

The logo for Skagit Valley College (SVC) features the letters 'SVC' in a large, bold, white font with a red outline. Below the letters, the full name 'Skagit Valley College' is written in a smaller, white, sans-serif font. The logo is set against a dark red background that is part of a larger graphic design with curved lines.

Skagit Valley College



AD HOC REPORT

Addressing Spring 2018 Year Seven
Peer-Evaluation Report

Prepared for the
Northwest Commission on
Colleges and Universities

September 16,
2019

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I. INTRODUCTION

In a letter dated July 24, 2018, the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed the accreditation of Skagit Valley College based on the Spring 2018 Year Seven Self-Evaluation Report. Also, in the letter, the Commission requested the College address Recommendation 1 of the Peer Evaluation Report.

RECOMMENDATION 1:

“The Commission recommends that the College: Fully implement student learning outcomes assessment across all courses, programs, and degrees, wherever offered and however delivered (2.C.1).”

II. STATUS ON RECOMMENDATION 1

Standard 2.C.1 states: “The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.”

Based on the Commission’s Recommendation, the College undertook a comprehensive and holistic approach to addressing student learning outcomes and is pleased to report that Standard 2.C.1 has been met, as evidenced by:

- ✓ Student Learning Outcomes have been defined, and are in effect, for all courses, programs, and degrees (including General Education Learning Outcomes), effective Winter Quarter 2019. See Appendices 1 through 3;
- ✓ A systematic and comprehensive cycle of Student Learning Outcomes assessment has been implemented across all programs and degrees as of Spring Quarter 2019. An implementation plan and timeline are included in Section V and Appendix 4 of this report;

III. BACKGROUND

Since 2012, SVC has systematically worked to improve student outcomes and close opportunity gaps. In an effort to ensure that all students succeed, the College 1) conducted a targeted student success equity review, 2) implemented a comprehensive Student Achievement Strategy, and 3) provided intensive equity training for faculty, staff, and administration. These efforts, along with the recent accreditation site visit, have all arrived at the same conclusion: equitable student success requires intentional learning outcomes assessment.

Prior to the Year Seven Peer Evaluation Visit, the College initiated a District-wide, comprehensive approach to evaluate how its policies, practices, and pedagogy affect student learning and completion. Faculty, staff, and administrators collaborated to create generative spaces for inquiry and learning, such as the Inclusive Pedagogy Faculty Learning Group, the Inclusive Excellence Administrative Retreat, and the Student Services Inclusive Excellence Learning Group. These groups focused heavily on increasing institutional capacity to reduce student inequities by developing shared knowledge, skills, and abilities across the College.

Skagit Valley College has worked collaboratively to intentionally ground its mission and culture in equity. Specifically, its Core Themes are “Equity in Access,” “Equity in Achievement,” and “Equity in Community.” Further, the College has committed to lead with racial equity. Therefore, the College identified the need to review and update General Education Learning Outcomes (GELOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs). The College began this process by redefining GELOs, which were not being comprehensively assessed, due in part to the large number of outcomes (59). A faculty committee rewrote the GELOs with institution-wide input. In Spring Quarter 2018, the College adopted a set of five meaningful and assessable GELOs (see Appendix 1) and developed an assessment plan.

The faculty defined PLOs for transfer degrees in 2017 (see Appendix 2), and began to revise PLOs and CLOs across all degrees in conjunction with a new comprehensive program review process. In response to the 2018 recommendation from the NWCCU, the College expedited the process to revise PLOs for its Workforce degrees and engaged faculty in the rigorous work of implementing meaningful assessment to address opportunity gaps, meet industry needs, and guide students to sustainable wages through pathways design. The College’s comprehensive approach is described in detail in the following section.

IV. CONCEPTUAL MODEL – STUDENT LEARNING, COURSE LEARNING, PROGRAM LEARNING, GENERAL EDUCATION LEARNING, AND DEGREE OUTCOMES

This section of the report outlines the College’s conceptual model for Student Learning Outcomes (SLOs) and describes how their establishment, review, and assessment fit into a Comprehensive Program Review process.

Student Learning Outcomes. The College conceptualizes SLOs as measurable (assessable) statements about what is essential that students know or be able to do at the end of a course, program, or degree. They are student-centered statements that focus on the evidence of learning (products, artifacts, or performances) that students should be able to produce.

The College has established learning outcomes at the course, program, general education, and degree level. Below are descriptions of each:

Course Learning Outcomes. CLOs are the most important skills, knowledge, and abilities the students will develop by the end of a specific course. In other words, a student who enrolls in a course can expect to be taught content related to the CLOs and be able to use this information and these skills effectively by the end of the class. The College’s CLOs can be found at https://www.mysvc.skagit.edu/cat_search_adv.asp.

Program Learning Outcomes. PLOs are the overarching skills, knowledge, and abilities that are emphasized and reinforced throughout several courses in a specific program. They are measurable statements that define the skills, knowledge, and abilities students can expect to develop, in addition to, or in greater depth than, the GELOs by the end of a program.

The College defines an instructional program as “a systematic, contextualized, often sequential grouping of courses leading to a two-year Workforce degree or certificate, and/or a two-year Transfer degree.” In general, **Workforce Programs** correspond to the degree or degrees offered by that department (see Appendix 3 for Workforce Program Learning Outcomes). Alternately, all transfer degrees exist in a single overarching **Transfer Program**. This approach is based on the fact that all transfer degrees seek to graduate students who have met the requirements of the first two years of

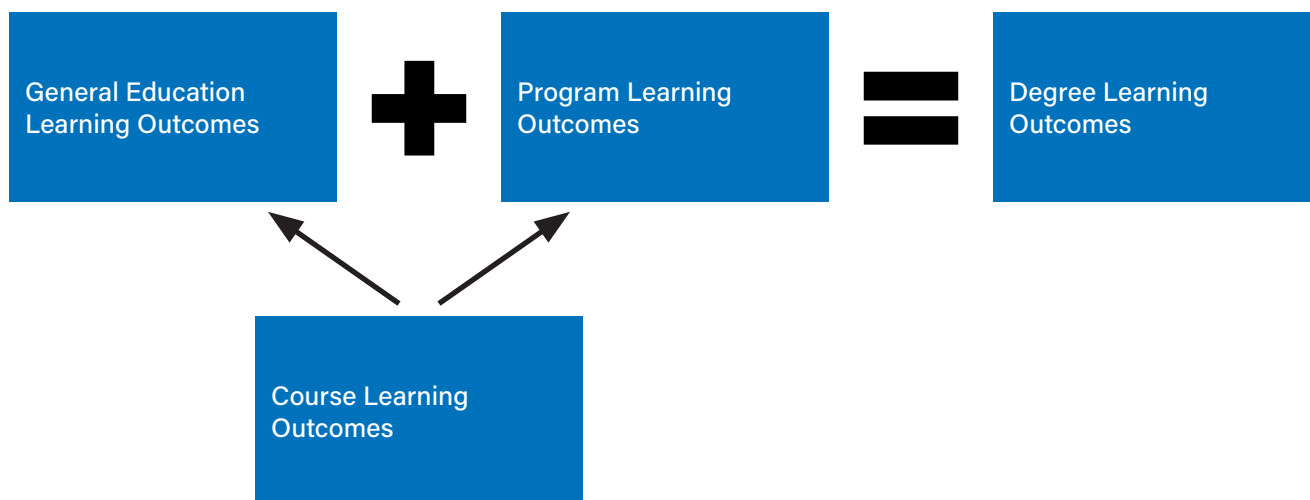
a four-year baccalaureate degree and are subsequently prepared to pursue the final two (or more) years of study specific to major(s) in the bachelor's degree. The Transfer PLOs are divided among the three content distribution areas for all transfer degrees: humanities, social sciences, and the natural sciences.

General Education Learning Outcomes. GELOs are the overarching skills, knowledge, and abilities that are emphasized in all degree programs at the College. GELOs define the skills, knowledge, and abilities students can expect to develop by the time they graduate. All degree-seeking students at SVC are expected to attain GELOs. The General Education Program is also regarded as an instructional program at the College and therefore is included in the Program Review Process discussed in Section V.

Degree Learning Outcomes. SVC faculty determine whether students have met the specific learning outcomes for a degree when students have fulfilled 1) the CLOs for the courses required for the degree, 2) the GELOs that all degree-seeking students must satisfy, and 3) the specific PLOs that are embedded within each degree program (See Figure 1).

Conceptually, the College represents DLOs as follows:

Figure 1: Degree Learning Outcomes



V. IMPLEMENTATION OF COMMISSION RECOMMENDATIONS

The process for implementing the Commission's recommendations included 1) a focus on training, collaboration and engagement, 2) instructional program review, and 3) the development of outcomes that are easily understood, concise, meaningful, and assessable. In response to Recommendation #1, the College formed the Outcome and Assessment Workgroup composed of faculty, staff, and administrators. Members were chosen based on expertise, training, and/or experience in learning outcomes establishment, assessment, or backward planning.

All faculty chosen for the workgroup have educational backgrounds in education and/or experience in outcome redesign at other institutions. The Instructional Deans and the Vice President for Instruction were also included in the workgroup to provide support, ensure coherence, and sustain progress.

The Outcome and Assessment Workgroup created a workplan for the implementation of outcome redesign; designed an educational Canvas page for outcome writing and submission; trained faculty in writing PLOs; provided feedback on every rewritten PLO; trained faculty in outcome assessment; and

provided Canvas workshops for outcome assessment (see Appendix 4: Training and Implementation Timeline).

The group was mindful about establishing district-wide trust. As a result, during meetings with faculty, the group facilitated the process of program-level assessment, provided training and support, coordinated district-wide data efforts, and provided transparency through open and honest communication. The group did not determine program outcomes or specific ways of assessing those outcomes (e.g., tests, essays, and projects).

In addition to establishing district-wide trust, the Outcome Assessment Workgroup infused all trainings with a focus on equity and completion. The workgroup did so by challenging historical norms and power dynamics, questioning outdated practices, informing faculty of strategies that lead to equity (i.e. assessable outcomes, outcome alignment, etc.), and asserting that all faculty are responsible for closing opportunity gaps.

INSTRUCTIONAL PROGRAM REVIEW

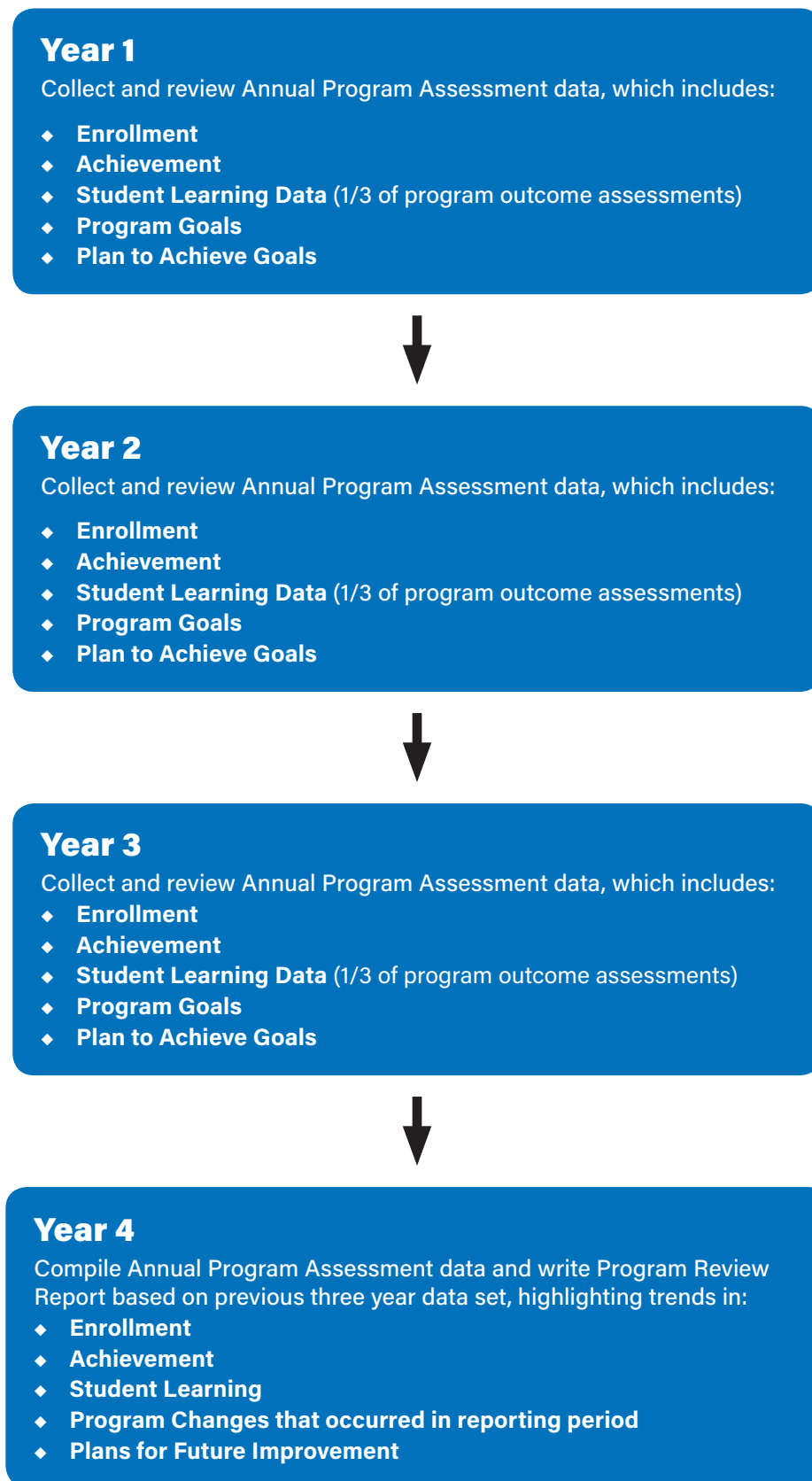
The establishment, review, and assessment of program outcomes is embedded within the College's Comprehensive Program Review process. Comprehensive Program Review is a four-year process that includes three years of program data collection followed by a fourth year of data analysis and planning.

The four-year Comprehensive Program Review is the culmination of three years of annual program reports. Each year, program faculty review the annual data in four areas: access, achievement, student experience, and SLOs. The list below illustrates examples of the questions considered. For a full list of the data prompts, see Appendix 5 (Program Review Template).

- ◆ **Access.** Who accesses your program? Information includes the number of students and FTEs, as well as their gender, race, age, and attendance status.
- ◆ **Achievement.** Who succeeds in your program? Data includes pre-college to college-level transition rates, key "milestone" course pass rates, and degree/certificate/transfer success rates.
- ◆ **Student experience.** How do students experience your program? This includes survey data from the Community College Survey of Student Engagement (CCSSE) and Noel Levitz Student Satisfaction Inventory on issues such as quality of instruction, inclusivity, equity, and diversity.
- ◆ **Student learning.** What are students learning in your program? Information includes data from PLOs assessment are reported here. Programs will assess approximately one-third of their learning outcomes during the first three years of the review cycle.

During the fourth year, when the SLO assessment cycle is complete, faculty use an equity-minded approach to analyze data, interpret trends, and identify equity gaps. This analysis serves as the basis for program planning, including making revisions to curriculum, pedagogy, structure, faculty professional development and/or other program improvements to increase outcomes and close equity gaps (see Figure 2).

Figure 2: Comprehensive Program Review Process



Learning Outcome Assessment Process. PLOs are mapped to a specific course or cluster of courses within a program, are embedded in course syllabi, and assessed at the course level each time a course is taught. Additionally, one-third of PLOs are formally assessed and recorded in Canvas each year at the program level. By the end of the three-year program cycle, all PLOs are formally assessed and recorded to allow for the Comprehensive Program Review in the final, fourth year of the cycle.

Faculty review their program data annually—including PLOs and GELOs results—with a focus on achievement and equity. During the program review process, faculty evaluate the percentage of students meeting and/or exceeding their PLOs, as well as identify equity gaps that vary by student ethnicity, gender, course modality, and other variables. Information from these analyses inform program pedagogy, curriculum structure and content, course progression order, and the appropriateness of each PLO or GELO.

All instructional programs at the College use a standardized Outcome Assessment Rubric (OAR). The uniform OAR allows for data to be collapsed, aggregated, or disaggregated as needed, and compared across programs, faculty, classes, and modality (see Appendix 6: Outcome Assessment Rubric).

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APPENDIX 1: GENERAL EDUCATION LEARNING OUTCOMES

Communicate. Produce and exchange ideas and information through written, spoken, and visual forms.

Programs may choose one or more of the following to operationalize this outcome.

- ◆ Read, comprehend, and produce college-level writing;
- ◆ Demonstrate effective interpersonal, group, and/or public communication skills;
- ◆ Develop appropriate communication strategies to inform, persuade, or entertain;
- ◆ Demonstrate informational, critical, and empathetic listening skills appropriate to a given context;
- ◆ Analyze, interpret, and/or create visually communicated content;
- ◆ Quantify. Apply mathematical skills quantitatively, logically, creatively, and critically.

Programs may choose one or more of the following to operationalize this outcome.

- ◆ Use mathematical principles and methods to reason, gain insight, and solve problems;
- ◆ Interpret data presented in various formats.

Integrate. Apply knowledge, skills, and methodologies from multiple disciplines.

Programs may choose one or more of the following to operationalize this outcome.

- ◆ Recognize the interconnectedness of diverse disciplines and areas of study;
- ◆ Identify the strengths and limitations of different disciplinary frameworks and methodologies and their implementation;
- ◆ Identify and evaluate the relationships among different perspectives within a field of study or among different fields of study;
- ◆ Demonstrate cognitive complexity by considering issues from multiple perspectives.

Think. Think analytically, logically, creatively, and reflectively.

Programs may choose one or more of the following to operationalize this outcome.

- ◆ Recognize how the values and biases in different disciplines can affect the ways in which information and knowledge are created and analyzed;
- ◆ Analyze issues and develop questions within a discipline;
- ◆ Access, interpret, and evaluate relevant information to reach defensible conclusions;
- ◆ Develop unique and/or innovative solutions and gain insight utilizing reflective and creative thought processes.

Engage. Interact with humans and the environment informed by an understanding of equity.

Programs may choose one or more of the following to operationalize this outcome.

- ◆ Demonstrate an understanding of the historically and socially constructed nature of human differences, with a particular focus on power and privilege;
- ◆ Identify prevailing systems of power and one's individual and group status;
- ◆ Reflect critically on one's ethical role and identity as a citizen, consumer, student, and environmental actor;
- ◆ Apply cross-cultural communication strategies and skills appropriate to a given context.

APPENDIX 2: TRANSFER DEGREE PROGRAM LEARNING OUTCOMES

Humanities

- ◆ Apply skills, terms, concepts, research and/or analysis methods to express ideas within the disciplines of art, communication, creative writing/journalism, drama, literature, music, philosophy and/or world;
- ◆ Analyze and interpret works of art, communication, drama, journalism, literature, music and/or philosophy as expressions of values within historical and social contexts.

Natural Sciences

- ◆ Collect and analyze data and interpret the results from scientific investigations;
- ◆ Demonstrate scientific literacy through the critical and contextual evaluation of scientific models, investigations, publications, or popular media;
- ◆ Demonstrate an understanding of the fundamental concepts in at least one scientific discipline.

Social Sciences

- ◆ Identify social variables, structures, and experiences that shape individual perspectives;
- ◆ Explain the variables that influence the structure of cultures and societies;
- ◆ Apply concepts from the social sciences to analyze individual or social phenomena, processes, events, conflicts, or issues.

Physical Education

- ◆ Develop mental and physical health through movement by participating in physical conditioning programs to enhance performance;
- ◆ Obtain and apply science-based knowledge to support personal fitness, health and well-being;
- ◆ Gain knowledge of body systems and demonstrate skills necessary to pass national or state certification tests for emergency response.

APPENDIX 3: WORKFORCE DEGREE PROGRAM LEARNING OUTCOMES

Automotive Technology Program

- ◆ Develop skills and knowledge to work safely in the lab/shop environment;
- ◆ Demonstrate professional conduct as an individual and as a member of a team or group in a workplace environment;
- ◆ Demonstrate ability to access and interpret technical information, using various sources, for use in vehicle testing, diagnosis and repair;
- ◆ Demonstrate ability to correctly test, diagnose, repair, and verify vehicle mechanical and electrical systems;
- ◆ Demonstrate knowledge and retention of entry-level skills necessary to gain employment and certification in the automotive industry.

Business Management Program

- ◆ Identify contemporary business concepts technology skills, principles, and practices;
- ◆ Demonstrate the interrelationship of the functional areas of business including management, marketing, law, organizational behavior, computer and software systems, human resources, accounting, and finance;
- ◆ Analyze the interrelationship of a business organization within the larger business environment, including international business;
- ◆ Apply basic legal business concepts within the legal environment in which business is conducted;
- ◆ Apply problem solving and analysis skills to business research questions and demonstrate appropriate solutions.

Bachelor of Applied Science in Applied Management

- ◆ Demonstrate an understanding of management roles, leadership, and cultural norms and expectations of leadership, including identification and description of human behavior in an organizational setting, with attention to the dynamics of power and privilege;
- ◆ Prepare and complete cost control processes including the ability to establish a budget, prepare cost reports, and forecast expenditures;
- ◆ Acquire, organize, analyze, and interpret information and data to make informed, reasoned, equitable decisions and analyze systems for planning and decision-making;
- ◆ Identify and analyze human resource systems for developing diverse human capital, employment, compensation, and training, and institute and facilitate inclusive team-based problem-solving environments;
- ◆ Analyze, build, and leverage social capital for occupational advancement, which will include the development of materials to structure and support ongoing personal career management;

- ◆ Demonstrate a knowledge of the local business environment and community and an awareness of issues and opportunities emerging from the changing socio-economic, technological, and environmental landscape;
- ◆ Explore, appreciate, and define the opportunities, challenges, and nuances of operating in an increasingly diverse, interconnected, and complex global community;
- ◆ Recognize and challenge culture-bound assumptions.

Computer Information Systems Program

- ◆ Know how to disassemble and reassemble a computer;
- ◆ Know how to install and configure current popular network and client operating systems;
- ◆ Explain data protection and network hardening techniques;
- ◆ Comprehend decision and iteration control structures;
- ◆ Design a database that corrects flaws in existing legacy applications.

Criminal Justice Program

- ◆ Identify, interpret, and apply local, state, tribal, and federal laws relevant to the fair and equitable administration of justice;
- ◆ Identify, and explain the duties and responsibilities of, the various organizational components/ units of local, state, tribal and federal criminal justice and regulatory agencies. Develop an employment plan to pursue employment at one or more of these agencies;
- ◆ Demonstrate an understanding of the legal and ethical aspects of professionalism in the criminal justice profession.

Parks Service and Management Program

- ◆ Identify, interpret and apply local, state, tribal, and federal laws relevant to the fair and equitable administration of justice;
- ◆ Identify, and explain the duties and responsibilities of, the various organizational components/ units of local, state, tribal and federal criminal justice and regulatory agencies, then develop an employment plan to pursue employment at one or more of these agencies;
- ◆ Demonstrate an understanding of the legal and ethical aspects of professionalism in the criminal justice profession;
- ◆ Demonstrate an understanding of the responsibilities of a park management professional, park resource management best practices, and the balance between enforcement, conservation, and interpretive functions in a park setting.

Culinary Arts Program

- ◆ Explain and apply safety and sanitation procedures in compliance with national standards;
- ◆ Demonstrate and assess fundamental techniques, knife skills, sustainable practices, and cooking procedures;
- ◆ Identify and demonstrate fundamental baking techniques, weights, measurements and standard recipe execution;
- ◆ Identify the role of leadership. Demonstrate effective communication skills. Identify the steps necessary to overcome conflict;
- ◆ Demonstrate skills and assessment of advanced yeast breads, pastries, confections, and dessert products;
- ◆ Identify and demonstrate best dining room service procedures.

Baking Program

- ◆ Explain and apply safety and sanitation procedures in compliance with national standards;
- ◆ Demonstrate and assess fundamental techniques, knife skills, sustainable practices, and cooking procedures;
- ◆ Identify and demonstrate fundamental baking techniques, weights, measurements and standard recipe execution;
- ◆ Identify the role of leadership. Demonstrate effective communication skills. Identify the steps necessary to overcome conflict;
- ◆ Demonstrate skills and assessment of advanced yeast breads, pastries, confections and dessert products.

Diesel Power Technology Program

- ◆ Be proficient at locating specific technical information regarding various repair procedures;
- ◆ Demonstrate proficiency with electrical diagnostics and meter usage;
- ◆ Demonstrate an ability to arrive on time and be prepared to go to work at the appointed time.

Early Childhood Education Program

- ◆ Promote child development and learning;
- ◆ Build family and community relationships;
- ◆ Observe, document, and assess to support young children and families;
- ◆ Use developmentally effective approaches;
- ◆ Use content knowledge to build meaningful curriculum.

Education Program

- ◆ Promote child development and learning;
- ◆ Build family and community relationships;
- ◆ Observe, document, and assess to support young children and families;
- ◆ Use developmentally effective approaches;
- ◆ Use content knowledge to build meaningful curriculum.

Bachelor of Applied Science in Environmental Conservation Program

- ◆ Understand and apply federal, state, and tribal policies that drive natural resource policies;
- ◆ Use landscape ecology principles and technology to analyze ecological scenarios for management decisions at the watershed level;
- ◆ Apply forest ecology and silviculture techniques to develop management scenarios for working forests;
- ◆ Use salmon biology to inform and to make management decisions regarding individual salmon stocks and outline ecological restoration measures;
- ◆ Contribute to natural resource decision-making groups by utilizing effective communication techniques;
- ◆ Apply conservation biology strategies and community ecology principles in the management of biodiversity at the landscape level;
- ◆ Incorporate watershed management science strategies for managing watersheds sustainably for ecosystem services and natural resources;
- ◆ Develop and implement management actions for aquatic habitats;
- ◆ Develop and demonstrate leadership skills within environmental sciences and natural resources management.

Environmental Conservation Transfer Program

- ◆ Conduct water quality analyses and reporting according to accreditation standards by the Washington Department of Ecology;
- ◆ Outline an ecological sampling design;
- ◆ Utilize ecological processes in an ecosystem context; flow diagrams;
- ◆ Perform a wetland delineation procedure using correct soil, plant, and hydrology identification;
- ◆ Construct a realistic ecological restoration project, correct spatial and temporal scales, costs, ecological elements and processes restored.

Environmental Conservation Marine Program

- ◆ Conduct water quality analyses and reporting according to accreditation standards by the Washington Department of Ecology;
- ◆ Outline an ecological sampling design;
- ◆ Utilize ecological processes in an ecosystem context; flow diagrams;
- ◆ Understand ocean responses to climate change;
- ◆ Understand changes in the sea mammal communities in the Salish Sea.

Parks Resource Program

- ◆ Conduct water quality analyses and reporting according to accreditation standards by the Washington Department of Ecology;
- ◆ Outline an ecological sampling design;
- ◆ Utilize ecological processes in an ecosystem context; flow diagrams;
- ◆ Communicate environmental information to the public; poster presentation or other;
- ◆ Communicate climate change effects to park environments.

Water and Wastewater Treatment Program

- ◆ Conduct water quality analyses and reporting according to accreditation standards by the Washington Department of Ecology;
- ◆ Outline an ecological sampling design;
- ◆ Utilize ecological processes in an ecosystem context; flow diagrams;
- ◆ Water or wastewater license; how many students successfully obtain a state license within the first year after graduation;
- ◆ Understand effluent permits and apply changes to flow and water quality parameters.

Aquatic/Terrestrial Program

- ◆ Conduct water quality (WQ) analyses and reporting according to accreditation standards by the Washington Department of Ecology;
- ◆ Outline an ecological sampling design;
- ◆ Utilize ecological processes in an ecosystem context; flow diagrams;
- ◆ Correctly perform a wetland delineation procedure using correct soil, plant, and hydrology ID.
- ◆ Construct a realistic ecological restoration project; correct spatial and temporal scales; costs, ecological elements and processes restored.

Fire Protection Technology Program

- ◆ Understand how hostile fire conditions develop that threaten the public and emergency responders;
- ◆ Understand how various work environments can affect the development of hostile fire conditions;
- ◆ Efficiently utilize tactical resources and effective methods of deployment in responding to a variety of emergency incidents;
- ◆ Possess a knowledge and skill set to be effective in preventing hostile fire emergencies occurring in the community;
- ◆ Possess a set of values and skills that demonstrate a high level of professionalism and ability to work in complex teams and organizations.

Fire Services Administration Program

- ◆ Understand how hostile fire conditions develop that threaten the public and emergency responders;
- ◆ Understand how various work environments can affect development of hostile fire conditions;
- ◆ Possess a set of values and skills that demonstrate a high level of professionalism and ability to work in complex teams and organizations;
- ◆ Possess a knowledge and skill set to be effective in preventing hostile fire emergencies occurring in the community.

Health and Fitness Technician Program

- ◆ Demonstrate the ability to pass a nationally accredited Personal Trainer certification exam;
- ◆ Demonstrate proficiency in basic fitness assessment and program design for individuals and groups;
- ◆ Demonstrate and describe proper exercise techniques;
- ◆ Apply appropriate techniques and strategies to enhance motivation and behavior change.

Human Services Generalist Program

- ◆ Demonstrate an understanding of the nature and treatment of addiction, psychopathology (including knowledge of the motivation of change), physiology of addiction, and mental illness;
- ◆ Effectively work with consumers (or clients) using ethical procedures and crisis management techniques;
- ◆ Demonstrate capability in case management tasks such as assessment, equitable access to services, treatment planning, documentation, and referral procedures.

Substance Use Disorder Program

- ◆ Understand the pharmacological actions of alcohol and other drugs;
- ◆ Develop an understanding of effective drug and alcohol prevention and relapse prevention programs, as well as local client, family, and community drug prevention education opportunities;
- ◆ Demonstrate familiarity with substance abuse and addiction treatment methods, addiction placement, continuing care, and discharge criteria (including American Society of Addiction Medicine criteria);
- ◆ Demonstrate an understanding of the 26 focus areas that the Washington State Department of Health has mandated as essential knowledge for those entering the substance abuse treatment field. Upon completion of the coursework, be prepared to become a Chemical Dependency Professional.

Engineering Technology Program

- ◆ Demonstrate the ability to participate, contribute and work effectively in teams;
- ◆ Demonstrate precision measurement methods, the tools of quality control and lean manufacturing and how they are applied in the workplace;
- ◆ Use computer technology to develop, interpret, and communicate technical information and specifications;
- ◆ Demonstrate proficiency in basic AC/DC theory and electrical control;
- ◆ Demonstrate the proficient application of composite manufacturing methods, materials, and tools.

Operations Management Program

- ◆ Demonstrate the ability to participate, contribute, and work effectively in teams;
- ◆ Demonstrate precision measurement methods, the tools of quality control and lean manufacturing and how they are applied in the workplace;
- ◆ Use computer technology to develop, interpret, and communicate technical information and specifications.

Marine Maintenance Technology Program

- ◆ Exhibit safe and proficient working practices in the lab/shop environment;
- ◆ Demonstrate mechanical and electrical skills;
- ◆ Develop the knowledge and proficiency necessary to pass certification exams.

Medical Assistant Program

- ◆ Demonstrate knowledge of foundational theory in clinical and administrative standards as it applies to the Medical Assistant's scope of practice;
- ◆ Apply law and ethics to the medical assisting scope of practice and patient care;
- ◆ Perform clinical and administrative skills accurately and consistently;
- ◆ Demonstrate the ability to manage workflow, given varied patient scenarios and clinical situations;
- ◆ Recognize the medical needs of diverse populations, demonstrate cultural competence and appropriate communication with patients and the healthcare team;
- ◆ Model the qualities of valued healthcare team professionals.

Multimedia and Interactive Technology Program

- ◆ Use contemporary and industry-standard design tools, applications, technologies, processes and techniques to edit and create digital media products and solutions;
- ◆ Revise and improve work through self-analysis, peer critique, and instructor evaluation based on standard design guidelines;
- ◆ Design and produce a professional web-based digital media portfolio featuring an archive of work that demonstrates student knowledge, proficiency, skill, and talent.

Nursing Program

- ◆ **Human Flourishing:** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings;
- ◆ **Nursing Judgment:** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care, and promote the health of patients within a family and community context;
- ◆ **Professional Identity:** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context;
- ◆ **Spirit of Inquiry:** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Accounting Paraprofessional Program

- ◆ Produce professional documents using word processing, spreadsheet, presentation, and data base software;
- ◆ Apply generally accepted accounting principles when recording transactions in an accounting cycle;
- ◆ Create an employment packet;
- ◆ Accurately record business transactions in a variety of business structures.

Administrative Assistant Program

- ◆ Produce professional documents using word processing, spreadsheet, presentation, and database software;
- ◆ Apply generally accepted accounting principles when recording transactions in an accounting cycle;
- ◆ Create an employment packet;
- ◆ Produce a variety of properly formatted business documents.

Sustainable Agriculture Program

- ◆ Plan, start from seed, grow to maturity and harvest vegetable or ornamental plants in a greenhouse or in open field;
- ◆ Define agriculture, agronomy, and agroecology, and use examples to highlight the differences among the three terms;
- ◆ Research and identify plant problems in a crop;
- ◆ Use land equivalency ratios and simple algebra to demonstrate advantages to intercropping over monocultures for crop yields, for crop prices, and for crop costs.

Welding Technology

- ◆ Demonstrate safe and healthy of welding practices;
- ◆ Fabricate competently;
- ◆ Weld Proficiently;
- ◆ Work Effectively.

APPENDIX 4: TRAINING AND IMPLEMENTATION TIMELINE

The following timeline was adopted for faculty training and implementing the assessment of all PLOs and GELOs.

Year 1: 2018-19

- ◆ Workgroup established a framework of equity-minded practices.
- ◆ Workgroup developed standardized Outcome Assessment Rubric (OAR).
- ◆ Workgroup provided faculty training in:
 - ▷ Developing outcomes (backward planning/understanding by design);
 - ▷ Outcomes assessment and creating OARs, and;
 - ▷ Canvas integration.
- ◆ Workgroup provided all programs with workshops for developing PLOs;
- ◆ Workgroup reviewed PLOs and provided feedback to programs;
- ◆ Programs finalized PLO revisions and PLOs were entered into Canvas;
- ◆ Faculty mapped PLOs and GELOs to a specific program course or cluster of courses;
- ◆ Faculty created OARs for one-third of PLOs;
- ◆ One-third of each program's PLOs formally assessed and data entered into Canvas;
- ◆ Data collection and assessment of *Communicate* and *Quantify* GELOs occurs.

Year 2: 2019-20

- ◆ Faculty workgroup develops indicators for *Integrate* GELO;
- ◆ Faculty workgroup revises criteria for Diversity degree requirement and alignment of Diversity-designated courses with *Engage* GELO;
- ◆ Office of Instruction provides formal training for faculty to develop and teach Diversity-designated courses;
- ◆ Review of Annual Program Assessment data begins and is used to inform operational planning;
- ◆ Faculty create OARs for second group (one-third) of PLOs;
- ◆ One-third of each program's PLOs formally assessed and data entered into Canvas;
- ◆ Data collection and assessment of *Integrate* GELO occurs.

Year 3: 2020-2021

- ◆ Faculty workgroup develops *Think* and *Engage* GELO indicators;
- ◆ Faculty create OARs for third group (one-third) of PLOs;
- ◆ One-third of each program's PLOs formally assessed and data entered into Canvas, completing the three-year PLO assessment cycle;
- ◆ Data collection and assessment of *Engage* and *Think* GELOs occurs.

Year 4: 2021-2022

- ◆ Formal, systematic Program Review for all programs and degrees;
 - ▷ Aggregation of Annual Assessment data (Years 1 through 3)
 - ▷ Submission of Program Review Report summarizing trends and plans for improvement
- ◆ Data collection and assessment of *Communicate* and *Quantify* GELOs occurs.

Year 5: 2022-23

- ◆ PLO assessment cycle begins again: First group (one-third) of each program's PLOs formally assessed and data entered into Canvas;
- ◆ Data collection and assessment of *Integrate* GELO occurs.

Year 6: 2023-24

- ◆ Second group (one-third) of each program's PLOs formally assessed and data entered into Canvas;
- ◆ Data collection and assessment of *Engage* and *Think* GELO occurs.

APPENDIX 5: PROGRAM REVIEW TEMPLATE

Annual Program Effectiveness Report/Assessment

PROGRAM NAME:

PART 1: PROGRAM ACCESS: Enrollment Measures

Data reflect 2018-19 academic year unless otherwise stated. Data from prior years are provided as applicable for comparative purposes.

Indicator for Program Enrollment	Data Source	Actual Enrollment			Goal	Plan to Achieve Goal
			2017-18	2018-19		
Program Enrollment	Student headcount data: SVC Data Warehouse/ tableau Data pulled: xx/xx/xx	Estimated FTEs				
		Estimated Headcount (unduplicated)				
		Optional: Faculty data (if different from above):				
Program Demographics	2018-2019 (prev year) Student headcount data: SVC Data Warehouse/ tableau Data pulled: xx/xx/xx		Estimated FTEs	%	Estimated Headcount (unduplicated)	
		URM				
		Latinx				
		BEaA				
		Part-time/ Full-time				
		Female/ Male				
		>18				
		18-24				
		25+				

PART 2: PROGRAM ACHIEVEMENT: Retention and Completion Measures

Data reflect 2018-19 academic year unless otherwise stated. Data from prior years are provided as applicable for comparative purposes.

Indicator of Program Achievement	Assessment Tool/Data Source	Actual Achievement					Goal	Plan to Achieve Goal	
Program/ College-level Math/English Pass Rates: Program faculty will monitor the pass rates for college-level English (ENGL& 101 or program equivalent) and first college-level math (or program equivalent) for program students within one year of enrollment	Course pass rates and demographics data: SVC Data Warehouse/ tableau Data pulled: xx/xx/xx	Course Prefix & Number		ENGLISH	MATH				
		Program							
		DE (online)							
		F2F							
		URM							
		Latinx							
		Female							
		Male							
Pre-College to College Transition Rates			Math Pre-college placement (%) ^a	Math Transition Rate ^b	English Pre-college placement (%) ^a	English Transition Rate			
		Program							
		BEdA							
		URM							
		Latinx							
		Female							
		Male							
		18-24							
		25+							
		a This will be a single estimate for all A&S students b Completion of a college-level math course in first 45 credits c Completion of a college-level English course in first 45 credits							

PART 2: PROGRAM ACHIEVEMENT: Retention and Completion Measures

Data reflect 2018-19 academic year unless otherwise stated. Data from prior years are provided as applicable for comparative purposes.

Indicator of Program Achievement	Actual Achievement			Goal	Plan to Achieve Goal	
Program Retention	Year	1st to 2nd Qtr Retention	1st to 2nd Year Retention ^a			
	2017-2018					
	2018-2019					
	Group (2018-2019)	1st to 2nd Qtr Retention	1st to 2nd Year Retention ^a			
	URM					
	Latinx					
	Female					
	Male					
Completion Rates: Completion of 2 year degree or successful transfer to four-year institution within 200% time for first time students		2017-18	2018-19			
	Any degree/transfer (four-year)					
	DTA/MRPs					
	Workforce (ATA/AAS/AAS-T)					
	Total					
	Optional: Faculty data (if different from above):					
		Any Degree/Transfer	DTA/MRPs			Workforce (ATA/AAS/AAS-T)
	URM					
	Latinx					
	Female					
	Male					
	Part-time					
	Optional: Faculty data (if different from above):					

PART 3: Student Satisfaction: Student Feedback

Indicator of Program Achievement	Assessment Tool/ Data Source	Actual Achievement			Goal	Plan to Achieve Goal	
			SVC	National Norm			Difference
Programs will collect feedback from students on quality of instruction, class availability, and measures of Equity	CCSSE/Noel Levitz	Academic Challenge					
		Student Faculty Interactions					
		Quality of Instruction					
		Course availability					
		Diversity & Equity					
		Sense of Belonging					
		Optional: Faculty data (if different from above):					

PART 4: STUDENT LEARNING

Program Learning Outcomes (Achievement Indicators)	Assessed this Year Y/N	OAR Indicators	Results/Data	Goal	Plan to Achieve Goal
Prog Learning Outcome #1: _____ _____ _____					
Prog Learning Outcome #2: _____ _____ _____					
Prog Learning Outcome #3: _____ _____ _____					

APPENDIX 6: OUTCOME ASSESSMENT RUBRIC

All program learning outcome assessments at Skagit Valley College utilize a standardized Outcomes Assessment Rubric (OAR) template:

Levels of Performance	Exceeds Standard	Meets Standard	Approaches Standard	Minimal Progress	No Data
Scoring	1	2	3	4	5
Program Learning Outcome:					
Performance Indicators					

DEFINITIONS

Student Learning Outcomes. SVC conceptualizes student learning outcomes as measurable (assessable) statements about what is essential that students know or be able to do at the end of a course, program, or degree. They are student-centered statements that focus on the evidence of learning (products, artifacts, or performances) that students should be able to produce.

Outcome Assessment Rubric (OAR). The OAR is a tool designed by program faculty to standardize the assessment of performance levels of students in a given program.

Program Learning Outcomes. PLOs are the overarching skills, abilities, and/or knowledge that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define the skills/knowledge/abilities students can expect to develop in addition to, or in greater depth than, the general education learning outcomes, by the end of a program at SVC.

Performance Indicators. Provide descriptions of each performance level to enable more reliable and unbiased scoring. Each program creates specific indicators that align with the standardized OAR levels of performance and scoring. Faculty strive to assess student learning in a uniform way, both within and between outcomes, so that the resulting data can be aggregated or disaggregated as needed in the program review analysis.

Indicators should:

- ◆ Be representative of student performance;
- ◆ Speak directly to the outcome;
- ◆ Be uniform and not vary based on instructor, class, or modality;
- ◆ Be comparable and display continuity between indicator levels;
- ◆ Be replicable (i.e. consistent);
- ◆ Be supported by evidence;
- ◆ Be consistently assessed.

Example 1. Transfer Program: Humanities Program Learning Outcome 1.

Levels of Performance	Exceeds Standard	Meets Standard	Approaches Standard	Minimal Progress	No Data
Scoring	1	2	3	4	5
Program Learning Outcome: Analyze and interpret works of art, communication, drama, journalism, literature, music and/or philosophy as expressions of values within historical and social contexts.					
Performance Indicators	Student is able to apply analytical and/or interpretive concepts through/across multiple contexts. Student presents clear and well-substantiated thoughts.	Student is able to analyze and/or interpret creative and communicative works of the humanities. Student presents substantiated thoughts.	Student demonstrates an awareness of processes for analyzing and/or interpreting works of the humanities. Student presents unsubstantiated thoughts.	Student lacks awareness of processes for analyzing and/or interpreting works of the humanities. Student presents inaccurate and/or unsubstantiated thoughts.	Data not collected.

Example 2. Parks Services and Protection Program (Criminal Justice Department): Program Learning Outcome 4.

Levels of Performance	Exceeds Standard	Meets Standard	Approaches Standard	Minimal Progress	No Data
Scoring	1	2	3	4	5
Program Learning Outcome: Demonstrate an understanding of the responsibilities of a park management professional, park resource management best practices, and the balance between enforcement, conservation, and interpretive functions in a park setting.					
Performance Indicators	Identified all major responsibilities that apply. Always applied correct context when articulating balance elements. Fully understands the need for balance between enforcement, conservation, and interpretive functions. Fully understands the need for public involvement and agency transparency. Analysis always was logical/rational. Conclusions always correct and clear.	Identified most major responsibilities that apply. Consistently applied correct context when articulating balance elements. Consistently understands the need for balance between enforcement, conservation and interpretive functions. Consistently understands the need for public involvement and agency transparency. Analysis consistently logical/rational. Conclusions consistently correct and clear.	Identified some major responsibilities of a park manager. Generally applied correct context when articulating balance elements. Generally understands the need for balance between enforcement, conservation and interpretive functions. Generally understands the need for public involvement and agency transparency. Analysis generally logical/rational. Conclusions generally correct and clear.	Identified a few of the responsibilities of a park manager. Occasionally applied correct context when articulating balance elements. Occasionally can iterate the need for balance between enforcement, conservation and interpretive functions. Occasionally understands why the public should be involved and the agency transparent in its work. Analysis sometimes logical/rational. Conclusions sometimes correct and clear.	Data not collected.