrate knowledge of aesthetic principles.
- 7.3 Use knowledge of creative processes and aesthetic principles to understand humans and the world around them.
- 7.4 Demonstrate an understanding of the role of arts and creative expression in societies.

8. Mathematical Reasoning

Definition: Understanding and applying concepts of mathematics and logical reasoning in a variety of contexts, both academic and non-academic.

Outcomes: Students will be able to . . .

- 8.1 Analyze problems to determine what mathematical principles apply.
- 8.2 Correctly apply logical reasoning and mathematical principles to solve problems.
- 8.3 Interpret information and reasoning expressed mathematically (for example in spreadsheets, diagrams, charts, formulas, etc.).
- 8.4 Communicate mathematical information effectively.

9. Scientific Literacy

Definition: Understanding scientific principles, and analyzing and applying scientific information in a variety of contexts.

Outcomes: Students will be able to . . .

- 9.1 Demonstrate an understanding of fundamental scientific concepts.
- 9.2 Demonstrate their understanding of the principles of scientific methods, analysis, and reasoning.
- 9.3 Analyze, apply, and communicate scientific concepts and principles in context (for example, in technological, personal, and/or professional situations).
- 9.4 Use scientific concepts and principles to understand the natural world, human behavior and culture, and relationships between humans and the rest of the natural world.
- 9.5 Demonstrate an understanding of the political and ethical issues in science.

10. Technology

Definition: Understanding the role of technology in society and using technology appropriately and effectively.

Outcomes: Students will be able to . . .

- 10.1 Demonstrate an understanding of the development and impact of technology in human experience (history, global, and local).
- 10.2 Demonstrate an understanding of legal, ethical, and environmental issues in the use and misuse of technology.
- 10.3 Use technology appropriate to the context and task to effectively retrieve and manage information, solve problems, and facilitate communication.
- 10.4 Demonstrate an understanding of the impact of technology in one's personal and professional life.

Skagit Valley College Board of Trustees

Board Progress Report
Core Theme – Achievement
(General Education Section Only)

January 8, 2013

Core Theme – Achievement

Core Theme Objectives	Indicators	Thresholds
3. Students will experience significant learning related to general education outcomes	SVC responses to the CCSSE Gen Ed-related questions compared to similar-sized colleges	General education learning gains will be equal to or above similar-sized colleges in the CCSSE cohort.

General Education Learning Gains

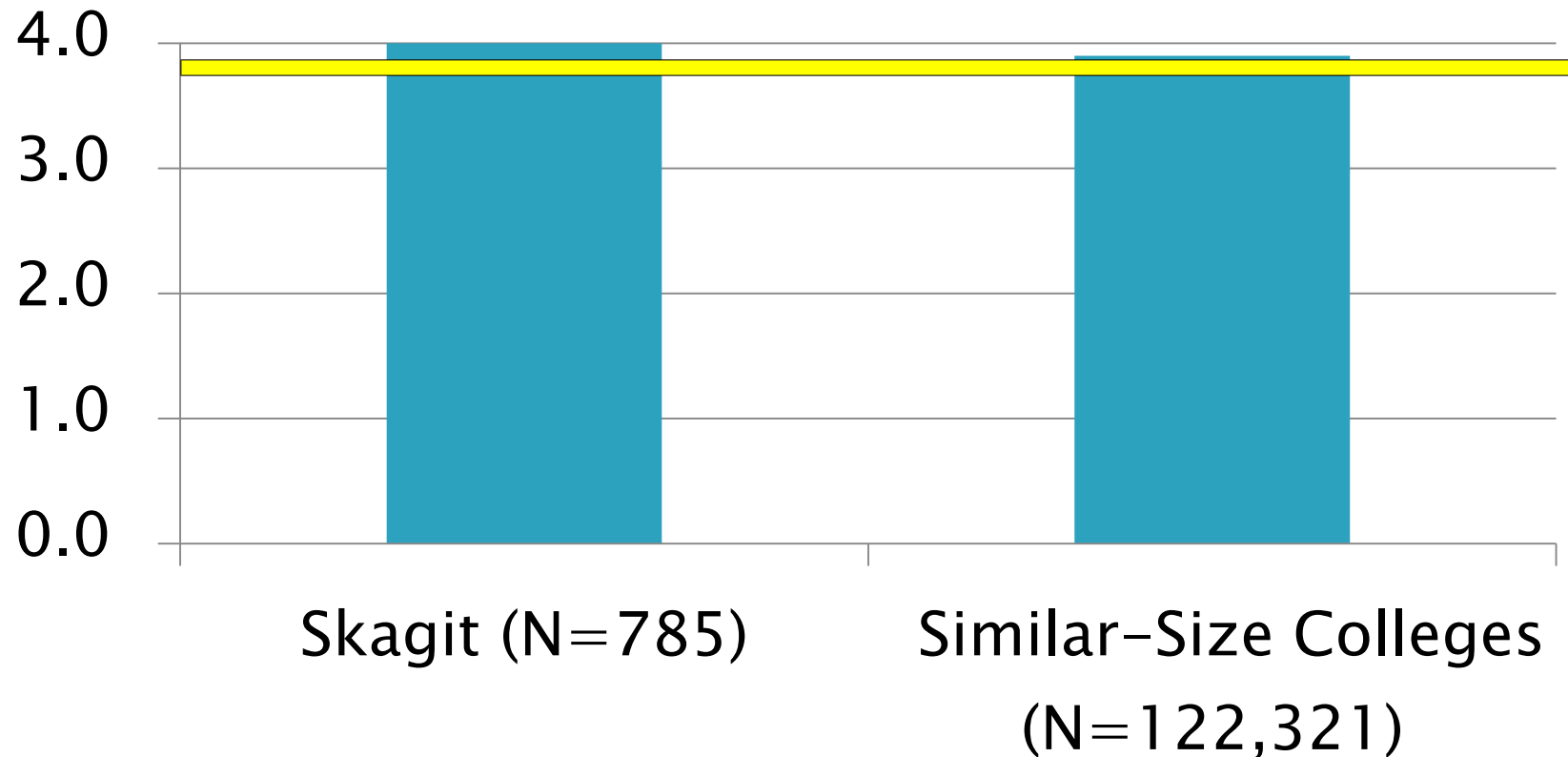
Objective 3:

Students will experience significant learning related to general education outcomes



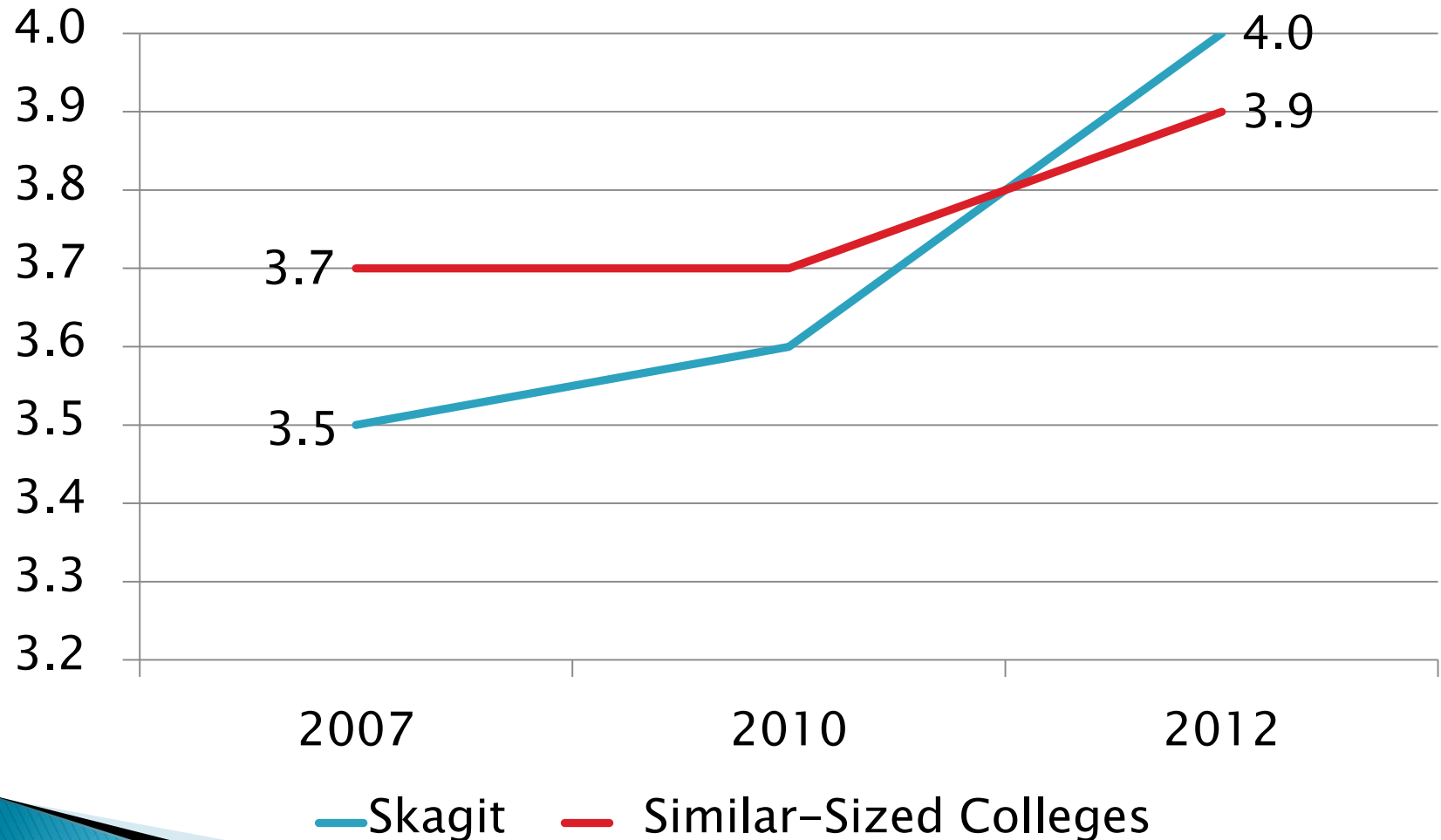
Scorecard indicator = the CCSSE General Education Index of Skagit students' perceptions compared to perceptions of students attending similar colleges across the country.

SVC Students Report Better General Education Learning than do Students at Similar Colleges Nationwide

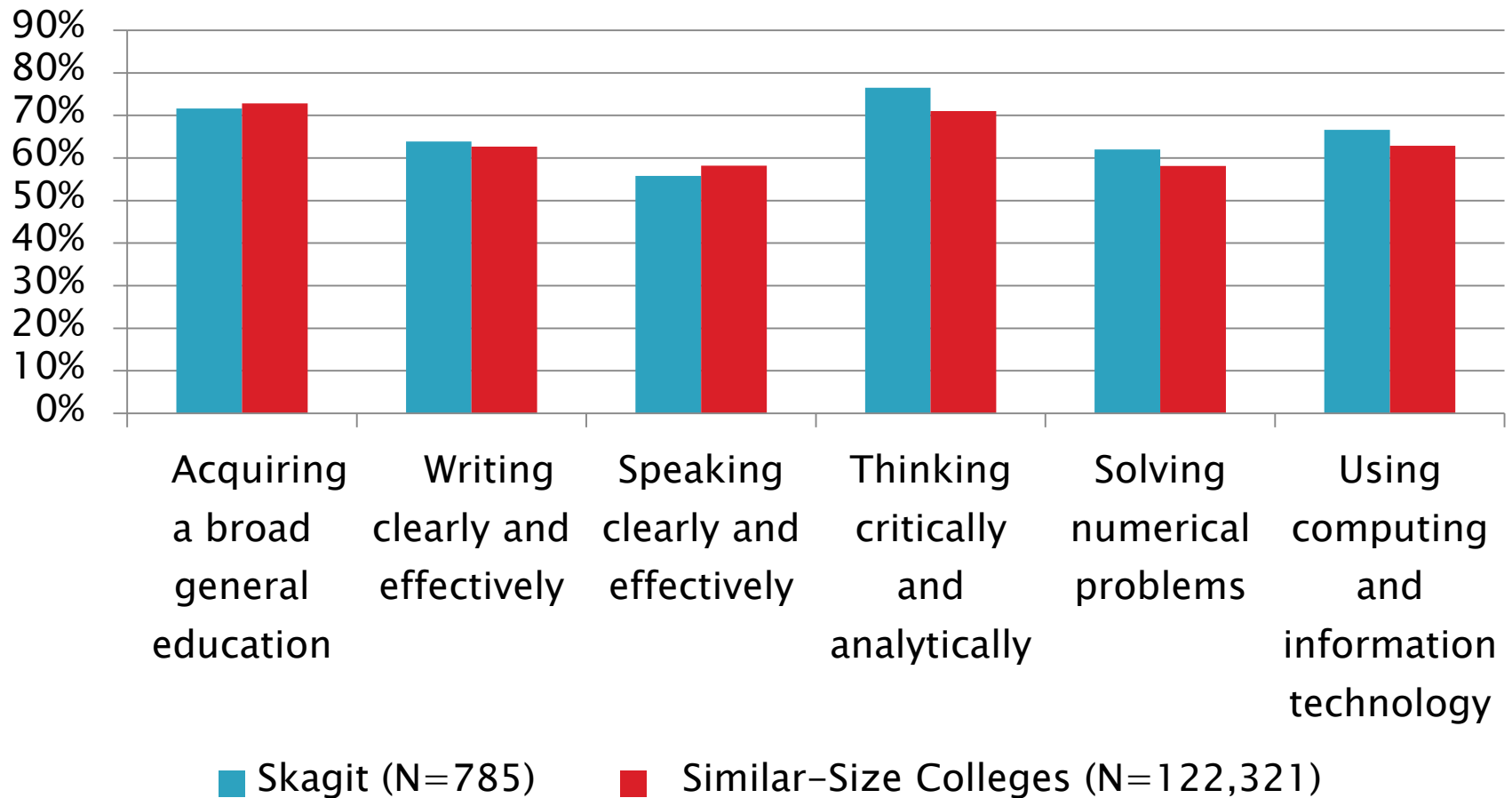


Index includes 6 CCSSE items related to SVC's General Education Learning Outcomes

SVC Students' Perceptions of Learning Improving Over Time



SVC Students' Gains Similar to Gains at Other Colleges



SVC Students' Perceptions Have Improved for Each Index Element Over Time

	2007 (N=519)	2010 (N=731)	2012 (N=785)	Diff. 2007 to 2012
Acquiring a broad general education	64.0%	68.4%	71.6%	7.6%
Writing clearly and effectively	53.8%	62.2%	63.9%	10.1%
Speaking clearly and effectively	52.6%	53.3%	55.8%	3.2%
Thinking critically and analytically	71.0%	70.1%	76.5%	5.5%
Solving numerical problems	53.7%	56.8%	62.0%	8.3%
Using computing and info technology	52.1%	53.1%	66.6%	14.5%

New Student Group Advising Evaluation
Winter Quarter 2012

1. Did you register today? ☐ Yes ☐ No

If no, please explain:

2. Was the time and location of the session appropriate? ☐ Yes ☐ No

3. Do you know what the next steps are for completing your educational plan? ☐ Yes ☐ No

What information did you find most helpful during the advising session?

What additional information would you like to have covered?

Additional comments:

On a scale of 1-3 where 3= highest and 1= lowest

Please rate the overall impression of the advising session _____