SVC | Skagit Valley College

Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges
and Universities for the Spring 2018 Visit

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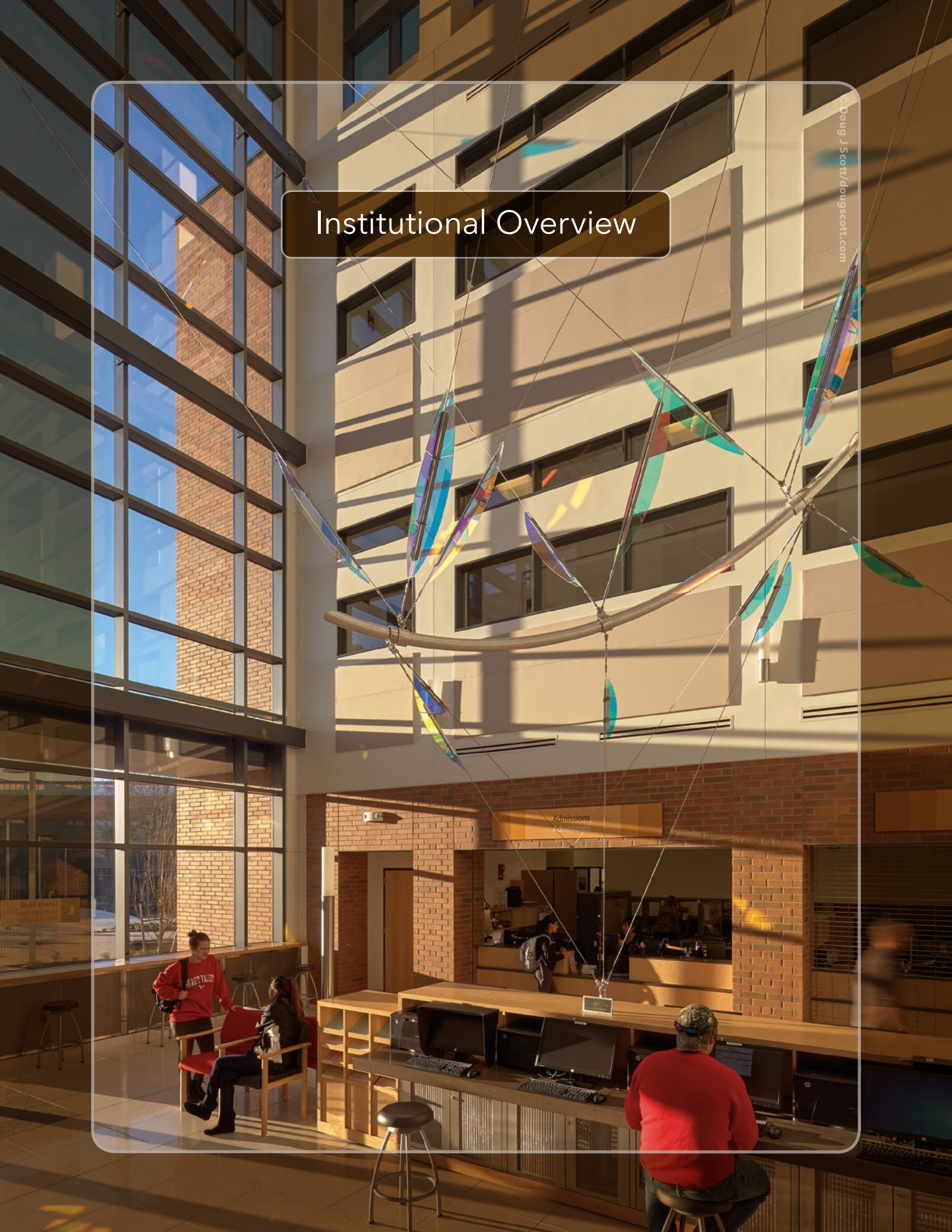

Institutional Overview

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Skagit Valley College (SVC) is a public, comprehensive community college located in northwest Washington. SVC is one of 34 colleges in the Washington State Community and Technical College System. The College primarily serves District 4: Skagit, Island, and San Juan counties. The College is governed by a five-person Board of Trustees appointed by the governor and is fully accredited by the Northwest Commission on Colleges & Universities. SVC is primarily funded through the state legislative process with a percentage of additional funding coming from student tuition and grants revenue.

The mission of Skagit Valley College is to provide opportunities for students in pursuit of their educational and employment goals, while contributing to the economic and cultural enrichment of our communities. SVC was established in 1926, operating in an upstairs room in Mount Vernon High School. Today, the College operates two campuses and four centers: the main campus in Mount Vernon, a smaller campus in Oak Harbor, and centers located throughout the college district - the Marine Technology Center in Anacortes, San Juan Center in Friday Harbor, South Whidbey Center in Langley, and the Craft Brew Academy in Burlington. The service district spans more than 2,000 square miles from the remote San Juan Islands to farmland and growing cities along the Skagit River and Cascade Mountains. For most residents, SVC is the only geographically and economically accessible postsecondary education option for quality Academic Transfer degrees, Professional/Technical degrees and certification, and Basic Education instruction, including high school completion.

The most notable initiative at the College is the ***Student Achievement Strategy***, an institutional and cultural change grounded in ***equity in access, achievement, and community*** for both students and employees. The ***Student Achievement Strategy*** includes comprehensive, broad-based redesigns of educational pathways support services, inclusive practices, and associated policies and structures. The ***Student Achievement Strategy*** complements the Mission and Strategic Plan as it improves "opportunities for students in pursuit of their educational and employment goals,"

SVC has historically served communities built around a natural resources economy of farming, fishing, and forestry, with multiple generations of local families proudly graduating from SVC. However, the rural character of the area has dramatically changed over the last decade. Retail outlets and tourism have flourished along the busy interstate highway. Marine trades and manufacturing have become significant economic drivers. The College district serves a growing population, including a young Latino population experiencing significant growth. Recognizing the increasing diversity in the student body, and even more so the growing Latino population in the feeder schools, SVC established Latino community engagement as its top strategic priority in 2013. Additionally, there are three tribal governments in the district: Swinomish, Samish, and Upper Skagit.

In Fall 2017, the College served 5,239 students who generated 3,792 full-time equivalent students (FTES). Forty-three percent (43%) were enrolled in university transfer programs of study, 30% reported working toward Professional/Technical degrees or certificates, and 10% were taking basic skills courses. The remaining students (17%) were enrolled at the College in a non-degree seeking capacity.

Part-time students (enrolled in less than 12 credits) were 48% of the students enrolled in Fall 2017, and 57% of the student body was female. The average age of female students was 30, while the average age for male students was 29. Of the students enrolled in Fall 2017, 148 were international students and 603 were enrolled as Running Start students (dual-enrolled in high school and college). The majority of the students, 64%, were white, 22% were Hispanic, and 5% identify themselves as Asian/Pacific Islander. African American students accounted for 2% of enrollments and 1% of the students were Native American. Active duty military members, their families, and veterans were 12% of the student population.

The College is supported by the Skagit Valley College Foundation, a separately incorporated 501(c)3 organization. The Foundation is managed by a Board of Governors, and the Foundation directly supports the College's Core Themes by awarding scholarships to students, by supporting vital College programs, and by funding Exceptional Faculty and Teacher-Scholar Awards.

In 2016-2017, the Foundation provided nearly $500,000 in scholarships and support to students, nearly $375,000 in program support, and over $48,000 in Exceptional Faculty and Teacher-Scholar Awards. The Foundation's support of the College's commitment to community and equity is best illustrated by its ongoing support of the Champions of Diversity program, through which it has awarded over $261,000 to approximately 150 students since 2012. Champions of Diversity recognizes high school students for their achievements in promoting diversity in their school and community. Selected seniors are awarded scholarships by local businesses and educational institutions, including Skagit Valley College, Central Washington University, Eastern Washington University, The Evergreen State College, University of Washington - Seattle, University of Washington- College of Engineering, University of Washington - Bothell, Washington State University, and Western Washington University.

On December 31, 2017, the Foundation successfully completed a three-year, $3 million campaign directly linked to the Core Themes and designed to remove barriers to student success. The Removing Barriers Campaign raised funds and awareness for the following areas: childcare assistance, emergency assistance, and Opportunity for Excellence funds - funds that support projects that enhance learning outside of the classroom. Even before the completion of the campaign, funds were being awarded to students for childcare assistance, emergency assistance, and through the Opportunity for Excellence funds.

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: Skagit Valley College

Mailing Address: 2405 East College Way
Address 2:
City: Mount Vernon
State/Province: Washington
Zip/Postal Code: 98273
Main Phone Number: 360-416-7600
Country: United States of America

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Thomas
Last Name: Keegan
Position (President, etc.): President
Phone: 360-416-7995
Fax:
Email: Thomas.Keegan@skagit.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Dave
Last Name: Paul
Position (President, etc.): Vice President of Institutional Planning and Effectiveness
Phone: 360-416-7738
Fax:
Email: Dave.Paul@skagit.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Ed
Last Name: Jaramillo
Position (President, etc.): Vice President for Administrative Services
Phone: 360-416-7719
Fax:
Email: Ed.Jaramillo@skagit.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- [x] Comprehensive
- [ ] Specialized
- [ ] Health-Centered
- [ ] Religious-Based
- [ ] Native/Tribal
- [ ] Other (specify): _____

Degree Levels *(Choose all that apply)*

- [x] Associate
- [x] Baccalaureate
- [ ] Master
- [ ] Doctorate
- [ ] If part of a multi-institution system, name of system: _____

Calendar Plan *(Choose one that applies)*

- [ ] Semester
- [x] Quarter
- [ ] 4-1-4
- [ ] Trimester
- [ ] Other (specify): _____

Institutional Control

- [ ] City
- [ ] County
- [x] State
- [ ] Federal
- [ ] Tribal

- [x] Public OR ○ Private/Independent
- ○ Non-Profit OR ○ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2016 (most recent year) FTE Student Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	**2098**	**2178**	**2128**
Graduate			
Professional			
Unclassified	**1235**	**1275**	**1202**
Total all levels	**3333**	**3453**	**3330**

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2016 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	**2744**	**2845**	**2823**
Graduate			
Professional			
Unclassified	**2342**	**2445**	**2170**
Total all levels	**5086**	**5290**	**4993**

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 445 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	**108**	**337**	**3**	**6**	**10**	**73**	**0**	**16**

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	**$67,239**	**12.6 years**

INSTITUTIONAL FINANCES

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total). Please attach the following as separate documents submitted with the Basic Institutional Data Form.

1. **Statement of Cash Flows**
   a. 2014-2015
   b. 2015-2016
   c. 2016-2017

2. **Balance Sheet**
   a. 2014-2015
   b. 2015-2016
   c. 2016-2017

3. **Operating Budget**
   a. 2015-2016
   b. 2016-2017
   c. 2017-2018

4. **Capital Budget**
   a. 2013-2015
   b. 2015-2017
   c. 2017-2019
   d. Capital Allocation Budget - 2015-2017
   e. Capital Allocation Budget - 2017-2019

5. **Projections of Non-Tuition Revenue – included in Operating Budgets**

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2017-2018 approved by the institution's governing body. If NONE, so indicate.

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
NONE			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
San Juan Center	221 Weber Way	Friday Harbor, WA	AA-DTA	13	92	5
South Whidbey Center	723 Camano Ave	Langley, WA 98260	AA-DTA	37	82	8
Marine Technology Center	1606 R Avenue	Anacortes, WA 98221	ATA	31	75	5
Whidbey Island Campus	1900 SE Pioneer Way	Oak Harbor, WA 98277	AA-DTA, ATA	250	1805	45
Craft Brew Academy	15579 Peterson Road	Burlington, WA 98233	Certificate	20	36	4

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Skagit Valley College	**2405 East College Way, Mount Vernon, WA**	**DTA/MRP**	**Computer Science**	**43**	**Yes**	**N/A**
Skagit Valley College	**2405 East College Way, Mount Vernon, WA**	**ATA**	**Business Management**	**92**	**Yes**	**N/A**
Skagit Valley College	**2405 East College Way, Mount Vernon, WA**	**ATA**	**Multimedia & Interactive**	**82**	**Yes**	**N/A**
Skagit Valley College	**2405 East College Way, Mount Vernon, WA**	**AA-DTA**	**AA-DTA**	**605**	**Yes**	**N/A**
Skagit Valley College	**2405 East College Way, Mount Vernon, WA**	**DTA/MRP**	**Biology**	**117**	**Yes**	**N/A**
Skagit Valley College	**2405 East College Way, Mount Vernon, WA**	**DTA/MRP**	**Business**	**181**	**Yes**	**N/A**
Skagit Valley College	**2405 East College Way, Mount Vernon, WA**	**AA**	**General Studies**	**165**	**Yes**	**N/A**
Skagit Valley College	**2405 East College Way, Mount Vernon, WA 98273**	**ATA**	**Computer Information Systems**	**514**	**Yes**	**N/A**

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NONE						

Preface

Institutional Changes Since the Last Report

Dr. Thomas Keegan was hired as President of Skagit Valley College in March 2012. Dr. Keegan immediately led new strategic planning and operational planning processes grounded in equity and the College's ***Guiding Principles*** (Respect, Integrity, Open & Honest Communication, and Collaboration) that align department goals and institutional strategic priorities with the budgeting process and resource allocation.

The strategic planning process revealed significant disparities in equitable access, achievement, and community engagement and resulted in a number of district-wide, integrated approaches rooted in equity, including the ***Student Achievement Strategy (SAS)*** and the ***Latino Community Engagement*** strategic priority described throughout this Self-Study.

Dr. Keegan, working with others across the College, has restructured administrative support and institutional capacity to focus on *equity* in the College's Core Themes of Access, Achievement, and Community.

ORGANIZATIONAL CHANGES

1. Reinstituted the District Vice President for Instruction position;
2. Reinstituted the Vice President for Whidbey Island Campus/Centers position;
3. Elevated the Dean of Students position to Vice President for Student Services;
4. Created the Executive Director of Equity and Inclusion position, reporting to the President;
5. Created the Vice President of Institutional Planning and Effectiveness, reporting to the President;
6. Established a separate Dean of Arts & Sciences and Dean of Basic Education (formerly, these positions were combined), and created a new position, Associate Dean for Basic Education;
7. Established the Associate Vice President for International Education, reporting to the Vice President for Instruction;
8. Restored the library administrator position, Director of Library Services, reporting to the Vice President for Instruction;
9. Reinstituted the position of Director of Nursing (now Associate Dean of Nursing);
10. Established Cabinet Plus, an extension of Cabinet that includes the President's direct reports, associate vice presidents, deans, associate deans, and the Director of Information Technology.

INSTITUTIONAL CAPACITY CHANGES

1. In an effort to maintain a college focus on teaching and learning, the College reinstated and created numerous full-time, tenure-track faculty positions. Since 2012, the College has hired 40 tenure-track faculty.
2. Noteworthy new instructional programs include the College's first baccalaureate degree, a Bachelor of Applied Science in Environmental Conservation, and the state's first craft beer certificate program and the Cardinal Craft Brew Academy. A second

Bachelor of Applied Science in Applied Management was recently approved by NWCCU to begin in Fall 2018.

3. The faculty union and administration adopted an interest-based approach to bargaining. This has resulted in a more positive, focused tone in union-management relations as well as a number of significant contractual changes.
4. The Board of Trustees adopted Board Policy EF-1 Fiscal Health and Stability in May 2013 to assure the long-term fiscal health of the College. The policy articulates financial goals and both budget management and reporting expectations.

CHANGES FOCUSED ON EQUITY IN ACCESS, ACHIEVEMENT AND COMMUNITY

The most wide-ranging and active change since the last report is the ***Student Achievement Strategy***. The ***Student Achievement Strategy (SAS)***, while consisting of an enormous amount of changes to policy and practice, is primarily a cultural change grounded in equity in access and achievement, for both students and employees. ***SAS*** integrates instructional programs, student support services, hiring, professional development, planning, assessment, and budgeting to promote students' progression, completion, and readiness to engage in further education, and to promote employees' commitment to equity, the ***Guiding Principles***, and lifelong learning. The Equity Framework for the College's ***SAS*** provides a visual illustration of the cultural, strategic, and operational aspects of the effort.

The ***SAS*** effort, which is generally consistent with a Guided Pathways approach, involves the use of data and strategy for decision-making and regular reporting to the Board of Trustees and the College community. The College's selection as an Achieve the Dream (ATD) institution aided in the effort of developing skills and expectations for using data in decision-making. The ***Student Achievement Strategy*** webpage articulates the common vocabulary and shared culture focused on equitable student achievement.

This effort, framed by the Strategic Plan, began in earnest in Fall 2014 when President Keegan charged the Diversity Committee with developing a plan to create a College environment that is welcoming and respectful of all people, where differences are celebrated, and where equity-mindedness is pervasive. The Diversity Committee utilized a comprehensive framework (Diversity Committee Framework) for planning based on the AAC&U's Inclusive Excellence model and the Community College Culture for Latino Student Success model. The Diversity Committee formed a ***Latino Community Engagement*** workgroup to create a Diversity Committee Operational Plan to specifically address support for the rapidly growing Latino community and to increase Latino access and achievement.

Also in Fall 2014, Dr. Keegan created the Student Services Policy Audit Taskforce and Advising Taskforce to review current student service policies and advising practices. A comprehensive list of 22 operational policies and procedures were recommended to address barriers to student success. That spring, President Keegan convened a Student Success Summit to consider those recommendations, which resulted in Student Success Summit Decisions and a timeline. Through these conversations, the specific components of the ***Student Achievement Strategy*** began to emerge, including: adopting inclusive pedagogical practice, creating degree maps, aligning degree requirements and curriculum, making schedules predictable, proactively advising and tracking students, and integrating

instruction and college success skills. Also that year, the College was one of 150 colleges invited to compete as a finalist for the Aspen Prize for Community College Excellence.

During the 2015-16 academic year, the College focused on both creating a culture of student success, as well as specific programs related to Guided Pathways. Two workgroups, chaired by faculty and comprised of representatives from across the college, led these efforts. The Assessment, Advising and Guided Pathways Work Group focused on developing recommendations to implement (1) holistic placement, (2) holistic mandatory advising, and (3) educational planning through guided pathways. The First Quarter Experience Work Group focused on developing and delivering success tools to all new degree-seeking students. In addition to developing operational plans, the Diversity Committee and ***Latino Community Engagement*** Workgroup created a plan to become a Hispanic-Serving Institution. This plan was integrated into the ***SAS*** implementation plan and reinforces the overall focus on equitable access and achievement.

Based on the priorities identified through the Operational Planning Process, the College applied for and was awarded a Department of Education Title III Strengthening Institutions grant in 2015 to redesign the student intake process and advising model, design first quarter experience courses, and integrate student-centered instructional strategies with culturally responsive practices inside and outside the classroom. The College also created an Inclusive Excellence Advisory Group, under the leadership of the Executive Director of Equity and Inclusion, to provide guidance on implementation of inclusive pedagogy and inclusive practices. This group will also support instructional and student services program reviews to ensure a focus on ***equity in access and achievement***.

In 2016, the College was selected as one of 30 colleges nationwide to participate in the American Association of Community Colleges' (AACC) Pathways Project. This national, multi-year project focused on building capacity for community colleges to design and implement structured academic and career pathways at scale for all of their students. The AACC Pathways Project helped inform the implementation and adoption of key elements of the ***Student Achievement Strategy***.

A comprehensive rubric for ***Student Achievement Strategy*** implementation has been developed, which is reflected in the Student Achievement Strategy Scorecard, and implementation at the beginning level is well underway. Major ***SAS*** activities in process during the 2017-18 academic year are:

- Creating comprehensive planning guides for each program;
- Designing degree maps for all Areas of Study;
- Implementing the First Quarter Experience for all degree-seeking students;
- Revising the General Education outcomes;
- Widening the practice of Inclusive Pedagogy to address equity and inclusion across all units of the College through Inclusive Excellence;
- Implementing a new advising policy with mandatory checkpoints and navigational support;
- Creating a more robust, data-informed Program Review process, including attention to identifying and addressing equity gaps;

- Adopting a uniform and consistent course schedule matrix;
- Developing a web-based course scheduling system to better construct a responsive, convenient schedule for students;
- Reviewing the pre-college math pipeline, including the success of Math Lab;
- Expanding I-BEST, CWPA and on-ramps to Pre-Nursing, Education, and Human Services programs; and
- Implementing TargetX customer relationship management software to better track, message, and support students.

The following ***Student Achievement Strategy*** activities are scheduled to take place during 2018-19:

- Partner with local High Schools and Universities to better align curriculum and services, including transfer partnerships;
- Expand I-BEST, CWPA and on-ramps to all eligible areas;
- Identify critical courses and continue to refine and develop degree maps;
- Embed High Impact Practices in degree maps and co-curricular activities in each Area of Study;
- Integrate student support services (e.g., tutoring, peer mentoring, and supplemental instruction) into each planning guide and program;
- Implement redesigned comprehensive Program Review process to inform planning and improvement;
- Review outcomes for English and math sequences; redesign curriculum to align with College and Career Bridge courses;
- Continue to support and scale inclusive pedagogy across instructional departments;
- Review program-level outcomes and revise as appropriate for each Area of Study;
- Reorganize instructional areas to better align with and support Areas of Study; and
- Implement web-based course scheduling system based on degree maps and student needs.

With equity at its core, the ***Student Achievement Strategy*** is a broad-based, comprehensive, and strategic effort to create both cultural change and increased, equitable outcomes in each of the College's Core Themes. The Student Achievement Strategy Scorecard identifies the primary data elements used for evaluating the effort as the institutional and initiative levels. Integrated with the College's Core Theme measurement, the data points are used in evaluating the progress of specific interventions and programs.

Organization of Self-Study

In 2015, Marilyn Franklin, Executive Director of Institutional Planning and Effectiveness and Accreditation Liaison Officer (ALO) at the time, was charged with leading the 2018 Year Seven Self-Study Report. The Accreditation Steering Committee (ASC) was formed in Summer 2016 and convened regularly to meet the goals and deadlines related to accreditation and the Self-Study. The entire college community has been involved at some level in the process of gathering information, compiling the report, and reviewing and editing for accuracy. In Fall 2017, a draft report was shared with the college community. Members of the ASC

met with faculty, staff, and department and division chairs during the Fall to invite feedback and ensure a variety of perspectives and insights. The final draft of the Self-Study was published in Winter 2018.

Following a relocation out of state, Mrs. Franklin was appointed Special Assistant to the President and continues to work for the College remotely. Effective December 2017, Dr. Dave Paul was appointed Vice President for Institutional Planning and Effectiveness and ALO; Dr. Paul has assumed oversight of the Office of Institutional Planning and Effectiveness as well as accreditation responsibilities.

The following are members of the Accreditation Steering Committee and other significant contributors:

Dr. Mari Acob-Nash, Associate Vice President for International Students
Ms. Arden Ainley, Chief Public Information Officer
Ms. Lynnette Bennett, Associate Dean of Workforce Education
Ms. Jennifer Boland, Department Chair for College and Career Bridge
Dr. Gail Bruce, Associate Dean of Whidbey Island Campus
Dr. Laura Cailloux, Vice President for Whidbey Island Campus & Centers
Ms. Anne Clark, Vice President for College Advancement & Executive Director of SVC Foundation
Ms. Kim Cook, Director of Business Office & Controller
Dr. Mindy Coslor, Director of Library Services
Ms. Sally Dixon, Business Management Faculty
Ms. Sinead Fitzpatrick-Plagge, Associate Dean of Basic Education for Adults
Ms. Marilyn Franklin, Special Assistant to the President
Mr. Daniel Graber, Math Faculty and Faculty Assessment Liaison
Mr. Darren Greeno, Dean of Workforce Education
Dr. Claver Hategekimana, Director of eLearning
Mr. Andrew Heiser, Director of Information Technology
Dr. Ed Jaramillo, Vice President for Administrative Services
Ms. Sandy Jordan, Associate Dean of Student Development
Dr. Thomas Keegan, President
Dr. Kenneth Lawson, Vice President for Instruction
Dr. Farhana Loonat, Philosophy/Political Science Faculty
Dr. Gabriel Mast, Dean of Arts & Sciences
Ms. Stacie Moran, Administrative Analyst in Instruction
Dr. David Paul, ALO, Vice President for Institutional Planning & Effectiveness
Dr. Claire Peinado, Vice President for Student Services
Mr. Evan Picton, Associate Director of Institutional Planning & Effectiveness
Ms. Carolyn Tucker, Associate Vice President of Human Resources
Dr. Brenda Valles, Executive Director of Equity & Inclusion
Dr. Joan Youngquist, Dean of Basic Education for Adults

Chapter One defines the mission and core themes, defines mission fulfillment, and establishes meaningful, assessable, and verifiable indicators of achievement.

Chapter Two documents the adequacy of the College's resources and capacity to fulfill its mission and accomplish its core themes.

Chapter Three details the planning processes at SVC, which are comprehensive, broad-based, inclusive, and data-driven. This standard also describes the College's resource allocation model, which is guided by the planning process and outcomes.

Chapter Four describes the planning, assessment, and improvement processes by Core Theme and evaluates the College's system for collecting data, assessing effectiveness of programs and services, and using assessment results for improvement.

Chapter Five describes SVC's mission fulfillment threshold through the lens of the Core Themes: Access, Achievement, and Community. In summarizing SVC's adaptability and sustainability, the report finds that the College has developed planning, assessment, improvement, and budgeting processes that are clearly linked to the Mission and Core Themes. ***Student Achievement*** is at the center of mission fulfillment.

All exhibits are accessible through hyperlinks within the self-evaluation report. All information provided through hyperlinks is indexed and also available though hyperlinks in a separate document, titled, "Year Seven Self-Evaluation Report Exhibits." Hard copies of all exhibits will be available in the Resource Room during the Evaluation Team visit.

Response to Topics Requested by Commission

YEAR ONE EVALUATION RESPONSE

The Year One Report was submitted and Year One Peer Evaluation was successfully conducted in Spring 2011. In response to Recommendations 1, 2 and 3 from the April 2009 Evaluation "the evaluation panel compliments the college on the changes that have been made at the institution since the 2009 visit and encourages the College to continue this work and to gather measurable evidence of this work prior to its year three visit." In addition, the committee stated that although it was "clear the College worked hard to establish clarity in this process as it goes forward," they found "this focus to be stronger and more complete with regard to Core Theme One than for Core Themes Two and Three."

Beginning in the Spring of 2012, the President led the development of a new Strategic Plan that includes the following components: College Mission, Vision, Core Themes, Strategic Priorities, and ***Guiding Principles***. This work included a review and revisions to the Core Theme Objectives, Indicators, and Thresholds, as encouraged by the 2011 Evaluation Committee. The goal was to develop elements that are: meaningful and relevant; concise and non-duplicative; and easily understandable.

The Board of Trustees reviewed all planning and assessment components during a study session in June 2012 and at its annual retreat in August. The President engaged the entire College community in discussions during the 2012 Fall In-Service Day and in his subsequent monthly meetings with faculty and staff. This ten-month process culminated with Board approval of the revised Mission Statement, Core Themes, Objectives, and Thresholds in January 2013. The revised Core Themes, Objectives, Indicators, and Thresholds are included in Chapter One: Standard 1 – Mission, Core Themes & Expectations.

The revised Core Themes, Objectives, Indicators, and Thresholds guide the College's planning and assessment efforts. The College's planning and assessment process includes the Operational Plan, Strategic Enrollment Management Plan (which includes the instructional plan, recruitment and enrollment plan, marketing plan, progress and completion plan), and Facilities Master Plan. These plans are designed to align activities at all levels with the College's Mission, Core Themes, and Strategic Priorities. In addition, an Annual Planning Calendar, Seven-Year Planning Calendar, and Seven-Year Planning Calendar with Assessments were developed. These planning tools were implemented in Winter Quarter 2013 and are updated annually.

YEAR THREE EVALUATION RESPONSE

The Year Three Mid-Cycle Report and Year Three Mid-Cycle Report Appendix were submitted in Spring 2013. Following a virtual peer-evaluation, the Year Three Mid-Cycle Peer-Evaluation Report complimented the College's inclusion of the Learning Communities in its transfer course requirements, its commitment to cooperative education experiences, its commitment to library-use instruction across the College, and President Keegan's commitment to continuous improvement. Evaluators commended the College for its high level of technology to support students.

The Commission amended the Spring 2013 peer evaluation report to include one recommendation: "The evaluation committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees." Further, NWCCU requested an ad hoc report be submitted by September 2, 2014, and that actions be taken to fully address the recommendation within two years.

The College issued an ad hoc report on August 27, 2014, describing the process of preparing for the external financial audit by the State Auditor. The audit was conducted by the State Auditor's Office beginning on September 3, 2014. The Board of Trustees reviewed the audit on October 14, 2014, and November 12, 2014, and received a full review of audit results on January 13, 2015. The College has an agreement with the State Auditor's Office to file a financial audit regularly and has a process in place to ensure ongoing compliance with this recommendation.

NWCCU accepted the College's report regarding the audit and issued a statement accepting the Fall 2014 Ad Hoc Report and commending the College leadership for "its commitment

to being proactive in ensuring that the institution is in compliance with the Commission's Standards and Eligibility Requirements" on February 12, 2015.

Chapter One: Standard 1 – Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

ER 2. AUTHORITY

Skagit Valley College is a publicly funded, comprehensive community college and is authorized to operate as an institution of higher education by the State of Washington under the Community College Act of 1967 (revised as the Community and Technical College Act of 1991). The College is approved to award certificates, associate degrees, and baccalaureate degrees as a higher education institution under the Revised Code of Washington (RCW 28.B.50).

ER 3. MISSION AND CORE THEMES

The College's purpose is defined by its Mission Statement, which is fulfilled through its Core Themes. Skagit Valley College's Mission Statement and Core Themes were adopted by the Board of Trustees in January 2013. The College's three Core Themes derive from the Mission Statement and represent the educational interests of its students and the communities served by the College.

Standard 1: Mission and Core Themes

Introduction

In accordance with the Northwest Commission on Colleges and Universities (NWCCU), this Report represents an overview and analysis of the College mission, vision, core themes, and assessment of mission accomplishment. SVC's Mission, Vision, and Core Themes were adopted in 2013 by the College's Board of Trustees. The Year Three Report has been updated and incorporated into the Year Seven Self-Evaluation Report.

Standard 1.A. Mission

1.A.1 Mission

INSTITUTION'S MISSION STATEMENT

The Mission articulates ***why*** the College exists. The Vision is ***who*** we are, and the Core Themes are ***what*** we do and ***how well*** we do it, and ***Guiding Principles*** are ***how*** we work with each other. Skagit Valley College is a public, two-year comprehensive community college. Culminating a 10-month strategic planning process on January 8, 2013, which included College employees, community partners, and other stakeholders, the College's Board of Trustees adopted the following Mission and Vision Statements:

Mission: *Skagit Valley College provides opportunities for students in pursuit of their educational and employment goals, while contributing to the economic and cultural enrichment of our communities.*

Vision: *Skagit Valley College is dedicated to the success of our students. Our work is guided by a set of shared principles and our decisions are based on strategy and evidence. We are committed to quality, innovation, equity, and lifelong learning of students and employees.*

The College's Mission Statement is consistent with the authority granted by the Washington State Legislature to offer transfer, workforce, basic education for adults, and continuing education programs.

The Mission Statement is widely published and advertised throughout the College's service area. The Mission Statement is published in the College Catalog (found on the College website) and in numerous College publications. In addition, the Mission Statement is published on the College website and displayed in prominent locations at all campuses and centers.

1.A.2 Mission Fulfillment

INTERPRETATION OF MISSION FULFILLMENT

Skagit Valley College defines mission fulfillment as meeting or exceeding the Thresholds for the Objectives within each of the three Core Themes: Access, Achievement, and Community. The Core Themes are mission-based and are defined through their corresponding Objectives, Indicators of Achievement, and Thresholds. Individually and collectively, the Core Themes manifest essential elements of the Mission. Further, they collectively encompass the Mission.

Each Core Theme includes multiple Objectives, as well as multiple means for assessing achievement of those Objectives. The Core Theme Objectives are outcome statements, while the Indicators define the tools or methodologies for assessing the degree to which the Objectives are met. Thresholds determine the minimal acceptable level of achievement; in short, taken together the Thresholds provide the measurement for mission fulfillment.

Each year, units throughout the College develop action plans with objectives and activities that align with the Core Theme Objectives, creating a scaffold for mission fulfillment. Annually, the President's Cabinet Plus and Board of Trustees review Core Themes, Objectives, Indicators, and Thresholds to ensure that they are meaningful and relevant, concise and non-duplicative, and easily understandable. As the College pursues mission fulfillment, the President's Cabinet Plus and the Board of Trustees review progress on a monthly basis through Core Theme Progress Reports. This ongoing review of Core Themes, Objectives, Indicators, and Thresholds provides data to measure mission fulfillment. The following table illustrates the relationships among Mission, Core Themes, and Objectives:

Mission, Core Themes, Objectives	
Mission: Skagit Valley College provides opportunities for students in pursuit of their educational and employment goals, while contributing to the economic and cultural enrichment of our communities.	
CORE THEMES	**OBJECTIVES**
Access	*1.* The College will meet or exceed Strategic Enrollment Management targets. *2.* The College will meet or exceed the statewide participation rates. *3.* College enrollment will reflect District demographics.
Achievement	*1.* Students will successfully progress and accomplish their educational goals. *2.* Students will demonstrate significant learning related to general education requirements. *3.* Students will successfully transition to the workforce. *4.* Basic Education for Adult Students will successfully progress and transition to college-level courses. *5.* Basic Education for Adult Students will demonstrate level gains in Basic Skills.
Community	*1.* Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society. *2.* The College will collaborate with its communities through the exchange of knowledge and resources.

ARTICULATION OF AN ACCEPTABLE THRESHOLD OR EXTENT OF MISSION FULFILLMENT

Mission fulfillment is achieved when the College is meeting or exceeding the Thresholds for the Objectives within each of the three Core Themes: Access, Achievement, and Community. A scorecard is used for each of the Core Themes so performance of the College can be evaluated at a glance. The Core Theme Progress Reports include an analysis of threshold attainment, including disaggregated data by ethnicity and a trend analysis of longitudinal data. The Core Theme Scorecard 2016-2017 and Core Theme Progress Reports for 2016-17 (Access, Achievement-Basic Education, Achievement-Transfer Workforce, Community) and Reports for 2017-18 (Access and Community) provided to the Board thus far are available on the college's website. Core Theme Thresholds and Indicators are further detailed in 1.B.

The College uses the following definitions for the planning and evaluation process to provide focus and consistency:

- ***Mission*** defines the fundamental purpose the College, succinctly describing why it exists and what it does.
- ***Vision*** provides a vivid description of the College as it effectively carries out its operations.
- ***Core Themes & Objectives*** manifest the essential elements of the Mission and collectively encompass the Mission.
- ***Indicators*** are meaningful, assessable, and verifiable measures of achievement; the basis for evaluating accomplishment of the Core Theme Objectives.
- ***Thresholds*** define the acceptable minimums for mission fulfillment.
- ***Core Theme Progress Reports*** are institution/Board-level summary reports showing progress toward Core Theme achievement.
- ***Institutional Strategic Priorities*** represent time-sensitive focus areas for the College derived from the Mission, Vision, Core Themes, and Environmental Scan.

Standard 1.B. Core Themes

1.B.1 & 1.B.2 Core Themes: Access, Achievement, Community

As noted in the Preface, the College actively engaged in a strategic planning process that included a review of the College's Core Themes based on feedback from the NWCCU Year One Report. The process included clear guidelines to ensure that all components of the plan, including the Core Themes are: (1) meaningful, (2) relevant, (3) concise, and (4) easily understandable. Core Theme Progress Reports are provided to the Board of Trustees each month and provided to the college community during monthly meetings with the President. As part of the annual Board retreat in the summer, the Board of Trustees reviews all Core Theme Progress Report data, asking if the data and reports are meaningful, relevant, concise, and easily understandable. Adjustments are made accordingly at the annual retreat and immediately implemented.

Core Theme: Access

Skagit Valley College is an open-door comprehensive community college. Consistent with the College's commitment to equity, access to high quality education for ***all*** populations is a fundamental tenet of the College. The ***Access*** Core Theme informs both planning and assessment efforts to ensure the College is serving its diverse population at an acceptable level.

Objectives for the ***Access*** theme are: (1) the College will meet or exceed Strategic Enrollment Management (SEM) targets; (2) the College's participation rate will meet or exceed statewide participation rates; and (3) the College's enrollment will reflect district demographics. Associated Thresholds and Indicators for measuring achievement are detailed below:

Core Theme Objectives: Access

OBJECTIVE 1: The College will meet or exceed Strategic Enrollment Management targets

A. ***Threshold:*** State-supported enrollment will meet or exceed the state allocation
Indicator: Actual state-supported enrollment compared to state allocation target.
B. ***Threshold:*** International student enrollment will meet or exceed the College's annual target.
Indicator: International enrollment compared to target.

OBJECTIVE 2: The College's participation rate will meet or exceed the statewide participation rates.

A. ***Threshold:*** The enrollment of adults aged 18 to 44 as a percentage of the District population will meet or exceed the system enrollment of adults aged 18 to 44 as a percentage of the state population.
Indicator: SVC enrollment of adults aged 18 to 44 compared to CTC System enrollment of adults aged 18 to 44.

OBJECTIVE 3: The College's enrollment will reflect District demographics.

A. ***Threshold:*** SVC enrollment will achieve parity with the district population by race/ethnicity.
Indicator: Enrollment distribution by race/ethnicity compared to district population.
B. ***Threshold:*** SVC enrollment in degree programs will achieve parity with the district population by race/ethnicity.
Indicator: Enrollment in degree programs by race/ethnicity compared to district population.
C. ***Threshold:*** Enrollment in College & Career Bridge (CCB) programs will achieve parity with the percentage of adults with less than a high school diploma in the District.
Indicator: Enrollment in CCB programs compared to adults with less than a high school diploma in the District.
D. ***Threshold:*** Enrollment in English Language Acquisition (ELA) programs will achieve parity with the percentage of foreign-born residents who don't have English proficiency in the District.
Indicator: Enrollment in ELA program compared to foreign-born residents who don't have English proficiency in the District.

Rationale

The ***Access*** theme is directly linked to Skagit Valley College's Mission, which states in part, "Skagit Valley College provides ***opportunities*** for students..." The three Objectives are measurable and meaningful. These objectives enable the College to assess the extent to which the College is providing "opportunities," or "access" as described below:

OBJECTIVE 1: The College will meet or exceed Strategic Enrollment Management targets.

The College develops its enrollment targets based upon the level of enrollment that is supported by its state funds allocation, as well as by the College's intention to serve its community to the greatest extent possible.

The Strategic Enrollment Management (SEM) enrollment targets are grounded in data produced by the annual Environmental Scan. In setting enrollment targets, the College provides both a vision of its student body profile and a measurable picture of opportunity.

OBJECTIVE 2: The College's participation rate will meet or exceed the statewide participation rates.

While measuring access by enrollment targets is meaningful, it does not provide the full picture of mission fulfillment. Participation rates illustrate the degree to which the College is providing opportunities to the District. Participation rate is the number of persons ages 18 to 44 participating in higher education as a percent of the relevant population. Comparing the College's participation rate to the statewide participation rate provides a context for assessment as well as a benchmark for success.

OBJECTIVE 3: The College's enrollment will reflect District demographics.

The College is committed to equity, as presented in its Vision Statement. To ensure the College is providing opportunities to the District equitably, it is essential that all members of the District population are represented in the student body, especially students of color, adults with less than a high school diploma, and students with limited English proficiency. In short, the College must hold up a mirror to the District and be reflective of the District population's diversity. Thus, the demographics of the student body should reflect the diversity of the District population and are a critical measure of mission fulfillment.

Core Theme: Achievement

Skagit Valley College, as stated in its Vision Statement, is "dedicated to the success of our students." The ***Achievement*** Core Theme provides the context for planning and measuring the extent to which student success is realized.

Objectives for the ***Achievement*** theme are: (1) students will successfully progress and accomplish their educational goals; (2) students will demonstrate significant learning related to general education requirements; (3) students will successfully transition to the workforce; (4) Basic Education for Adult Students will successfully progress and transition to college-level courses; and (5) Basic Education for Adult Students will demonstrate level gains in Basic Skills. The State Board's Student Achievement Initiative cohort database provides a stable, shared database for measuring the Objectives 1, 3, and 4 for the Achievement Core Theme. For Objectives 2 and 5, benchmarks compare SVC student performance to the previous years' SVC student performance.

Benchmarks compare Skagit Valley College versus other colleges in the SBCTC system in order to provide a meaningful context of student achievement. Associated indicators and thresholds for measuring achievement are detailed below:

Core Theme Objectives: Achievement

OBJECTIVE 1: Students will successfully progress and accomplish their educational goals.

A. ***Threshold:*** Transfer students will meet or exceed the system average for achievement outcomes.
Indicator: Student Achievement Cohort Success Measures for Transfer cohort by race/ethnicity
B. ***Threshold:*** Workforce students will meet or exceed the system average for achievement outcomes.
Indicator: Student Achievement Cohort Success Measures for Workforce cohort by race/ethnicity.

OBJECTIVE 2: Students will demonstrate significant learning related to general education requirements.

A. ***Threshold:*** Students will demonstrate general education learning gains based on the previous years' ETS scores.
Indicator: ETS Proficiency Profile Standardized Test Scores.

OBJECTIVE 3: Students will successfully transition to the workforce.

A. ***Threshold:*** Students who complete Workforce program certificates or degrees will meet or exceed the system employment rates for similar students, nine months after leaving college.
Indicator: Employment rate of Completers as measured by SBCTC.

OBJECTIVE 4: Basic Education for Adult Students will successfully progress and transition to college-level courses.

A. ***Threshold:*** SVC College & Career Bridge (CCB)/High School Completion (HSC) measures will meet or exceed the system measures.
Indicator: Student Achievement Cohort Success Measures for Basic Skills cohort by CCB/HSC.

OBJECTIVE 5: Basic Education for Adult Students will demonstrate level gains in Basic Skills.

A. ***Threshold:*** SVC CCB/HSC and English Language Acquisition (ELA) measures will meet or exceed the SVC four-year rolling average.
Indicator: Basic Skills Student Achievement Points by CCB/HSC and ELA.

Rationale

The ***Achievement*** theme is directly linked to the College's Mission, which states in part, "Skagit Valley College provides opportunities for students in pursuit of their ***educational and employment goals***…" The Objectives were selected to be measurable and meaningful and enable the College to assess the extent to which students are succeeding relative to their educational and employment goals as described below:

OBJECTIVE 1: Students will successfully progress and meet their educational goals.

Student progress is a crucial measure of student achievement. The College has adopted the nationally recognized Washington State Student Achievement Initiative framework for measuring student progress toward their educational goals. These measures are designed to focus on short-term and intermediate outcomes that indicate students are making meaningful progress toward degree and certificate completion. The Student Achievement cohort database allows the College to disaggregate the data using student intent and other demographic characteristics, and to track student performance based on their participation in student success initiatives.

Utilizing the Student Achievement Initiative framework, the College has identified Thresholds regarding student progress and completion in transfer and workforce. In each of these instructional areas, the Threshold sets an expectation that the progress rate and completion rate of Skagit Valley College students will meet or exceed the progress rate of the community and technical college system. This framework links directly to the College Mission, which supports students meeting their educational goals.

OBJECTIVE 2: Students will demonstrate significant learning related to general education requirements.

Regardless of a student's particular educational goal, SVC's curriculum is designed to engage students in transformative learning. The College's General Education Learning Outcomes help to define the specific types of skills and knowledge that are at the foundation of this effort to contribute to student growth and development. In 2014, the College replaced General Education assessment that relied on student perception of gains via the Community College Survey of Student Engagement (CCSSE) with a more direct assessment of student learning. The ETS Proficiency Profile allows the college to assess gains in the key General Education Learning Outcomes, including the ability to think critically, communicate effectively, and demonstrate mathematical reasoning. The assessment is administered twice per year and coordinated by the Faculty Assessment Liaison (appointed by the Vice President for Instruction) and the Associate Director of Institutional Planning & Effectiveness. In order to measure learning gains, ETS assessment results are compared by student to determine individual gains over time based on the number of credit hours students have completed.

OBJECTIVE 3: Students will successfully transition to the workforce.

The College Mission states in part "Skagit Valley College provides opportunities for students in pursuit of their … ***employment goals***…" The College focuses on achieving employment

rates for SVC students that are equal to or greater than the community and technical college system.

The SBCTC has a robust and comprehensive system for tracking workforce outcomes that allows the College to measure the employment Objective identified in this Core Theme. By tracking the employment rates of workforce students nine months after leaving the College, the College can assess the degree to which students' preparation at SVC translated to their ability to meet workforce needs and gain employment.

OBJECTIVE 4: Basic Education for Adult Students will successfully progress and transition to college-level courses.

Again, the College has adopted the Washington State Student Achievement Initiative framework for measuring student progress toward their educational goals. These measures are designed to focus on short-term and intermediate outcomes that indicate students are making meaningful progress toward degree and certificate completion.

Using the Student Achievement Initiative framework, the College has identified Thresholds regarding student progress in Basic Education for Adults. The Threshold sets the expectation that students in CCB, HSC, and ELA courses will meet or exceed the progress rate of the community and technical college system. This framework links directly to the College Mission, which supports students' meeting their educational goals.

OBJECTIVE 5: Basic Education for Adult Students will demonstrate level gains in Basic Skills.

Using the Student Achievement Initiative framework, the College has identified Thresholds regarding student progress in Basic Education for Adults. The Threshold sets the expectation that students in CCB, HSC, and ELA courses will meet or exceed the SVC four-year rolling average points. This framework links directly to the College Mission, which supports students' meeting their educational goals.

Core Theme: Community

The College's Mission Statement speaks in part to the College's role in "contributing to the economic and cultural enrichment of its communities." The Vision Statement affirms a priority for a learning environment characterized by equity and a set of shared principles.

Objectives for the ***Community*** Theme focus on both internal and external perspectives of community: (1) students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society; and (2) the College will collaborate with the local community through the exchange of knowledge and resources.

Associated indicators and thresholds for measuring achievement are detailed below:

Core Theme Objectives: Community

OBJECTIVE 1: Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society.

A. ***Threshold:*** The CCSSE Pluralism Index score will be equal to or exceed the Index score for similar-sized colleges.
Indicator: Community College Survey of Student Engagement
B. ***Threshold:*** Biennial SVC Vision Survey scores will average at least 75% of the maximum.
Indicator: SVC Vision and Services Survey

OBJECTIVE 2: The College will collaborate with the local community through the exchange of knowledge and resources.

A. ***Threshold:*** The Gelmon-Carnegie Community Engagement Assessment scores will average at least 75% of the maximum.
Indicator: Gelmon-Carnegie Community Engagement Assessment

Rationale

As a comprehensive community college, SVC strives to be an integral part of its community. Accordingly, the College's Mission Statement speaks to its relationship with the local community. In addition, the Vision Statement addresses the desired learning environment to be experienced by all members of the College community.

The ***Community*** Core Theme focuses on two perspectives of community: the College's relationship with its local community, and the environment in which students, faculty, and staff work and learn.

The two objectives are measureable and focus the College on progress toward achievement of the ***Community*** Core Theme. Further, the Gelmon-Carnegie Community Engagement Assessment brings faculty and staff together in a reflective exercise that builds community.

OBJECTIVE 1: Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society.

Students and employees alike have the ability to work together to create a culture on campus that fosters mutual respect, diversity and civility. Through the CCSSE survey, students report their perceptions of their experiences in the learning environment, assessed through seven questions from the CCSSE and by comparing SVC responses to student responses from other medium sized colleges. To assess employees' contribution toward creating this culture, the College utilizes the biennial Employee Vision and Services Survey.

Taken together, these assessments allow the College to track its progress toward meeting the ***Community*** Core Theme, engage with the internal community, and to plan future goals and activities.

OBJECTIVE 2: The College will collaborate with the local community through the exchange of knowledge and resources.

The College's Mission Statement states in part "Skagit Valley College… [is] contributing to … our ***communities***." Building relationships with the local community is a priority for Skagit Valley College. These relationships affect the College's ability to respond quickly and effectively to community needs.

The College combines two national assessment tools to evaluate success in meeting the Objectives for this Core Theme. The Gelmon Community Engagement Assessment Rubric is a self-assessment tool that helps the institution evaluate its level of engagement with the external community. The Carnegie Community Engagement Framework is a self-assessment tool that addresses the institution's commitment and activities regarding community engagement. The College conducts a series of focus groups with faculty and staff every other year to complete the Gelmon Community Engagement Assessment.

Chapter Two: Standard 2 – Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

ER 4. Operational Focus and Independence

Skagit Valley College operates under the statutory authority of the Community and Technical Colleges Act of 1991, codified in RCW 28B.50. The College is governed by a five-member Board of Trustees appointed by the Governor. The College independently establishes and manages its program and services and operates as a public institution of higher education with primary emphasis on transfer programs, workforce programs, and basic skills education.

ER 5. Non-Discrimination

SVC is an Equal Opportunity Employer. The College does not discriminate on basis of race, color, national origin, sex, disability, sexual orientation, gender identity, or age in its programs and employment. This policy applies to all programs, services, and facilities. Institutional compliance for efforts for equal opportunity, and non-discrimination policies is assigned to the Associate Vice President of Human Resources.

ER 6. Institutional Integrity

Skagit Valley College is governed and operates in an ethical, non-discriminatory manner. The College establishes and adheres to ethical standards in its operations and relationships. Stakeholders most affected by decisions are informed and provided opportunities for suggestions and feedback. The College publishes its policies and procedures, and updates them regularly to assure they comply with state and federal law.

ER 7. Governing Board

The College's Board of Trustees is comprised of five unpaid members appointed by the Governor for five-year terms. The Board sets policy and approves the budget, but delegates operational policy-making and decision-making to the College President. No voting Board Member has any contractual, employment, or personal financial interest in the College.

ER 8. Chief Executive Officer

The College President, appointed by the Board of Trustees, serves as the CEO. His full-time responsibility is to the institution. The President serves as the Secretary to the Board of Trustees. The Board of Trustees evaluates the College President's performance annually.

ER 9. Administration

Skagit Valley College maintains administrative and support services necessary to achieve its Mission and goals as demonstrated by the Organizational Chart. Administrators provide effective leadership and oversee the day-to-day operations of the College, with oversight from the College President.

ER 10. Faculty

The College employs 108 full-time professionally qualified faculty, including 80 tenured, 17 tenure-track, and 11 temporary faculty, to deliver instruction, library services, and counseling. Faculty contracted workloads, evaluations, and opportunities for professional development are consistent with the faculty Collective Bargaining Agreement. Faculty are involved in academic planning, curriculum development and review, student academic advising, outcomes assessment, and institutional governance.

ER 11. Educational Program

Consistent with its Mission, the College offers a wide range of high-quality educational programs, many of which lead to degrees and certificates. All degree programs are based on recognized fields of study and are approved by the State and the College's Board of Trustees. Degree programs have defined learning outcomes and require learners to be effective users of library and information resources. Degree learning outcomes are published in the catalog under each program. The College's emphasis on building community encourages strong student-faculty interaction in onsite and online courses.

ER 12. General Education and Related Instruction

At Skagit Valley College, all degrees and Professional/Technical certificates of 45 or more credits include a general education component. Professional/Technical programs meet the general education/related education requirements set forth by the NWCCU. General education learning outcomes are incorporated into course outlines, syllabi, and learning outcome assessment plans. Transfer degree programs meet the guidelines set forth by the Higher Education Coordinating Board and the State Board for Community and Technical Colleges. The College's BAS degree program requires a planned program of major specialization.

ER 13. Library and Information Resources

The College maintains an appropriate level of currency, depth, and breadth of library and information resources to support the institution's programs and services. College libraries provide onsite and online resources, instruction, and reference assistance for students in all programs as well as for College employees. The library facilities provide computer access and study spaces for students. The Information Technology department provides and maintains the technology infrastructure to support all instructional and administrative operations wherever programs and services are offered and however delivered.

ER 14. Physical and Technological Infrastructure

The College maintains two campuses and four centers. The main campus is located on 100 acres in Mount Vernon. SVC also owns and operates a second campus in Oak Harbor, which is situated on 9.75 acres. The College centers are located in Friday Harbor on San Juan Island, at the southern end of Whidbey Island in Langley, in Anacortes where the Marine Technology Program is offered in conjunction with eight regional school districts, and in Burlington where the Cardinal Brewing Academy is operated.

ER 15. Academic Freedom

Skagit Valley College maintains a learning environment that fosters academic freedom, creative activity, and innovation. Academic freedom is addressed in the Collective Bargaining Agreement (per Article 4.12) and Code of Student Conduct (found on the website).

ER 16. Admissions

Skagit Valley College has an open-door admissions policy with the exception of the Associate in Nursing DTA/Registered Nursing Program, which is based on a competitive and selective process detailed on the Nursing admissions website.

ER 17. Public Information

Skagit Valley College publishes a Catalog (website) every year. The catalog can be accessed through the college website or printed. The web-based version of the catalog is annually updated and considered in effect at all times. The Catalog provides information on admissions; academic rules and regulations; financial aid, program costs, and refund policies; attendance and withdrawal policies; and degrees, programs, and courses. The College also publishes the academic calendar, rules and regulations for student conduct, student rights and responsibilities, and administrator and faculty information. The College's Marketing and Communication Office coordinates with other College offices to create consistent and accurate information in print and on the College's website.

ER 18. Financial Resources

The College's funding comes primarily from the Washington State Legislature, from student tuition, and from the Skagit Valley College Foundation. Additional sources of funds include grants and contracts. The College has a stable financial status, reserves, and appropriate risk management to ensure short-term solvency and long-term sustainability.

ER 19. Financial Accountability

The College's finances are externally audited annually by the Washington State Auditor's Office (SAO) within nine months of the end of the fiscal year. The College meets all auditing and accounting requirements. The College's last three audits conducted by the SAO were all free of any findings. Results of the audit are provided annually to College's administration and the governing board for consideration.

ER 20. Disclosure

Skagit Valley College has disclosed and made public all information, documentation, and materials requested by the Commission in order to carry out its evaluation and accreditation functions. The College has an appointed Accreditation Liaison Officer to remain current on standards, expectations, and documentation requirements.

ER 21. Relationship with the Accreditation Commission

Skagit Valley College accepts and subscribes to the standards and policies set forth by the Northwest Commission on Colleges and Universities. The College makes available all information requested by the Commission.

Standard 2.A Governance

2.A.1 Governance System

The College's current system of governance has been in place since 2001 following an extensive examination of governance models; and the current model was reviewed and modified in 2012. The Operational Policies and Procedures Manual (OPPM website) sets forth operational policies and procedures for a governance process that ensures all voices are heard on issues prior to final presidential action.

The purpose of the OPPM is to support and provide direction for carrying out Board of Trustees' policies. In addition, the OPPM provides information and direction for the conduct of College affairs to ensure compliance with law and to reduce institutional risk. Operational policies have institution-wide application and support the College Mission, Vision, ***Guiding Principles***, Core Themes and Board policy. Operational procedures describe actions or constraints necessary to comply with and/or implement operational policy. The College's Operational Policies and Procedures Manual is comprised of the following sections, and each section notes the initial date of approval and revision dates within the published document:

Section 1000 – Executive
Section 2000 – Operational Governance
Section 3000 – Human Resources
Section 4000 – Educational Programs
Section 5000 – Student Services
Section 6000 – Administrative Services
Section 7000 – Facilities
Section 8000 – Information Access & Responsibility

The administrator designated for each section is responsible for reviewing the policies in their section(s) annually, or more often if necessary, to ensure continued compliance with accreditation standards and policies, state and federal laws, and legislative mandates. The governance process also provides an opportunity for the College community to review and provide input into substantive OPPM revisions that are not a result of changes in law.

In addition to paper copies available in each administrative office and the College libraries, operational policies and procedures are posted on the College's public OPPM website.

Requests for changes to policy and procedures may be submitted by any member of the College community. Such requests are submitted to the Governance Steering Committee (GSC) which receives and determines the disposition of the request. The GSC serves a clearinghouse function and routes requests to one of the standing committees for consideration to ensure shared governance and opportunities for college community input. Significant

changes to policies and procedures are subject to public hearings as outlined in OPPM Section 2000.

The structure and processes of the College's governance system are implemented intentionally to honor inclusiveness. Standing committees have District-wide representation of faculty, staff, and students. SVC faculty comprise the majority of the Instruction Committee and are fully represented on other governance committees. Faculty appointments to governance committees are recommended to the President by the Skagit Valley College Federation of Teachers (SVCFT), and appointments are formally made by the President. Faculty members are also actively engaged in a variety of non-governance committees.

Students have a number of opportunities to be involved in leadership across the District, including student government and serving on governance committees. The Associated Students of Skagit Valley College (ASSVC) elect two presidents – one to represent the Mount Vernon Campus students and another to represent the Whidbey Island Campus and Centers, students. The presidents of ASSVC alternate reporting to the Board of Trustees each month as a standing agenda item.

Students also have opportunities to serve on important non-governance committees. For example, each Tenure Review Committee includes a student representative. Appointments of students to both governance and non-governance committees are made by student government leadership.

2.A.2 Delineation of Authority and Responsibility

Skagit Valley College is a single district with two campuses and four centers. It retains a single governance system that supports the requirements, policies, regulations, and procedures for all College units. College policies are equitably administrated across the District.

SVC operates its main campus in Mount Vernon, a second campus in Oak Harbor, a center in Friday Harbor on San Juan Island, a center at Langley at the south end of Whidbey Island, and a Cardinal Brewing Academy in Burlington. The College also offers its Marine Technology Program in Anacortes. All District locations administer and adhere to the same policies, regulations, and procedures. SVC reports to a Board of Trustees appointed by the Governor of Washington.

SVC is one of 34 Washington community and technical colleges. The State Board for Community and Technical Colleges (SBCTC) governs the statewide system. The SBCTC, governed by a nine-member governor-appointed Board, supports Skagit Valley College by providing "general supervision and control over the state system of community and technical colleges." Among its specific responsibilities are to:

- Prepare a single system operating budget request and capital budget request for consideration by the Legislature, and disburse capital and operating funds appropriated by the Legislature.

- Establish minimum standards for the operations of community and technical colleges with respect to personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support.
- Prepare a comprehensive master plan for community and technical college education.

2.A.3 Monitoring of Standards Compliance

SBCTC requires all Washington community and technical colleges to maintain regional accreditation (SBCTC Policy 1.50.00 website). The College's Accreditation Liaison Officer (ALO) is responsible for assuring all accreditation activities are tracked and measured, and timelines met. The Vice President of Institutional Planning & Effectiveness is the College's ALO and reports directly to the President. SVC, through the President's Cabinet, regularly reviews accreditation requirements. All accreditation reports are posted on the College's public website.

2.A.4 –2.A.8 Governing Board

The College's Board of Trustees (BOT) is comprised of five unpaid members appointed by the Governor for five-year terms. According to Washington State law, the Governor is required to consider "geographical diversity, and representation from labor, business, women and racial and ethnic minorities" (RCW 28B.50.100 website). The Skagit Valley College Board is representative of its service area.

Trustees may not have any employment, contractual, or personal financial interest in the College. Trustees must adhere to the Public Disclosure Act and The Washington Ethics in Public Service Act (RCW 42.52 website)

The Board of Trustees is guided by Washington statutes (RCW 28B.50.100 website), and its public meetings are conducted with pre-established agendas and with opportunity for community comment on all aspects of College operations. The Board has also established policy for its own ethical standards: This policy includes using proper authority and appropriate decorum as Board members; acting loyally on behalf of the interests of the community; avoiding conflict of interest with respect to their fiduciary responsibility; refraining from any attempt to exercise individual authority over the organization except as explicitly set forth in Board policies; respecting the confidentiality appropriate to issues of a sensitive nature; and ensuring that public funds, including those related to board expenses, are spent wisely and legally.

Members of the Board of Trustees, according to SVC Board Policy GP-3, "Deliberate in many voices and abide by and uphold the final majority decision of the Board."

Under the governance model adopted by the Board in July 2000 and revised in 2013, the BOT is a policy-making Board responsible for defining institutional Mission, setting broad institutional policies, and monitoring progress in the achievement of Core Theme Objectives,

while the College President is responsible for operational policy. The BOT employs the College President as the institutional leader to whom they delegate operational responsibilities. Board policies are posted on the College website.

The BOT holds seven meetings each year and an annual retreat each summer. In addition to its regular public meetings, the Board conducts occasional study sessions to focus in-depth on emerging issues. The Board, according to a published annual schedule, analyzes Core Theme Progress Reports to hold the College accountable for mission fulfillment.

The BOT appoints and regularly reviews the College President. The BOT delegates authority to the President to implement Board-approved policies related to operations of the College. Board Policy BSL-3 requires that the performance of the College President be reviewed on an annual basis and that his "performance will be considered to be synonymous with organizational performance as a whole." The evaluation is based on three items:

- The policies and ends monitoring data provided during the evaluation cycle;
- Specific goals and expectations set for the President by the Board at the beginning of the evaluation cycle; and,
- Overall adherence to SVC Board policies.

Each summer, at its annual retreat, the BOT conducts an annual self-evaluation of their performance. Accordingly, the most recent evaluation was conducted in Summer 2017.

2.A.9 – 2.A.11 Leadership and Management

Skagit Valley College has an effective system of leadership, staffed with highly qualified administrators with appropriate levels of responsibility and accountability. The President's Cabinet serves as the College's Leadership team, and is responsible for leading the planning, management, and assessment of the College's operations. The Cabinet administrators hold masters and doctoral degrees and bring both breadth and depth of knowledge to their positions.

The President's Cabinet members include the President's direct reports: Vice President for Administrative Services, Vice President for Instruction, Vice President for Student Services, Vice President for Whidbey Island Campus & Centers, Vice President for College Advancement & Executive Director of SVC Foundation, Vice President of Institutional Planning and Effectiveness, and Executive Director of Equity and Inclusion. The Cabinet generally meets once each week following an agenda prepared in advance by the President with input from Cabinet members. Cabinet is responsible for budget projections, monitoring, and adjustment; facilities plans; personnel decisions; overseeing shared governance; and communication to the college and external communities.

In addition, the President convenes Cabinet Plus on a monthly basis to facilitate broad-based planning and decision-making. Cabinet Plus includes the President's direct reports, deans, associate deans, associate vice presidents, and the Director of Information Technology. This group focuses on strategic and operational plan development; institutional effectiveness;

strategic enrollment management; preparing for monthly Board meetings and all-campus meetings with the President; and campus leadership and climate issues.

The College is led by President Thomas Keegan who assumed the presidency in March 2012. Dr. Keegan came to Skagit Valley College from Peninsula College, where he held the presidency for 11 years. Prior to Peninsula College, Dr. Keegan served in a number of administrative positions in community college education. Altogether, Dr. Keegan has 39 years of experience in the Washington Community and Technical College system.

President Keegan holds an Educational Doctorate (Ed.D.) from the University of Washington in Educational Leadership and Policy Studies, a Master's Degree (M.Ed.) from Western Washington University in Student Personnel Administration, and a Bachelor's Degree (B.A.) from the University of Puget Sound in Psychology. Most important, Dr. Keegan earned his Associate in Arts Degree from Skagit Valley College.

Dr. Keegan's full-time responsibility is to the institution. In accordance with the governance model, the President serves as the non-voting Secretary to the Board of Trustees.

The College administrative and exempt employees are well qualified to carry out the duties and responsibilities for their particular positions. A list of College leaders and their qualifications is provided in the Exhibits. Several administrative staff members have come from faculty, classified, or mid-level management to their current positions. Administrators serve on statewide councils and commissions, serve on SBCTC governance committees, and are proactive in assuming leadership roles in state organizations. College leaders work collaboratively across the institution to foster fulfillment of the College's mission and accomplishment of its Core Themes.

Policies and Procedures

2.A.12 Academics

Academic policies are clearly communicated to faculty, administrators, and staff through the faculty Collective Bargaining Agreement, faculty handbook, and the College's Operational Policies and Procedures, Section 4000 – Educational Services. The Faculty Collective Bargaining Agreement (CBA) and Faculty handbook are available to the College community on the College's portal. The OPPM is available on the College's OPPM website. Students learn about the College's academic policies through the Student Policies Handbook website, the College Catalog (website), and course syllabi.

2.A.13 Library and Information Resources Policies

All Skagit Valley College students and employees can access library and information resources regardless of location or course delivery method. The Skagit Valley College Libraries post policies regarding access and use of the libraries and information resources on the Library

website. Policies can be found under "About the Library." For patron convenience, a section called "Borrowing Items" is featured separately. This section outlines borrower privileges, loan periods, and fines for overdue materials. In the "FAQ" section, students can find answers to questions about the libraries in general and online access to library resources. Contact information for the library, including a toll free number, is also provided on the website.

2.A.14 Transfer-of-Credit Policy

SVC transfer-of-credit policies are based on the Transfer Student Bill of Rights endorsed by the Student Services Commission of the Washington State Board for Community and Technical Colleges (website). The transfer policy is designed to ensure that students receive appropriate credit for courses completed at other accredited institutions, while maintaining the integrity of its degree programs. The transfer policy is provided in the College's Catalog and the student transfer website (website).

New SVC students learn about transfer resources during mandatory small-group advising or a new student advising video through the online orientation. The Counseling and Advising Office supports entering students, including students transferring from other institutions who, if they transfer in with 30 or more credits, meet individually with advisors. Transfer specialists are available at each campus and center to provide students with information and resources to help them plan for transfer to a four-year college or university. SVC's student homepage, MySVC, includes valuable resources for students considering transfer to institutions in-state and nationwide. Students can use secure online and registration tools to view their courses and perform a degree audit in preparation for transferring courses.

Ensuring students receive consistent and timely academic advising, including information on transfer to a four-year college or university, is a key element of the ***Student Achievement Strategy***. Faculty are currently updating planning guides and building degree maps to provide students with appropriate and accurate transfer information. This information helps students enroll in appropriate courses so they are prepared and ready to enter their chosen majors when they transfer. As a part of this work, faculty are also verifying how SVC courses transfer within the state to ensure students are getting the appropriate credit at the receiving institutions. These initiatives ensure that students get on the path to complete their educational program quickly while allowing students the flexibility to participate in program and career exploration.

2.A.15 Student Rights and Responsibilities

SVC's student rights and responsibilities policies and procedures are designed to promote a safe and effective learning environment for students and College personnel. The *Student Rights and Responsibilities* underwent a total review and revision in 2008-09. The Code of Student Conduct was further revised in 2015-16 and the changes went into effect in March 2016, including necessary revisions to the Washington Administrative Code (WAC). The

Student Rights and Responsibilities and other student-related policies are located on the College Student Rights and Responsibilities website.

The College annually revises and distributes a summary of Student Rights and Responsibilities that includes the Code of Student Conduct as well as policies and procedures regarding disabilities services, grievances, controlled substances, anti-discrimination, sexual harassment, children on campus, smoking, posting materials, educational records, and academic integrity in the Student Handbook. The Code of Student Conduct, including the definitions and processes for College disciplinary actions, is available at the Code of Student Conduct website.

The Student Handbook website includes valuable information for students about the Cardinal Bookstore, Disability ***Access*** Services, food and cafeteria options, Campus View Village, Library resources, Multicultural Student Services, parking, and tutoring services. The Student Handbook provides information about computer labs, student email accounts, eLearning resources, and campus safety. The Student Handbook provides links to College web pages that outline students' rights and responsibilities, the grievance procedure, and the constitution of the Associated Students of Skagit Valley College. Handbooks are available in the Student Life office, the ASSVC office, and the Counseling and Advising Services office.

The College has a grievance policy and procedure that was updated and approved through the Governance Steering Committee in Spring and Summer 2017. In the event a student grievance is not resolved informally, students may take grievances directly to a formal grievance process. The Grievance Committee is composed of students, staff, faculty, and administration. Various appeal mechanisms have been established with regard to academic suspension and dismissal, financial aid eligibility, residency issues, grades, and other such matters. Support for mediated problem solving is available through the Counseling and Advising office and the Vice President for Student Services office. The procedure for student grievances is outlined in the SVC Catalog and detailed on the SVC Complaint website.

2.A.16 Admission and Placement Policies

Skagit Valley College has an open admission policy and welcomes all students who are 18 years of age or older whose graduating class has graduated or who have earned a GED® certificate. Students who do not have a High School Diploma may enroll in the College & Career Bridge (CCB) program, formerly known as the Adult Basic Education (ABE) program. Students who are under the age of 18 and are high school juniors or seniors with cumulative GPA of 2.25 or higher are eligible for admission to SVC as Running Start students, the State's dual enrollment program for high school students, or College in the High School.

The College requires students seeking a certificate or degree, or enrolling in 10 or more credits, to be evaluated for Math and English placements. To provide a more accurate placement system, the ***Student Achievement Strategy*** included adopting multiple measures of assessment. Multiple measures of assessment ensures that students are placed as accurately as possible, setting students up to be successful in their first Math and English courses. Many students take the Accuplacer placement test. Accuplacer placement cut-off scores are determined jointly by department faculty, counselors, and administrators. Instead of Accuplacer,

students may provide transcripts from other colleges showing they have successfully completed the requisite Math and English composition courses. Students may also use other methods to determine their Math and English placement, including the Smarter Balanced Assessment, high school GPA, or high school transcript. A complete list of placement options can be found at the Placement website.

Information about admissions procedures to specialized programs – such as Running Start, Academic English as a Second Language (AESL), or IBEST – is available in the SVC Catalog and website. International students may apply with or without Test Of English as a Foreign Language (TOEFL) scores. Students without TOEFL scores are given the Cambridge Michigan Language Assessments (CaMLA) placement test to determine if their skills are adequate for college-level work. Students who require additional work in English language skills based on either their TOEFL or CaMLA scores enroll in AESL courses until the language requirement has been met.

SVC also provides for reciprocity of pre-college students' placement upon transfer to SVC, consistent with SBCTC placement policy website. A student who places into Math, English, or reading either through course completion or local skills assessment and enrolls at any Washington community and technical college can expect to have that placement level honored upon transfer to SVC if the student so requests, even if the courses may not be exact equivalents. Students requesting reciprocity must initiate the process within one year of their initial placement assessment.

The College has created a single point of contact for new degree-seeking students to coordinate admission, placement assessment, and the initial advising process. After applying for admission, College staff schedule students for their placement assessment and a mandatory small-group advising session. This advising session is where students review their assessment results and the Math and English sequence; receive an overview of College programs, degrees, and requirements; are introduced to student support services and student success strategies; and receive help in planning their first quarter class schedule, including a required First Quarter Experience course. The added support and structure in the intake process are intentionally designed to increase student achievement, and are a core component of the ***Student Achievement Strategy***.

Requirements for maintaining good academic standing and continued enrollment, Honor Roll, and the policy and procedures regarding possible dismissal from the College for low grades are outlined in the College Catalog (website). Some specialized programs (including, but not limited to, Nursing and Allied Health programs) maintain additional admission, continuation, and termination policies, which are published in program-specific student handbooks and program websites, and explained to students during specialized program orientations.

Student policies and procedures related to academic progress are administered in an equitable and consistent manner within specified timeframes. Committees composed of representatives from faculty and administration make decisions regarding student grievances, academic suspension, and specialized program dismissal.

2.A.17 Co-Curricular Activities

Skagit Valley College provides comprehensive co-curricular programs and activities designed to: promote student learning inside and outside the classroom; help students build their leadership skills; and promote student engagement and connectedness to each other, the College, and the community. The Vice President for Student Services is responsible for creation and monitoring of policies concerning co-curricular activities, and collaborates with the Vice President for Instruction to integrate curricular and co-curricular learning. Staff in the Student Services Office at the Mount Vernon Campus, and staff in the Associate Dean Office at the Whidbey Island Campus are responsible for implementation of these policies and overseeing co-curricular activities at both campuses and all centers. Co-curricular activities include student government, the Cardinal Newspaper, student clubs, College radio stations, and student athletics. Information for each of these areas is available on the SVC Student Life website. In addition, the offices of Student Life, Multicultural Student Services, College Advancement, and Instruction collaborate to provide quality student activities and events for International Students and students living in Campus View Village.

The College provides opportunities for students to build and refine their leadership skills through curricular and co-curricular activities. In 2015, Student Services, College Advancement, and Instruction collaborated to create a new leadership curriculum that included credit-bearing course work. Also in 2015, the offices of Multicultural Student Services, Enrollment Services, and Counseling and Advising partnered to create annual multicultural events designed to empower and build efficacy among underrepresented student groups. The Office of Student Life has continued a robust student program that includes college-wide leadership programs. Currently, faculty in each of the College's Areas of Study teams are working to design and include co-curricular activities appropriate to a student's educational and career goals.

The College's use of student fees to support student activities and programs complies with the Revised Code of Washington (RCW 28B.15.041 and RCW 28B.15.045). SVC's policies and procedures clearly state the roles and responsibilities of students and the College with regard to student activities and fees: the Guidelines for Permissible Use of S&A and ASSVC Financial Code are posted on the SVC District Services and Activities Committee website, under the Student Government website.

The College belongs to the Northwest Athletic Conference (NWAC) and complies with the Conference's regulations as provided in the NWAC Codebook website.

2.A.18 Human Resources Policies and Procedures

SVC publishes, regularly reviews, and equitably applies its Human Resources (HR) policies to all classification of employees and students. HR policies and procedures are available to employees and students in a variety of formats, including online and in print in the Human Resources office.

Human Resources policies and procedures are approved through the College's governance process, which ensures input for all employees, and are published as part of the College's Operational Policies and Procedures Manual (OPPM), which are included on the College's public OPPM website. Human Resources policies and procedures, Section 3000, were last reviewed and updated in Fall 2017. The most recent review resulted in the addition of new policies and procedures, including those related to employment practices, nepotism, child abuse and neglect reporting, volunteers, exempt employee contracts, exempt employee performance evaluations, and training/professional development. The update policy, conducted through the governance structure, provided increased visibility and College-wide input as these policies and procedures were developed.

The College's classified staff and faculty have collective bargaining agreements that are the primary determinant for most human resource-related matters. Both agreements (Faculty CBA and Classified staff CBA) are provided in the Exhibits. Matters that are not subject to bargaining are covered by state or federal laws, or by College policies and procedures.

Human Resources personnel are well versed in the policies and procedures, and provide guidance to employees. The Associate Vice President of Human Resources oversees discipline and other matters in tandem with the affected employee's supervisor to ensure there is consistency for discipline and termination. The Human Resources Office provides employees with access to applicable HR forms through the College's portal (internal website).

SVC is an equal opportunity employer, as stated on all employment recruitment materials, catalog and other related publications. Additionally, SVC provides reasonable accommodation for persons with disabilities, including students, employees, and applicants for employment. SVC regularly engages in required training, and makes online training available, to ensure that HR policies and procedures are equitably applied.

Consistent with the College's commitment to equity, the College's ***Student Achievement Strategy*** includes making certain that the hiring process is structured to ensure that the College identifies deep and diverse applicant pools that include candidates with intercultural competencies and applicant pools that are reflective of the diversity of the communities served by the College.

2.A.19 Conditions of Employment

SVC employees are apprised of employment conditions, assignments, rights and responsibilities, and policies and procedures for evaluation, retention, promotion, and termination. For faculty and classified staff working conditions, rights and responsibilities are referenced in the respective collective bargaining agreements. Both the faculty and classified agreements contain key employment provisions, including, but not limited to, types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, assessment, disciplinary standards and due process, and non-discrimination and grievance procedures. A new online employee orientation program was developed in 2017-18. Beginning Spring 2018, all new employees participate in the online orientation.

Administrative and exempt employees serve at the will of the District. Adhering to SVC policies and procedures, HR and supervisors are jointly responsible for ensuring that administrative exempt employees understand their conditions of employment, work assignment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Administrative exempt and classified employees receive copies of their job description, which contains an explanation of key duties and key competencies required to be successful in the position. Position descriptions for classified employees are consistent with the job class specifications set by the Washington State Department of Enterprise Services.

2.A.20 Human Resources Records

Official personnel files are maintained in a locked storage room within HR. Personnel files may be reviewed by the employee, an authorized representative, or the employee's union representative upon permission by the employee. Employee medical records and records of employee accommodation requests, grievances, and disciplinary matters are maintained outside of the personnel file and are kept in locked file cabinets within secure HR offices. Social Security numbers appear only on those documents needed for payroll or benefits purposes. A personal identifier number is assigned to each employee for general use on other personnel documents or for transactions within SVC, such as the library.

Employee medical information is kept secure in locked files within HR offices and is maintained according to state law and HIPAA standards. Electronic files are protected through a secure data system with log-ins, unique IDs, passwords, controlled access and encryptions.

Employees whose positions require them to view, access, or maintain confidential information are responsible for maintaining the security and confidentiality of the information and for using the information only to conduct authorized business. Personal employee information may be disclosed to third parties to conduct business operations, to respond to public records requests, or to comply with subpoenas for records. SVC complies with the State Public Records Act, and the Family Educational Rights and Privacy Act (FERPA), as well as SBCTC's General Retention Schedule.

2.A.21 Publications

All College publications and statements – print and electronic – are reviewed by the Marketing and Communication Office to assure they are accurate and consistent. Statements to the public are coordinated through the Marketing and Communication Office and are reviewed by appropriate College personnel prior to release, including the Vice President for College Advancement and the Chief Public Information Officer. Communications and publications for current and prospective students regarding course descriptions, program requirements, and services are accurate and use consistent terminology. Professional/Technical planning guides include suggested sample schedules to enable students to earn certificates or degrees in a timely, efficient manner. Information is online and printable.

The College Catalog, Quarterly Class Schedule, and other program publications are maintained on the College website. Washington State code WAC 131-32-040, "Dissemination of course and enrollment information," guides how the College prepares and disseminates information to the public. A key component of the ***Student Achievement Strategy*** is improving the accuracy, consistency, and timeliness of information communicated to prospective and current students. As part of the ***SAS*** the College purchased Acalog, a web-based content management system, to more efficiently and seamlessly manage catalog, schedule, and program information. Additionally, the College migrated to a more robust website platform to increase capabilities and communication. Website information is updated on an ongoing basis, making information about programs and classes accurate and timely. The Marketing and Communication Office is responsible for producing all print materials for departments across the College. College print materials encourage students to visit the website for the most up-to-date information.

2.A.22 Ethical Standards

The College's ***Guiding Principles*** establish the tone of interactions within the College community and in dealings with external constituents. These ***Guiding Principles*** reflect the values of the College and hold the College accountable to high ethical standards in communication, management, and operations. Developed in a collaborative manner over the course of nine months in 2012, the ***Guiding Principles*** establish jointly-held expectations that members of the College community will:

- Treat others with ***respect***;
- Act with ***integrity;***
- Engage in ***open and honest communication;*** and,
- Utilize ***collaborative*** decision-making processes.

The Principles guide decision-making, planning, evaluation, policy-making, and program development, as well as day-to-day interactions. Beginning in the Fall of 2013, a biennial survey of employees assesses the degree to which the College community embraces the ***Guiding Principles***. This survey was conducted in 2013, 2015, and 2017. Results of the survey are shared with the college community. In 2017, SVC has record participation from employees in the survey with more than 240 responses, and 87% and employees agreed that the College achieves the vision of "our work guided by a set of shared principles." Consistently, approximately 90% of College employees agree that the College's work is guided by these Principles. Full results of the 2017 Employee Survey are included in the Exhibits.

"Our work guided by a set of shared principles."		
2013 (n=225)	**2015 (n=187)**	**2017 (n=240)**
92%	93%	87%

Additionally, the ***Guiding Principles*** are used in the hiring and screening processes to ensure new employees understand and support these standards of communication and interaction.

Job descriptions include the desired skill and ability, "Act according to principles of integrity, respect, open and honest communication, and collaboration." The College ensures complaints and grievances are addressed in a fair and timely manner by following the College's grievance policies. The grievance policy for students is located on the grievance website. The grievance policies for employees are located in Classified Staff CBA (Article 30) and Faculty CBA (Article 12).

The College Board of Trustees members, administrators, faculty, and staff are subject to state statutes and College policy and procedures to maintain high ethical standards in the management and operation of the College, and in interactions with students, public organizations, and external agencies. The Washington Ethics in Public Service Act (RCW 42.52 website), which applies to all state officers and employees, provides a legal standard for employee actions. All Board of Trustees policies and College operational policies and procedures are regularly reviewed to ensure adherence to state and federal laws. Additionally, all new employees must participate in ethics training through the new employee orientation program. Human Resources staff provides regular ethics training to all employees.

The Board of Trustees is guided by Washington statutes (RCW 28B.50.100 website), and its public meetings are conducted with pre-established agendas and with opportunity for community comment on all aspects of College operations. The Board has established policy for its own ethical standards. This policy includes: using proper authority and appropriate decorum as Board members; acting loyally on behalf of the interests of the community; avoiding conflict of interest with respect to their fiduciary responsibility; refraining from any attempt to exercise individual authority over the organization except as explicitly set forth in Board policies; respecting the confidentiality appropriate to issues of a sensitive nature; and ensuring that public funds, including those related to Board expenses, are spent wisely and legally.

2.A.23 Conflict of Interest

The College is a publicly-funded and governed institution and is not supported by or affiliated with social, political, corporate, or religious organizations. As a public institution, the College owes sole fidelity to the people of Washington State and Community College District 4, as set forth in the enabling legislation (RCW 28B.50.040 website).

Rules governing conflict of interest are set forth by the state (RCW 42.52 website) and rules and advisory opinions adopted by the state Executive Ethics Board). College Board policies state that no employee or officer of Skagit Valley College may have a financial interest or engage in any activity that is in conflict with the proper discharge of the employee's official duties. Further, no employee may use his/her official position to secure special privileges for either him/herself or any other person, nor receive compensation from any person or entity except the State of Washington for performing his/her official duties.

Ethics in the use of College computers and computing facilities is addressed in the Operational Policies and Procedures Manual (OPPM website), which states that "computing resources should be used appropriately in accordance with the high ethical standards of the

College. College networks and equipment must comply with the standards of state ethics laws and use policies of those networks which provide service."

2.A.24 Intellectual Property

Article 4.9 of the Collective Bargaining Agreement (Faculty CBA) between the College and the Skagit Valley College Federation of Teachers (SVCFT) delineates a clear process for determining the ownership of intellectual property. The CBA establishes that:

> **The ownership of any materials, invention or processes developed solely by a faculty member's individual effort and expense, on his or her own time, shall rest in the faculty member and be copyrighted or patented, if at all, in his/her name. The ownership of any materials, invention or processes produced solely for the District and at District expense, shall rest in the District and be copyrighted or patented, if at all, in its name.**

The CBA further identifies that in instances where "materials, inventions or processes are produced by a faculty with District support, by way of the use of significant personnel time, facilities or other District resources, ownership is determined by prior written agreement or, if there is no written agreement, the ownership shall be determined by mutual agreement."

2.A.25 Accreditation Status

The College Catalog and other publications accurately use the term "Accreditation" and accurately reflect the current status of Skagit Valley College in that regard. The current Catalog includes the statement: "Skagit Valley College is accredited by the Northwest Commission on Colleges and Universities." Information on the College's accreditation status is included on the Accreditation website.

2.A.26 Contractual Agreements

SVC employs a carefully planned and closely monitored process for its contractual agreements. Contracting procedures are based upon requirements and advice from the Office of Financial Management and State Attorney General. The College's assistant attorney general (AAG) has approved a set of contract templates that can be used for form. All contracts generated by the College are created using these templates. Any contracts created outside these templates are sent to the College's AAG for comment, approval, or negotiation. The College posts these templates and instructions on its internal Business Office website.

Contract processing and approval is guided by a standard contract routing form to ensure approvals by the appropriate College administrators for contract scope, appropriateness, cost, form, and separation of duties to avoid fiscal risk. All forms are available in an internal website controlled by the Business Office. Prior approval from the Vice President for Administrative Services must be obtained before a contract can be signed. The President approves all contracts over $50,000. The President has given authority to the Vice President

of Student Services, the Vice President of Instruction, the Vice President of Administrative Services, and the Vice President of Whidbey Island to sign contracts not to exceed $49,999. The delegation of signature authority letter is available on the internal Business Office website.

As part of the College's commitment to equity, the contracting process includes guidelines for awarding contracts to minority and women owned businesses, and also includes direction for interfacing with general contractors to ensure they follow the guidelines for awarding subcontracts to minority and women owned businesses.

2.A.27 – 2.A.29 Academic Freedom and Faculty Scholarship

SVC values and supports academic freedom through faculty rights delineated in the Collective Bargaining Agreement (Faculty CBA). As stated in the CBA:

> **Academic freedom is fundamental for the advancement of truth in all institutions of higher education conducted for the common good. The common good is best achieved when faculty are free to pursue scholarly inquiry without undue restriction, and to voice and publish conclusions that the faculty member considers relevant.**
>
> **The faculty member's right to select materials and the right to freedom of discussion is fundamental in the search for truth. Therefore, the District guarantees that faculty members shall have freedom of discussion and expression. Nevertheless, this right is not to be construed as license to introduce inappropriate material unrelated to the subject. Materials related to the topic shall not be censored on the grounds of controversy.**

Students are ensured of the right to academic freedom in the State's Statement of Student Rights (WAC 132D-150-040 website) and Student Complaint Policy (website). The introduction to the SVC Student Rights and Responsibilities (SRR website) affirms:

> **As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for the truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.**

The SVC SRR (website) provides for academic freedom through four guaranteed student rights, which are deemed necessary to achieve the educational goals of the College.

- 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.

- 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).
- 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.
- Students have the right to a learning environment that is free from unlawful discrimination, inappropriate and disrespectful conduct, and any harassment, including sexual harassment.

In addition, the Honor Code states the College seeks to foster "a climate of open inquiry, respect, academic freedom, and scholarship."

2.A.30 Finance

SVC follows clearly defined policies regarding oversight and management of financial resources. Board Policy EF-1 Fiscal Health and Stability, includes requirements regarding budget preparation, reviews and approvals, regular revenue and expense reporting, and end of year reporting. Budgets shall be a reflection of the College's Mission, Vision, Core Themes, and Strategic Priorities and should be based upon commonly accepted financial practices and procedures. This policy requires a monthly report recoding the college's year-to-date revenues and expenses for the current fiscal year and a comparison to the prior fiscal year. End of year reporting, required within 90 days of the fiscal year-end, includes a detailed summary of cash reserves and changes from the prior fiscal year. The 2016-17 year-end report and 2017-18 fund balance report are provided in the Exhibits.

Standard 2.B. Human Resources

2.B.1 Qualified Personnel

SVC employs sufficient numbers of qualified employees to support operations. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated in the position announcement and collective bargaining agreements. A hiring policy for exempt employees was reviewed and approved through the college's governance process in Spring 2018. Position descriptions accurately reflect duties, responsibilities and authority of the position; and descriptions are regularly reviewed to ensure accuracy. Goals of the budget process, as it relates to personnel, are focused on supporting current programs and services that fulfill the mission and Core Themes.

At the time of the publishing of this report, SVC employs 108 full-time faculty (80 tenured, 17 probationary and 11 temporary), 337 part-time faculty, 181 classified staff, 109 administrative/exempt staff, 390 student workers, and 341 temporary hourly support staff. The administrative/exempt staff, faculty, and classified staff have been selected based on qualifications

for each position and have the requisite educational background, experience, and skills to perform the primary responsibilities of their positions. The College employs sufficient personnel to carry out the mission and instructional needs of the institution.

The Human Resources Office (HR) is responsible for ensuring that district positions are accurately and appropriately classified and that all criteria and qualifications are detailed on all job announcements and procedures for selection of each employee group are clearly defined and publicly stated. Job descriptions are prepared for all positions. Clear information and multiple resources on the HR portal site guide the recruitment process. Recruitments are facilitated through an online system, NeoGov, a third-party software provider. The faculty Negotiated Agreement also describes the professional duties that faculty are expected to perform. Job descriptions for administrative exempt and classified staff accurately reflect the duties, responsibilities, and authority of each position. Descriptions are provided to each employee and periodically reviewed by the supervisor and the employee during evaluations, re-classification requests, market reviews, departmental reorganizations, or prior to recruitment to fill a vacancy. They are updated when essential functions, responsibilities, or requirements of the position change.

2.B.2 Evaluations

Performance evaluations are a key element in continuous improvement for administrative exempt and classified staff. HR maintains procedures and forms to ensure a systematic and complete evaluation process. Exempt employees and classified staff are assessed annually. Exempt employees follow a July 1-June 30 schedule, and classified staff follow the calendar year based on the month they were hired. Employee work performance is evaluated during probationary, trial service and transition periods, and at least annually thereafter. Supervisors meet with employees at the start of their review period to discuss performance expectations. Employees receive copies of their performance expectations and notification of modifications made during the review period.

The exempt evaluation (Exempt Professional Employee Evaluation and Exempt Administrator Employee Evaluation) reviews goals set the previous year, establishes goals for the upcoming year, and reviews overall performance and adherence to the colleges guiding principles. The final evaluation is signed by the employee and supervisor, and returned to Human Resources.

Classified staff utilize the Performance Development Plan (Performance Development Plan (PDP) Form, PDP Year 1, PDP Year 2) forms approved by the collective bargaining agreement. Supervisors and employees discuss how the employee's position aligns with the college's mission and goals and the employer's job requirements. Performance problems are brought to the attention of the employee at the time of the occurrence to give the employee an opportunity to address the issue.

During the evaluation process, the employee and supervisor review the existing job description for accuracy and submit changes to HR. The original performance evaluation forms, including the employee's comments, are maintained in the employee's personnel file. HR

provides annual training for supervisors, and works with Cabinet to assure consistency and compliance.

2.B.3 Professional Development

The College provides faculty, staff, and administrators with a wide variety of opportunities and support for professional growth and development. The value of lifelong development of employees is included in the College's Vision Statement and the College provides formal support for such efforts.

In accordance with the faculty CBA full-time faculty are required to submit a five-year professional development plan outlining activities that they intend to pursue during that period. Faculty Professional Development Plan templates (5-Year Plan, 3-Year Plan, Adjunct Plan) are included in the Exhibits. Part-time faculty at Step A and Step B of the part-time faculty salary schedule are required to engage in either two or three professional development activities annually. These activities include but are not limited to: workshops, conferences, back-to-industry experiences, research, projects, or college coursework.

Faculty professional development activity funds are made available from a variety of sources, including the College operating budget, the SVC Foundation, and division budgets. The CBA provides for an annual allocation of $60,000 for activities such as "attending workshops, seminars, and schools, or visiting industries or official or private institutions or conferences designed primarily to benefit the College." The Exceptional Faculty Awards, funded through the SVC Foundation, provide roughly another $40,000 annually for scholarly projects and recognize exceptional contributions to the teaching and learning environment. In addition, a variety of workshops are offered through the Center for Learning & Teaching, the Department of eLearning, and by the District General Education Committee. The Director of eLearning hosts mini workshops throughout the year that focus on a variety of topics, including accessibility awareness, effective use of Canvas, tracking learning outcomes in Canvas, teaching the online student, and academic integrity in online courses, to name a few.

Additionally, faculty are encouraged to submit presentations and workshop proposals that serve to inspire and educate other SVC faculty through the Teacher Scholar Retreat. The annual retreat occurs at the end of winter quarter providing an opportunity for District faculty and administrators to build community and share scholarship. This may include: showcasing an effective approach in the classroom, sharing research, new explorations in integrative teaching and learning, application of their disciplinary expertise outside the traditional classroom, novel classroom pedagogy, or other innovative scholarly work that is encompassed by the Teacher-Scholar Model. The SVC Foundation provides funding for the event and for two $500 awards for keynote presentations. This year, 2017-18, will be the fifth year SVC has hosted the retreat. A list of faculty professional development activities for the past several years, including Exceptional Faculty Awards, is included in the Exhibits.

In 2008, the College President, Dr. Keegan, authored a paper titled, "A Conceptual Framework for the Professional Development of Community College Faculty" and later

adapted it to address the professional development of staff. The classified staff has adopted the Framework and has created a classified staff mentoring program.

College staff may take advantage of the state employee tuition waiver program by enrolling in college courses to increase skills or pursue degrees. Administrative exempt and classified staff members are also provided with funding for professional development on an as-needed basis to fulfill the requirements of the position and the Mission of the College. The College funds two professional development accounts: one for classified staff and one for administrative exempt employees. All permanent half-time or more classified staff are eligible for training funds. Probationary status must be completed for a person to be eligible for training funds. Maximum funding per request is $300 per applicant, per year. First-time applicants and those without access to other development funds will be given priority.

Annually contracted exempt professional staff may request funding for professional development activities that will increase their professional knowledge and skills and improve the delivery of services at SVC. Typical projects include conferences and related expenses, workshops and seminars, and purchase of training materials. Funding is available to annually contracted SVC exempt professional staff who have completed at least one year of service at SVC. Applicants are limited to one award per academic year with a maximum award of $300 per applicant.

In addition to the professional development funds, the College has created a special professional development award program for classified and exempt employees. The Cardinal Fund allows half-time or more, permanent classified and exempt employees to be reimbursed for $200 per academic year for expenses towards activities related to their Professional Development Plans. Each employee must complete and maintain a Professional Development Plan prior to accessing these funds. Professional Development Plans are written for a three-year period.

2.B.4 Faculty Credentials

Guided by its mission and Core Themes, SVC employs a sufficient number of qualified educators to achieve its educational objectives, oversee academic policies, and assure the integrity and continuity of all academic programs.

Statewide minimum qualifications for faculty appointments appear in Washington Administrative Code 131-16-091 (website). All instructors, full-time and part-time, meet these minimum requirements unless an exception is approved in accordance with the code. SVC's procedure on faculty credentials meets or exceeds these minimum requirements.

Minimum qualifications for faculty include meeting educational requirements (a master's degree or licensure and certifications as a minimum hiring requirement, along with experience as an instructor). Faculty are expected to be able to demonstrate the ability to create a positive learning environment for students using diverse teaching methods that include incorporation of contextualized curriculum and alternative delivery methods. Faculty are also

required to work and interact with colleagues, staff, students, and administrators of various cultural and socio-economic backgrounds.

Professional/Technical faculty teaching in programs for which advanced degrees are commonly available must hold the equivalent of a master's degree in the field from an accredited college or university, or a bachelor's degree and professional expertise in the field. For those faculty teaching in Professional/Technical fields for which bachelor's or master's degrees are not commonly available, faculty are required to be particularly qualified to provide instruction in their area of specialization as demonstrated by: sufficient broad and comprehensive training; industry recognized certification when available; and two years relevant work experience, and/or relevant/current teaching experience that particularly qualifies them to provide instruction in their area of specialization. Verification of part-time Professional/Technical faculty teaching qualifications is on file for each part-time instructor during each quarter of teaching employment. Adult Basic Education faculty hold a Bachelor's degree along with teaching certification, TESOL certification, and/or a post-baccalaureate degree.

All faculty are hired based on approved standards of accreditation and after review of official transcripts. The Human Resources Office verifies that employment applicants' transcripts are from an institution approved by the Department of Education. Official transcripts are required at the time of hire. Other credentials are verified by the hiring manager. The recruitment and hiring process for part-time faculty is outlined in the Negotiated Agreement.

2.B.5 Faculty Responsibility and Workload

SVC monitors faculty workload standards, economic provisions, and other faculty responsibilities in accordance with the CBA. Full-time faculty are assigned an instructional workload within their individual area of competency. Faculty are required to perform non-teaching duties normally associated with the instructional process, including advising, serving on committees, participating in departmental planning and assessment activities, and engaging in professional development. Instructional administrators, working collaboratively with department/division chairs, are responsible to determine individual workload assignments on an annual basis. The CBA includes a provision for faculty to request flexibility in workload scheduling and calendars.

SVC details the duties and responsibilities for full-time faculty and department and division chairs, and adjunct faculty in the CBA. Responsibilities of department/division chairs are clearly outlined in CBA article 5.10, and compensation for assuming leadership roles as department/division chairs is detailed in article 10.6. Department chairs will be reassigned five instructional units or receive payment for five faculty compensation units at the negotiated stipend rate. Division chairs will receive two-thirds reassigned time for the academic year and be paid the equivalent of eight faculty compensation units at the negotiated stipend rate.

2.B.6 Faculty Evaluations

The chief purpose of faculty evaluation at SVC is to offer supportive, meaningful feedback to assist faculty in strengthening professional skills. All faculty receive an evaluation on a scheduled basis, in accordance with the CBA. Probationary faculty members are evaluated quarterly by their tenure review committee, department/division chair, and supervising administrator. All part-time and full-time temporary faculty are evaluated one out of every three quarters of employment for the first three years, and at least once every five years thereafter. Full-time tenured faculty members participate in an evaluation at least once every five years.

The tenure review process for probationary faculty and the promotion process for tenured faculty members are described in the CBA, with clear criteria for both the award of tenure and promotion. Criteria for evaluating probationary faculty include an ability to work with students and create an environment conducive to student learning; ability to work cooperatively with faculty, staff and administrators; knowledge or competence in discipline; and participation in professional development, curriculum development, and assessment. The criteria for promotion to senior status for tenured faculty include: years of service, leadership, faculty-related activities, and professional development. On an annual basis, adjunct faculty that have taught 120 FCU's, have completed two professional development activities and meet the educational requirements for full-time faculty may apply for promotion from the Step A wage scale to the Step B wage scale. This promotion also requires professional development and established office hours.

The supervising administrator oversees the evaluation process, which includes student feedback, and evaluation by department/division chairs as well as the supervising administrator. Faculty evaluation forms (eLearning Form, ELA INVEST Form, Class Observation Form, Librarian Form, Lecture Form, Lab Form, Faculty Review Form, Lecture Spanish Form) have recently been updated to improve the quality and relevancy of feedback. Faculty members may also choose to utilize and include peer evaluations, self-evaluation, or other techniques of assessment.

At the beginning of each academic year, the Vice President for Instruction sends a memo to all Deans detailing the evaluation process per the faculty contract. In the event the evaluation reveals weaknesses in performance, faculty are requested to develop improvement plans. The College assists through identifying and supporting development opportunities agreed upon by both parties.

Standard 2.C. Education Resources

2.C.1 Appropriate Content and Rigor

Consistent with the College's Mission, SVC provides a comprehensive curriculum allowing students to pursue a wide range of educational and employment goals. The college offers an applied baccalaureate degree, transfer degrees, workforce degrees and certificates, basic education for adults, and community education. Credit-bearing programs at SVC lead to collegiate-level degrees or certificates consistent with program content in recognized fields

of study. All courses promote course-specific skills, program-level learning outcomes, and general education learning outcomes.

All workforce certificate and degree programs are approved by the SBCTC. Several workforce certificates offered at SVC are accredited through professional entities to ensure graduates are well prepared for employment in their fields; these include Automotive Technology (website), Culinary Arts (website), and Parks Law Enforcement Academy (website). SVC's Allied Health (website), Human Services (website), and Nursing (website) degree programs have national program accreditations that ensure students are prepared to meet demanding professional standards.

SVC is currently approved to offer two baccalaureate level degrees: the Bachelor of Applied Science in Environmental Conservation and the Bachelor of Applied Science in Applied Management.

SVC was granted candidacy status in 2014 for the BAS in Environmental Conservation by NWCCU, and fully accredited by NWCCU in 2017. The program's laboratory facility is accredited with the Washington Department of Ecology's for analytical water quality parameters (alkalinity, specific conductance, nitrite/nitrate, pH, orthophosphate, turbidity, and micro-Kjeldal nitrogen). The initial accreditation was granted in 2016. Additional parameters (coliform determination and micro-Kjeldal nitrogen for solids) will be accredited by mid 2018. The lab is also equipped to handle forage fiber analyses of plant material.

The Bachelor of Applied Science in Applied Management was approved by NWCCU in January 2018 and will begin in Fall 2018. The BAS in Applied Management (BASAM) offers students an opportunity to complement professional and technical qualifications with the managerial skills necessary for professional advancement. As a cohort, students participate in workplace-contextualized curriculum that develops the knowledge, skills and workplace acumen to support career advancement. Entry requirements have been streamlined to make the program as accessible and affordable without comprise to academic standards and student success is supported through co-instruction of general education classes by BASAM and General Education faculty, and mechanisms such as BASAM instructor-staffed learning labs.

Courses in the Arts and Sciences area follow the Intercollege Relations Council (ICRC) guidelines, which helps ensure consistency and transferability of credits through state-wide Direct Transfer Agreements. The Direct Transfer Agreements allow SVC students to transfer credits efficiently to all public Washington State colleges and universities as well as many independent baccalaureate institutions. Additionally, academic credits earned at SVC are recognized by a number of colleges and universities around the country through Memoranda of Understanding including but not limited to: City University, DeVry University, Montana State University, University of Phoenix, Trinity Western University-Bellingham, University of Cincinnati-College of Education, University of Idaho-College of Natural Resources, and Western Governors University.

SVC offers Basic Education for Adults programs including English Language Acquisition (ELA) and High School Completion programs. A College and Career Bridge (CCB) program

offers high school equivalency for individuals under age 21. For adults over 21, an Adult High School Diploma can be earned through a competency based high school completion program. Mastery of competency to meet high school requirements may be met through high school and college coursework and/or prior learning gained from work, life, and/or military experience.

All Basic Education for Adults instruction meets Learning Standards as defined by the US Department of Education and adopted by the SBCTC, detailed on the SBCTC website.

Responsibility for appropriate content, rigor, and consistency rests with the faculty and respective instructional administrators. Additions and deletions to the curriculum are reviewed by program faculty, the faculty Department or Division Chair and then approved by the appropriate unit administrator. For courses offered district-wide, including all Arts and Science courses, this process is repeated at the respective campus (Mount Vernon or Whidbey) before moving forward for approval by the college's Instruction Committee. Both instructional faculty and administrators hold membership on the Instruction Committee and are responsible to ensure courses, programs, and degrees meet state guidelines and college standards. The Vice President for Instruction has final approval for changes to the curriculum that pass through this process.

In addition, as part of SVC's ***Student Achievement Strategy***, SVC faculty are developing and designing degree maps to ensure that courses are logically sequenced and provide appropriate content to meet program and general education learning outcomes. For example, analysis of course sequences in the workforce areas revealed that English and math courses appeared late in the course sequence, and students were not progressing to complete their degrees. As a result, faculty redesigned course sequences to require English composition in the first or second quarter, and the first course in the student's math sequence no later than the second quarter.

Further, to ensure that all programs have appropriate content and rigor, SVC is in the midst of adopting a robust, data-informed approach to review student outcomes in each program. Program Review dashboards are currently available for faculty to assess and analyze outcomes in their respective programs. To ensure a common, rigorous approach, faculty are currently helping determine the data elements related to student outcomes that will serve as the common basis for program review—including program learning outcomes assessment, pass rates, quarterly retention, and degree completion. In addition to the program faculty, an Inclusive Excellence Advisory Group was formed to support a culture of inquiry that will focus on equitable learning and achievement outcomes for all students. Data from the Program Review dashboard can be disaggregated by race and gender to identify and to address opportunity gaps. The analysis and results of program review is designed to feed into the instructional planning process to make improvements to the content of the curriculum as well as pedagogical practice.

2.C.2 Course, Program, Degree Learning Outcomes

SVC faculty identify course, program, and degree learning outcomes consistent with instructional policies and procedures. Learning outcomes at the course level are reviewed by faculty department/division chairs and revised as needed in the College's web-based course outline database system. This system also serves as the data source for published course information, including course objectives and learning outcomes for both the discipline and general education outcomes.

Course learning outcomes are provided in written form to enrolled students on the syllabus, as demonstrated on these course syllabi examples: ART 111, CHEM& 162, PE 113, PSYC& 100DE, Math 141DE, CSS 103.

Program level outcomes for transfer degrees are defined according to the general education distribution areas—natural sciences, humanities, and social sciences—and published in the catalog. Learning outcomes for workforce programs are defined for each program area and available in the catalog under each specific program. Program level outcomes are also summarized in the Exhibits.

The current General Education learning outcomes are listed in the College's catalog and on the website. As part of the ***Student Achievement Strategy***, the College is currently in the process of revising the General Education outcomes to better align with SVC's Areas of Study and to ensure that the outcomes are both meaningful and assessable (see Standard 2.C.10).

2.C.3 - 2.C.4 Awarding of Credit and Degrees

Credit and degrees are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect the general education learning outcomes. Courses in the College's database are reviewed by the respective division/department chair, instructional Deans, and the Instruction Committee. The Vice President for Instruction provides final approval for new courses and changes to existing courses. Course additions, deletions and changes are coded according to the SBCTC policy manual and comply with the SBCTC's policies related to instructional program and course development (RCW28B.50.090 7c and 7e website). Credit hours and values assigned to courses and/or instructional activities follow SBCTC rules for setting credit value and equivalents. Each SVC course record identifies which of the current General Education learning outcomes are covered by the course, as well as learning outcomes specific to the discipline.

SVC's two-year transfer degrees adhere to the ICRC recommended degree structure (see 2.C.9) and SBCTC policies regarding acceptance of credits within the CTC system (website). Based on a statewide transfer agreement, Skagit Valley College offers an Associate of Arts-Direct Transfer Degree as well as several Major Related Programs (MRPs) in the areas of Biology, Business, Computer Science, Music, and Nursing.

SVC offers associate transfer degrees in Visual Arts and Music that articulate to Washington State University and Western Washington University, respectively. These degrees are based on the College's AA-DTA general education components with additional coursework specific to the intended major at WSU and WWU. The College also offers an Associate in Arts General Studies and Associate in Arts General Studies – SOCNAV, created specifically for active duty military and their adult families. These are general academic degrees that allow for greater flexibility for students wishing to apply credit by examination, independent study, military service, or workforce experience.

In addition to these transfer degrees, the College offers an Associate in Applied Science – Transfer (AAS-T) degree in Early Childhood Education, Environmental Conservation, and Fire Service. AAS-T courses are designed for the dual purpose of immediate employment and as preparation for the junior year in a bachelor's degree program. The AAS-T is built upon the technical courses required for job preparation, but also includes a minimum of 20 credits of general education courses drawn from SVC's general education course list for the AA-DTA.

The College offers two baccalaureate level degrees, one in Environmental Conservation and one in Applied Management.

The Bachelor of Applied Science in Environmental Conservation is based on the AAS-T and ATA applied degree tracks within the Environmental Conservation program or other applicable associate's degrees transferring in. The curriculum contains 20 credits of general education courses specifically geared towards the workforce in natural resources and environmental sciences (includes a natural resource policy analyses course), and 10 credits of quantitative science in biostatistics. The remaining 60 credits are specific ecological, environmental, and natural resources courses.

The Bachelor of Applied Science in Applied Management, approved by NWCCU in January 2018, is based on the Business Management Technology ATA and the Office Administration and Account Technologies ATA. The BASAM combines technical and academic courses intended to provide students the relevant knowledge and skills necessary to attain managerial positions.

Workforce ATA degrees include a breadth of content that includes: writing, communication studies, computation skills, physical education and supervised work experience in the field. For workforce students placing below college-level English and math, SVC has a number of Integrated Basic Education and Skills (IBEST) programs to support students in improving basic language and math skills while simultaneously earning credits toward a Professional/Technical certificate in selected programs. English and math faculty have worked closely with Professional/Technical faculty to develop contextualized approaches to teach communication and computational skills directly relevant to workplace environments. In November 2017, the Instruction Committee approved changing all Associates in Technical Arts (ATA) degree to Associates in Applied Science (AAS) degrees. This change is only a title change. There are no changes to the degree requirements or degree learning outcomes. The purpose for the change was to be more consistent with other Washington State community and technical colleges and based on Advisory Committee feedback that an AAS degree is more recognizable in the industry. This name change will be effective 2018-19.

Transfer degrees include a breadth of courses that reflect the norms within higher education, including course requirements in each of the major distribution areas: Humanities, Social Sciences, and Sciences. Over the last several years, faculty in the Arts and Sciences programs have been developing degree maps to better guide students along their educational path. This effort includes identifying a set of recommended classes to create a logical sequence of courses to include both a breadth of learning across disciplines, and depth within a focused area of study. Further, in support for the ***Student Achievement Strategy***, degree programs have been organized into Areas of Study with common courses in early quarters.

In addition, SVC has a well-known learning communities program in which students are required to complete two integrative experiences (one of which must be a learning community that combines two or more courses from different disciplines). Faculty at SVC are pioneering ways to include fully collaborative learning communities throughout student degree maps, ensuring students are integrating and synthesizing disciplinary knowledge and methodological approaches.

Reflecting the college's commitment to equity, faculty are also invested in delivering instruction through inclusive pedagogical practices. Since 2015, SVC has offered an Inclusive Pedagogy faculty learning community to investigate and spread pedagogical approaches that "promote equity through diverse teaching strategies, inclusion of multicultural content, and varied means of student assessment." Faculty seek to empower student voice and to advocate for underserved students by leveraging power and resources, developing equitable policies, increasing cultural capital, and offering personal support. Nearly 40 faculty have participated in this learning community as of fall quarter 2017, with another 20 expected to participate in winter quarter 2018.

All degree and certificate completion requirements are easily accessed in the Catalog and on SVC's Programs website which includes links to program web pages and currently scheduled courses. Professional/Technical program advisory committees help the College align degree and certificate requirements with current industry standards. SBCTC workforce skills standards, external certification requirements, and articulation agreements with other colleges also inform the College about what is needed to prepare students for employment or additional education.

SVC's open access policy encourages all qualified applicants to enroll at the College. The Nursing program maintains a selective entry process. Information on the selective entry process, as well as application materials is provided on the program web page and through weekly small-group advising sessions led by program faculty and advisors. These sessions help prospective students learn about the selective entry requirements and how to successfully prepare for program admission.

2.C.5 Faculty and Curriculum Development

SVC faculty members determine curriculum, course content, and student learning objectives. Faculty identify and assess curricular needs through the college planning process, including the program review process. To ensure the quality of instructional programs, faculty follow established instructional policies and procedures as outlined in OPPM 4000 (OPPM website). Additions and revisions to the curriculum are reviewed and approved through several committees. These committees consist primarily of faculty and include:

- A district-wide Instruction Committee that reviews and makes recommendations on curriculum and new degree programs and certificates. The Instruction Committee is made up of eight faculty, the deans of the Arts & Sciences and Workforce Divisions, and two student representatives.
- The District General Education Committee (DGEC) is comprised of 11 faculty from across the district, representing transfer, Professional/Technical, library, and counseling faculty. The DGEC oversees the development, assessment, and planning efforts related to the general education learning outcomes at SVC.
- Two of the faculty serving on District General Education and Assessment Committee and Instruction Committee are paid coordinators who help manage the integrated learning (i.e., learning community) efforts on both campuses. These coordinators helps disseminate information, organize professional development, arrange course offerings, and provide faculty leadership to ensure high quality integrated learning experiences across the district. The Mount Vernon Integrated Learning Coordinator receives one-third annual reassignment, and the Whidbey Island Campus (WIC) Coordinator receives an annual stipend.
- The faculty Assessment Liaison serves on the DGEC and helps oversee the general education assessment program. In addition, the Liaison assists faculty with learning outcomes, interpreting assessment data, and curriculum planning. The Liaison works closely with the Department of Institutional Planning & Effectiveness to identify and administer student learning outcome assessment tools, and to interpret and report on student learning outcome data.
- All workforce programs have an Advisory Committee consisting of representatives from the respective industry that includes labor and management representation and provides guidance to the program. Each new program also goes through an approval process at the SBCTC, which includes workforce needs analysis and focus group input.
- Where appropriate, many Professional/Technical programs maintain an external accreditation with faculty directly involved in the accreditation process. These include Automotive Technology, Culinary Arts, Marine Technology, Nursing and Allied Health, Parks Law Enforcement Academy, and Welding Technology.

Department/Division Chairs recommend the hire of part-time faculty to the Instructional Deans, and may include other full-time faculty in the interview and selection process. Once hired, adjunct faculty can ask to teach unstaffed courses on a web-based course request system. Department/Division Chairs review these requests and make recommendations to the respective Dean/VP for final approval.

Department/Division Chairs and other full-time faculty sit on search committees which review job announcements for full-time faculty positions and help to develop appropriate criteria for screening. Search committees screen, interview, and recommend the hire of new tenure track faculty.

2.C.6 Faculty and Library Resources

Many instructional faculty identify information literacy as a learning outcome in their course outlines. They work closely with the library faculty to incorporate information literacy instruction into the curriculum and provide opportunities for students to apply library research skills to their assignments. At the invitation of classroom instructors, librarians teach students about building a research strategy, selecting and using the library catalog and databases, as well as evaluating and citing information resources. Each library session is designed to meet the information literacy learning outcomes for the class.

Two librarians created an Online SKILL Tutorial (website) that instructors can assign to students in lieu of a librarian-led instruction session. The results of the tutorial assessment can be emailed to the instructor. In addition, an SVC librarian created a series of five Canvas Commons Library Research Skills modules that online instructors can incorporate into eLearning classes. Faculty have also invited librarians to participate in online courses as a research consultant for students, and librarians present on library and research resources in the First Quarter Experience course, CSS 103.

Librarians work closely with assigned departments to ensure that library information resources meet the departments' instructional needs. Librarians create Research Guides (website) tailored to classes with research assignments and to help students writing citations for common formatting styles.

2.C.7 Credit for Prior Experiential Learning

The College's Credit for Prior Learning program offers SVC students the opportunity to earn College credit from the knowledge and skills gained through work and life experience, military training, and formal and informal prior education and training from both in-state and out-of-state institutions.

A. Credit for prior learning is guided by approved policies and procedures. The SVC Prior Learning Assessment process determines whether a student's prior learning experience matches the knowledge, skills, and abilities a student would gain by successfully completing a specific SVC course. Information about credit for prior learning is available on the credit for prior learning website and in the SVC Catalog.

B. Credit for prior learning is only awarded at the undergraduate level to enrolled students.

C. A maximum of 30 credits at the undergraduate level, or no more than 25% of total required degree or certificate credits, is allowed for this method. SVC makes no assurances regarding approval of credit for prior learning or the number of credits to be awarded prior to the completion of the assessment process.

D. Credit for prior learning is only awarded with appropriate documentation of student achievement equivalent to the learning outcomes for equivalent courses. Students seeking advanced standing credit do so upon entry to SVC by completing the Petition for Non-Traditional Credit: Advanced Standing Request form and submitting the form

and all documentation (including appropriate transcripts, SMART Transcript, or industry training documents) supporting their request to the appropriate Department Chair. Once awarded, Advanced Standing may be used to satisfy any prerequisites for courses that are required for a certificate or degree. This option eliminates the requirement for the course but does not count as credits earned toward degree attainment.

E. Credit for prior learning can also be earned through the Credit by Examination process. The student submits a completed form to the Enrollment Services Office. After paying the appropriate tuition and fees, the student contacts the course instructor and arranges an examination date and time. The instructor grades the exam and indicates the grade achieved on the student's receipt. The course grade, based upon the challenge exam score, is posted to the student's transcript.

F. Credit for prior learning is only granted upon the recommendation of appropriately qualified teaching faculty. The SVC Dean of Workforce Education serves as the prior learning administrator responsible for initial student consultation and referral. To begin the process, students pay registration fees and complete the Petition for Non-Traditional Credit: For Prior Learning form, and submit the form and all documentation supporting their request to the Department Chair for the program that oversees the course(s) the student is challenging. Each Department determines the evaluation method used to demonstrate a student's mastery of the course content. An identified department faculty evaluates the submitted materials and forwards all documentation, the Prior Learning form, and final approval or denial of prior learning credit to the Dean of Workforce Education.

2.C.8 Transfer Credit

The Washington State Community and Technical Colleges Instruction Commission has established policies that govern the acceptance of credits within the system. SVC follows these policies to ensure credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. These policies include:

- A common course numbering system to facilitate ease and accuracy in the transcription process.
- For courses without a common course number, acceptance of transfer credit is determined by analyzing course descriptions and credit equivalencies provided by the Transfer Evaluation System database and College websites. When unable to determine equivalency, a course syllabus is requested and reviewed by SVC's transcript evaluator.
- Statewide transfer degrees – SVC offers the Associate in Arts Direct Transfer Agreement (AA-DTA), based on the Washington Direct Transfer Agreement (DTA), as well as specialized degrees based on the SBCTC models for Biology, Business, Music, Pre-Nursing, and Science.
- Inter-college reciprocity that ensures students moving between colleges are not penalized by general education requirement differences.

2.C.9 Undergraduate General Education

The College's Associate in Arts degrees require credits in Communications, Quantitative Reasoning, Integrated Learning, Diversity, Physical Education, and 15 credits each in three distribution areas (Natural World – Mathematics and Natural Sciences; Culture – Social and Behavioral Sciences; and Humanities). The degree requirements and distribution areas have an approved list of courses with identified discipline-specific learning outcomes and General Education learning outcomes. The approved distribution lists are in the College's Catalog.

Students graduating with a BAS in Environmental Conservation degree at SVC complete an additional 20 credits of upper division communication skills, 15 credits of natural sciences, 13 credits of humanities, and 10 credits of social sciences.

Professional/Technical degree and certificate programs of 45 quarter credits or more contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Certificate and Professional/Technical degree programs provide options for students within each of the general education requirements, allowing students to select general education courses according to their specific needs and interests within general education subject areas. General education options are listed on each Professional/Technical degree program's website.

2.C.10 General Education in Transfer Degree Programs

All undergraduate and transfer associate degree programs at SVC include identifiable general education student learning outcomes. These outcomes are identified at the course and program levels. The general education requirements for the AA-DTA degree and major-related transfer degrees are described in the current College Catalog.

In Fall 2013, the Vice President for Instruction, in collaboration with the District General Education Committee, formed a Faculty Assessment Taskforce to investigate and recommend a method to assess general education learning outcomes more authentically. The charge included replacing the Community College Survey of Student Engagement (CCSSE) as the chief tool to assess student learning gains. The Taskforce determined that the ETS Proficiency Profile—a nationally-normed assessment instrument—offered the most promise to deliver meaningful and authentic student learning assessment. The ETS was implemented in 2014 and assesses 3 of the key general education learning outcomes, including critical thinking, mathematical reasoning, and communication (reading and writing). Given the large number of General Education outcomes not covered by the ETS, the Faculty Assessment Taskforce also suggested revising and narrowing the outcomes to allow for more meaningful assessment.

The College also hired a Faculty Assessment Liaison to help administer, manage, and support faculty assessment activities in Fall 2014. Recognizing that a set of the General Education outcomes tended to reflect learning outcomes typically associated with the primary distribution areas in the transfer area, the Vice President for Instruction tasked the Assessment Liaison to

work with the Arts and Sciences faculty across the district to develop program level learning outcomes for the transfer degree that would align with these distribution areas. These program level outcomes were defined and officially adopted in 2016.

In Fall 2017, the District General Education Committee (DGEC) was given a charge to revise the General Education learning outcomes resulting in a set of meaningful, relevant, and assessable outcomes appropriate to all degrees. A subcommittee of the DGEC was formed to research and draft a set of outcomes for consideration by the DGEC and the College faculty. The subcommittee has made significant progress and expects to have a draft set of outcomes to allow for a faculty-wide review and conversation before the end of Winter 2018. New general education outcomes are expected to be approved by Spring 2018.

2.C.11 Related Education

The College's Professional/Technical certificate and degree programs of 45 or more credits contain related instruction components with identifiable and assessable student learning outcomes. Related instruction in communications, computation, and human relations is delivered in identifiable courses by qualified faculty in appropriate disciplines. Typically, these include courses in applied math (WMATH100), professional communication (CMST 125), and professional writing (ENGL 170), although some program areas (Culinary Arts, Business Management) have contextualized math content to meet specific program outcomes (CAHM 211, BMT 111). Related instruction is sequenced within Professional/Technical programs of study to support the achievement of program level outcomes and is aligned with necessary professional/technical skills as identified by disciplinary faculty and Program Advisory Committee members.

Student learning outcomes associated with related instruction within each certificate and degree program are identified and assessed by the institution through its General Education assessment program.

All students pursuing a degree in a Professional/Technical program are required to enroll in Cooperative Education experience (internship). The College's General Education Learning Outcomes are included in the Cooperative Education experience. These outcomes are assessed through the supervisor's evaluation of performance and competencies. The Cooperative Education Supervisor Evaluation form and other resources are located on the Cooperative Education webpage.

2.C.12 – 2.C.15 Graduate Programs

Not Applicable. The College does not offer Graduate Programs.

2.C.16 – 2.C.19 Continuing Education Courses

Consistent with the College's Mission, non-credit continuing education classes are provided at each of the College's campuses and centers. Although continuing education courses primarily focus on cultural enrichment as well as lifelong learning, there are also offerings for skills exploration and upgrade. The College's Computer Training Institute, for example, is a longstanding and popular program that helps individuals gain mastery of personal computers and software.

SVC maintains sole responsibility for the academic quality of all continuing education and non-credit classes through established procedures and clearly defined roles. Program-specific continuing education courses connected with existing academic programs are offered as indicated by community interest. In all cases, the program faculty are involved in the planning and evaluation of the institution's continuing education offerings and special learning activities.

Continuing education offerings are administered by the Professional/Technical instructional unit. Departmental faculty members often initiate new course proposals, while the Workforce Dean is responsible for maintaining appropriate standards and achievements. If Continuing Education Units are granted, they are awarded based on student achievement of identified learning outcomes and course objectives, and are applied consistently based on institutional practice.

Non-credit continuing education classes are posted on a quarterly basis on the College's community service/continuing education website. The College maintains appropriate records of courses and participation. Every participant in a non-credit class is enrolled into the Student Management System. Although grades are not issued, students may request printed verification of course enrollment and attendance.

Standard 2.D. Student Support Resources

2.D.1 Learning Environments

SVC's ***Guiding Principles***, Core Themes, and Objectives emphasize the importance of student success and effective student support services. The College offers a wide range of services in support of student success.

Most notable is the College's ***Student Achievement Strategy*** (website). The College's ***SAS*** creates equity by aligning curriculum content and all college functions to promote every student's progression, completion and readiness to engage in further education. The ***Student Achievement Strategy*** is measured through the "Achievement" Core Theme. Components of the ***Student Achievement Strategy*** include:

- Mandatory First Quarter Experience,
- Areas of Study (also referred to as meta-majors),

- Degree maps and planning guides,
- Mandatory advising,
- Holistic advising, assessment, and placement,
- Inclusive pedagogy,
- Electronic communication and tracking tools,
- Mandatory orientation,
- Intentionally sequencing program requirements,
- Equity and inclusion learning outcomes infused throughout the curriculum,
- Structure for students to develop an educational plan, financial plan, career plan, and life plan,
- High-quality learning experience with multiple high-impact practices.

The ***Student Achievement Strategy*** is at the center of the Skagit Valley College student learning environment and informs educational program design, methods of delivery, and academic and student support services. The ***SAS*** ensures that students are both prepared and supported to succeed in a challenging educational environment. In part, this is accomplished by creating a logical sequence of courses that allow students to build and develop the necessary knowledge, skills and abilities to be successful. Key general education courses—such as Math and English—are offered early in the degree sequence so that students have a solid foundation and are prepared to succeed in more advanced courses. Timely navigational support is also offered to ensure students stay focused on their learning and on track to meet their educational and career goals. ***Student Achievement Strategy*** is also referred to as Guided Pathways at other colleges and in higher education literature.

Other student support services include:

- Admissions: An efficient, online admissions process supports students in getting started by completing an application, online orientation and information about how to establish placement, and receiving academic advising.
- Placement Assessment: Multiple means of assessment—including the ACCUPLACER placement tests, high school GPA, and transcript evaluations--are provided to determine readiness for college-level work in mathematics and English.
- New Student Advising/Orientation: New degree- and certificate-seeking students learn about College programs, resources, and policies through a mandatory small-group advising session and a new online student orientation.
- Financial Aid: Students receive support in submitting their applications and navigating the financial aid process. Financial support is available to eligible students, including federal, state and institutional need and non-need based aid and private scholarships.
- WorkForce Grants: Additional funding, resources and support services are available for students in Professional/Technical programs and pre-college programs (high school diploma, GED, basic skills or ESL).
- Campus Housing: Campus View Village, a contemporary dorm for students, is available for all students, including international and domestic students.
- Counseling and Advising Services: Students receive support deciding on a career, choosing a major, selecting a college or university, creating quarterly schedules,

making an educational plan, accessing online advising, and/or finding resources to solve personal conflicts.

- Academic Advising: Academic advisors assist students with accurate information of College policies, course and program requirements.
- Disability ***Access*** Services: Students receive counseling and reasonable accommodations to support their learning.
- Multicultural Student Services: Traditionally under-represented students achieve academic success support through counseling and programming activities.
- International Education Program: International students who are seeking an American collegiate experience receive a wide range of cultural and educational support services.
- Intercollegiate Athletics: Teams support student development in the sports of basketball, baseball, softball, soccer, golf, volleyball, and tennis.
- eLearning: Students are supported with online registration, advising, textbook ordering, and library reference help through email and the Internet. Students new to eLearning have access to multiple orientation sessions.
- Library: Students have access to tutorials for multiple databases with a large variety of topics, study rooms, research training and guides, as well as a 24/7 reference librarian.
- Veterans Education Office: Veteran students receive one-on-one support to help align VA benefits with educational goals.
- Tutoring Services: Students receive academic support online and in-person through the eTutoring Consortium, Tutoring Center, Writing Center, and Math Lab.
- Military Personnel: Military personnel are supported through Skagit's service member's Opportunity College program, which grants credit for military schools and training.
- TRiO Student Support Services: Eligible students receive a wide range of comprehensive support services to help them succeed in college and support their transfer to a four-year institution upon completion at SVC.
- Life Transitions Program: Eligible students receive personal assistance starting college, exploring educational and career choices, and locating the resources to make positive changes in life.
- Childcare Assistance: Funds are available to help needy students who have childcare costs as a result of attending SVC.
- Emergency Assistance: Funds are available to students at risk of not continuing their education due to sudden, urgent, or unforeseen occurrences that require immediate attention and would impact the student's ability to stay in College and complete their educational goals.
- Student Programs/Clubs: A variety of student programs, clubs and organizations provide leadership skills, and meaningful and fun experiences that help build students' résumés and their connections with other students, faculty, and staff.
- Student Fine and Performing Arts: Multiple opportunities are available in music, theater, visual arts events and productions to enrich students' campus life.
- Radio Station: The College supports students and the community by training volunteers to produce radio programming in both English and Spanish.
- Newspaper: The Cardinal Newspaper is produced by students in conjunction with the Journalism classes.

- Information Technology and eLearning: All students can get help using their computers from the IT Helpdesk, available in person or by email, text, or chat from 8:00 a.m. to 8:00 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Fridays. Issues involving coursework and Canvas are escalated to eLearning specialists.

2.D.2 Student Safety and Security

SVC complies with all federal, state, and local regulations regarding operations, reporting, safety and security policies, and other important disclosures. SVC Security Services employs full-time Campus Security Officers and part-time Security Guards. These officers are non-sworn, and non-commissioned, and are responsible for enforcing policies and procedures that govern security and safety on campus.

The College provides annual safety and security reports for all of its locations in compliance with the Higher Education Opportunity Act and the Clery Act. This report contains crime statistics, and other required disclosures and is available on the College's website (https://www.skagit.edu/imageuploads/file3744.pdf). The College also maintains a daily crime log which is available for public inspections.

SVC collaborates with other colleges across the SBCTC system via the Safety, Security and Emergency Management Council (SSEM), whose purpose is to assist colleges in establishing related procedures and practices across the system.

The Consultation, Assessment, Response, and Education (CARE) team receives, investigates, and responds to reports of concerning or troublesome behaviors of students and other members of the district community that may pose a threat to themselves or others.

The Bias Incident Response Team (BIRT) was formed in 2016-17 as part of the College's ongoing efforts to nurture a safe, respectful, and supportive environment for all students and employees. The President and Executive Director for Equity & Inclusion co-chair BIRT. The primary responsibilities are to: advise the President on appropriate response during and after incident, including communications, responsive actions, and debrief activities; identify and foster relationships with College, community and regional organizations; and advocate for victim by supporting individual victims, identity groups, and anyone affected by incident.

The College provides safety, security and emergency management training to faculty, employees and students. SVC has an Emergency Broadcast system at its Mount Vernon and Whidbey Island campuses and has implemented the RAVE system for timely alerts to all students and staff. All emergency response actions and plans are written and published in the All-Hazard Emergency Response Plan, the Safety Manual, and the Bloodborne Pathogens Exposure Control Plan.

The College's Safety Committee and the Emergency Response Planning Executive Team meet on a regular basis to review the current safety, security, and emergency preparedness posture of the College. These two groups have representatives from faculty, staff,

administration, and students, and make recommendations to the President's Cabinet via the Vice President of Administrative Services.

2.D.3 Recruitment, Admission and Matriculation

Student recruitment, enrollment, and retention is an institution-wide effort and responsibility. Enrollment Services and Financial Aid staff attend College information fairs hosted by local high schools and other entities, regularly visit local high schools across the District to meet with groups of interested students, and host events at both campuses designed to connect potential students to the College. In addition, Whidbey Island Campus staff members attend monthly meetings and annual events to assist military personnel and their families stationed at the Whidbey Island Naval Air Station with admission issues.

A central component to the College's commitment to meeting student and community needs, and in alignment with the strategic priority *Latino Engagement*, is to provide services in both English and Spanish. Through concerted efforts beginning in 2012, every department in Student Services now has at least one Latino or bilingual staff member. The College has a dedicated bilingual multicultural student recruiter, has two bilingual financial aid staff, provides admissions and enrollment information in both English and Spanish, and works with the community to bring families to the campus to discuss college options and benefits.

The ***Student Achievement Strategy*** accounts for the student experience both inside and outside the classroom. One component is to infuse inclusive pedagogy throughout departments at the college. Therefore, Student Services staff are required to receive training in appreciative inquiry and appreciative advising to increase cultural competency, thus improving the delivery of services to students.

The admissions and intake process was redesigned in Fall 2016 to better meet the needs of students. The revised intake process has facilitated more new applications and more new students enrolled than the previous year. Key components of the redesigned process include: the website, orientation options and timing, and multiple measures of assessment.

The Get Started web page was redesigned to better outline the steps required of students, and the College added online orientation options to expedite students through the process. The online student orientation is completed after Admission to SVC and prior to first quarter advising. Learning outcomes include: understanding Areas of Study; understanding multiple measures of assessment and the significance of preparing for assessments, if required; and the importance of completing the FAFSA.

To promote equity in ***Access*** and Achievement through the ***SAS***, in 2016, the College implemented a program of multiple measures of assessment to place certificate and degree-seeking students in Math and English courses. Multiple measures of assessment are a variety of assessment measures used to place students in English and Math courses instead of relying on a single placement exam. Some of the measures that might be used include: the Accuplacer test, high school transcripts or GPA, SAT/ACT scores, and Smarter Balanced Assessment results. Proper course placement is an important first step toward student success. Assessment

measures help determine whether students have the necessary prerequisite skills to be successful in a course.

Rather than place students into their first Math or English class based on the results of the Accuplacer test, the College may utilize high school transcripts, SAT scores, and Smarter Balanced (SBAC) results. If required to take the placement test, the Counseling Office at both campuses refer students to the Accuplacer study guide, a link to which is provided on the College's Student Services website. To better prepare prospective SVC students and increase the number of students who are college-ready at the time of admission, the College works with high schools and high school counselors to recommend appropriate high school course selection in English and Math.

New degree- and certificate-seeking students learn about College programs, resources, and policies through a mandatory online orientation and small-group advising session, as well as a new student orientation. These activities provide students with information about specific degree and certificate requirements, as well as academic standards and student support services available to them (i.e., Math and Writing Centers, academic advising, financial aid, and MySVC – the online gateway to email, student services, and the course management system).

The College regularly monitors student performance and goal progress. Student academic performance is reviewed quarterly. In accordance with the Policy for Academic Standards, any student who has a quarterly GPA below 2.0 for one quarter shall be placed on Academic Alert. The College provides interventions for these students including emails and letters encouraging them to see their advisor or counselor, personalized messages and phone calls from staff, and small-group sessions that emphasize study skills and College resources.

The College's new customer relationship management software, TargetX, allows Enrollment Services staff and faculty advisors to gather additional information about students and track where they are through the admissions and registration process. Additionally, staff and faculty use the information in TargetX about which steps have been completed, or have yet to be completed, by the student to prompt students. Students receive a specific that outlines the steps and emails that invite/remind them of the next step that needs to be completed in the process. TargetX allows for a high level of individualized and personalized engagement with students that ensures faculty and staff are relaying timely, accurate, and useful information to students.

2.D.4 Program Elimination

The College considers student impact in any major program closure and takes multiple steps to ensure students can complete their course of study. The Vice President for Instruction is responsible for bringing significant program changes or potential closures to the President and Cabinet for discussion. College Procedures for Program Closure are documented in the Office of Instruction. The College follows NWCCU Policy ***Teach-Out Plans and Teach-Out Agreements*** to ensure that a teach-out plan is written, provides for equitable treatment of students, and:

1. Is consistent with applicable standards;
2. Provides that the institution will maintain the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that promised to the students upon enrollment;
3. Demonstrates the institution's stability and the ability to carry out its mission and meet all obligations to existing students; and
4. Offers the program to students without additional charge over what had been previously in place, when the institution conducts the teach-out without involving another entity, or if another entity is involved, provides notification to students of any additional charges.

The practice for "teaching out" when a program is eliminated involves the following:

1. Students are notified of changes in program status as early as possible, providing them with the planned sequence of events and options for completing current program requirements.
2. This information is shared with students in a variety of ways, including announcements made in classes, on the College website, and in the SVC Catalog.
3. If students cannot complete the program within the scheduled timeline, College counselors work closely with them to make alternative arrangement to complete program requirements utilizing online classes, independent study, or enrollment at other area colleges.

2.D.5 Catalog and Current Information

Skagit Valley College publishes a Catalog annually. The Catalog is available online and can be printed. The web-based version of the Catalog is considered in effect at all times. The Catalog provides information on admissions, academic rules and regulations, costs and refund policies, attendance and withdrawal policies, and degrees, programs, and courses. The College's Marketing and Communication Office coordinates with other College offices to create consistent and accurate information in print and on the College's website. The College recently adopted a web-based technology solution to help efficiently manage catalog, schedule and program information published to the website. Website information draws from this single source to maintain consistency and accuracy. Timely and accurate communication with students is a cornerstone of both access and achievement. Therefore, the ***SAS*** is a comprehensive organizational and cultural change that reaches all edges of the College and includes the purchase of technology that improves College processes and the student experience.

Information for new and current students in the SVC Catalog and College website includes:

a.) Institutional Mission and Core Themes (link)
b.) Admission requirements and procedures (link)
c.) Grading procedure policy and evaluation of student performance (link)

d.) Degrees offered and program completion requirements (link); Information on academic programs and courses, including: degree and certificate completion requirements, course descriptions and prerequisites, timeline of expected completion (link); Sequence of required courses for Professional/Technical degrees and certificates (link); General Education Learning Outcomes (link)
e.) Names, titles, degrees held with conferring institutions for administrative staff and full-time faculty members (link)
f.) Rules and regulations for conduct, rights, and responsibilities (link)
g.) Tuition, fees, and link to net price calculator to estimate total program costs (link)
h.) Refund policies and procedures (link)
i.) Opportunities and requirements for financial aid (link)
j.) Academic calendar (link)

2.D.6 Eligibility Information for Licensure and Entry into Professions

Programs that require background checks and a drug test for entry include: Nursing (website), Allied Health programs (website), and Parks Law Enforcement Academy (website). Descriptions of entry licensure and advancement requirements are included on the web page for each of the programs, as well as in the program application materials.

2.D.7 Student Records Retention

Student record retention, including backup and retrieval of those records, is a priority at Skagit Valley College. To facilitate accuracy and access, the College has invested in the Hershey student records management systems and has committed the resources to scan all prior and current paper records. The Associate Dean of Enrollment Services, who is also the Registrar, is responsible for student records policies and procedures. The College's records retention policy is in Operational Policies and Procedures manual, section 5200 (website), and follows the state RCW 40.14 (website) for record retention. Student rights under the Family Educational Rights and Privacy Act (FERPA) are clearly stated in the SVC Catalog, College website, and the ***Code of Students Rights and Responsibilities***, located website. To ensure student rights are maintained, the College provides training for new faculty and staff through an online FERPA tutorial, and periodic updates for all College personnel when new FERPA guidelines become available. The following is a list of additional procedures to assure FERPA compliance:

- Mandatory acceptance of confidentiality of student records functions within Instructor Briefcase;
- Mandatory acceptance of confidentiality statement by staff and student employees prior to hire;
- Program enhanced management of the College's Student Advising and Registration System (SARS);
- Procedure for issuance of access to Student Management System (SMS) screens (file/procedure) and trainings on SMS screens; and
- Establishment of Release of Information (ROI) procedure.

2.D.8 - 2.D.9 Financial Assistance

Consistent with the College's Mission, the needs of its students, and institutional resources, SVC leverages as much financial assistance as possible. The needs of students are met to the extent Federal, state, and institutional funding are available.

The staff in the Student Financial Aid Office attempts to award student financial aid prior to tuition due dates each quarter and continues to award as files are completed throughout the year. The College has demonstrated accountability in the process as evidenced by accurate reconciliations of program funding levels.

Further, all new, degree-seeking students are required to take a First Quarter Experience (FQE) class in their first quarter. The FQE, a chief element of the ***Student Achievement Strategy***, requires that students develop an academic, career, and financial plan. Students are supported by faculty, the FQE navigator, and financial aid staff to achieve these outcomes. Providing this support at the beginning of the students' academic experience provides a strong foundation for students to develop relationships, explore an appropriate educational pathway, and get off to a strong start.

Information regarding scholarships, grants, loans, emergency funds, and other financial assistance within the College is provided in the SVC Catalog, the College website, and various brochures for prospective and current students. The SVC Foundation solicits restricted and non-restricted gifts from donors who provide much-needed scholarship funding. Applications for Foundation scholarships are due in March for the following academic year. Consistent with the College's equity efforts, the College maximizes State Board allowable tuition and fee waivers to maximize the financial assistance provided to all students, in particular, first-generation and financially needy students.

Scholarship application workshops are presented as a joint effort by the SVC Foundation, the Financial Aid Office, and the Writing Center to assist students with completing well-written personal statements. New for the 2018-2019 application cycle, all students will submit their SVC Foundation applications fully online. Detailed information about various federal, state, and other financial assistance programs, such as Worker Retraining, WorkFirst, Opportunity Grants, and Integrated Basic Education and Skills Training (I-BEST) Programs, is made available in printed and electronic media. Outreach efforts to students and their families include family nights at area high schools, financial aid workshops where staff assist students and their families with completing the FAFSA or WAFSA, and active participation and engagement in the FQE class classes for all new degree- and certificate-seeking students. In addition, SVC hosts College Goal Washington events on both campuses to assist students and parents with the FAFSA and WAFSA application process. Through these efforts over the past two years, the College doubled the number of first-time full-time degree- or certificate-seeking students awarded grants and scholarship aid. IPEDS cohort data reported an increase from 153 students in this cohort receiving aid in 2015-2016 to 309 students receiving aid in 2016-2017.

SVC complies with the federal requirements for entrance and exit loan counseling. The College has reported a low default rate over the years, and the most recent cohort (fiscal

year 2014) remained unchanged at 15%. While this is below the national average, the Student Financial Aid staff members make every effort to talk directly with students who are delinquent in loan payments. When staff members are unable to contact students by phone or email, letters are sent. Cohort default rate reports are reviewed annually for accuracy.

2.D.10 Academic Advisement

All new degree-seeking students are required to complete an online orientation and meet with an advisor prior to registering for classes. New degree-seeking students who have not attended college elsewhere are required to complete a placement assessment and then attend a small-group advising session. At the small-group advising session, students participate in a presentation to learn about degree options, college support services, student success strategies, and how to apply for financial aid. After the presentation, each student works with an advisor, counselor, or faculty member to review placement scores and select classes for the upcoming quarter. Students who have attended college previously may opt to meet directly with a counselor, advisor, or faculty member to review transcripts and select classes.

Beginning in Fall 2017, all new degree-seeking students must enroll in the First Quarter Experience course develop an educational plan to complete their degree or certificate, with few exceptions. In addition, new degree-seeking students are required to meet with their advisor prior to registering for their second- and third-quarter classes. This will better ensure that students are on the correct educational path, as well as provide more opportunities to check on the student's development and academic progress.

The faculty and staff responsible for advising students are knowledgeable about curriculum, program requirements, and graduation requirements. Areas of Study are organized to include faculty from multiple disciplines, Navigators, and faculty counselors. Each Area of Study is currently developing a brief overview for students to learn about general traits, careers, salary ranges and degree programs within that Area of Study. A sample of the draft versions for the Area of Study overviews are included in the Exhibits as well as here:

- Arts & Communications Area of Study Overview
- Business Area of Study Overview
- Food and Beverage Management Area of Study Overview
- Public Service Area of Study Overview
- STEM Area of Study Overview

Area of Study teams are developing and updating Degree Maps to improve on-time completion of a degree or certificate. Degree Maps are the quarter-by-quarter default sequence of courses, including gateway and critical courses. Each Area of Study team is also working to include high impact practices—such as learning communities, contextualized instruction, co-curricular learning, and inclusive pedagogy—within the Degree Maps. Areas of Study teams are using the following Degree Map Rubric to guide this work, which is on-going. A small sample of the draft degree maps are included in the Exhibits:

- ANTHRO Degree Map
- ART Degree Map
- AST 1 CHEM Degree Map
- AT Degree Map
- AVA Degree Map
- BMT Degree Map
- BUS Degree Map
- CAHM Degree Map
- MA Degree Map

Degree Maps are a key component of comprehensive Planning Guides, which include program admissions information, labor market information, career options, and transfer information. The Planning Guides are under development for transfer programs. The workforce area recently updated program Planning Guides and will continue to refine and improve them. Examples follow:

- AHE Degree Guide
- AT Degree Guide
- BASEC Degree Guide
- BMT Degree Guide
- Culinary Degree Guide

The Planning Guides and Degree Maps are the reference materials which ensure faculty and staff responsible for advising students are providing timely, consistent, and accurate information. Additionally, Areas of Study teams meet each month to exchange information on curriculum changes, program requirements, graduation requirements, and career outlook. Newly hired personnel with advising responsibilities receive formal training and are mentored by a seasoned advisor prior to working one-on-one with students. Ongoing training is provided throughout the year by faculty counselors and advising staff for all SVC personnel who have advising responsibilities, so they are knowledgeable about changes to program requirement changes and other advising issues.

Students access program requirement information through advising packets, brochures, and the Catalog. Information sessions for various academic programs and majors are scheduled periodically with presentations from both instructional faculty and counselors. Group advising by major occurs during the registration period in selected departments. Online resources are available through the College's website. Student feedback regarding advising processes and interactions is solicited through participant surveys to improve the advising process, including the Noel Levitz Student Satisfaction Inventory and Community College Survey of Student Engagement. An important component of advising is academic/college success skill building. Counselors and educational planners offer workshops each quarter to improve student skills in note taking, time management, alleviating text anxiety, study skills, and other similar topics.

2.D.11 Co-Curricular Activities

The College's co-curricular activities are designed to provide learning opportunities in support of the curriculum, provide leadership opportunities, and develop community. The Office of Student Life and the Associated Students of Skagit Valley College (ASSVC) hire student programmers who work with academic programs and other College departments to provide a wide range of co-curricular offerings that encourage cultural enrichment, performing arts, intercollegiate and intramural competition, and academic symposia. To encourage a strong sense of belonging and improve student achievement, Area of Study teams are identifying opportunities for students to engage in co-curricular activities and other High Impact Practices. By 2020, it is expected that all Areas of Study will include opportunities for students to develop meaningful engagement with the College reflecting the students interests and goals

The ASSVC is self-governing but is advised by the Director of Student Life at the Mount Vernon campus and the Manager of Student Life at the Whidbey Island Campus, who report to the Vice President for Student Services. Administrative policies and procedures have been established that clearly state the roles and responsibilities of students and the College with regard to their activities and funding, and they are expected to comply with all administrative rules and regulations required by the State of Washington. The Bylaws, Constitution, and Financial Code can be found on the ASSVC website.

2.D.12 Auxiliary Services

The College bookstore known as "The Cardinal Bookstore", is owned and operated by the College as a self-supporting auxiliary service. The College's mission, goals and ***Guiding Principles*** provide the overarching context for operation of the bookstore, which is designed to support the teaching-and-learning mission of the College.

With the increasing cost of textbooks and course materials, the bookstore is dedicated to offering programs and initiatives designed to improve affordability for students, i.e., quarterly textbook buybacks, textbook rental options, a strategic used textbook program, the adoption of digital and alternate formats, and supporting faculty in the adoption of old editions when possible.

In addition, the bookstore remains in compliance with the Higher Education Opportunity Act (HEOA) federal textbook legislation that became effective in 2010, requiring colleges to make course material information available to students as close to the start of the registration period as reasonably practical. In turn, the bookstore provides HEOA information to faculty each quarter when course material requisitions are distributed. The bookstore then posts textbook information the day registration opens. A link is maintained between the bookstore's website and the online catalog which allows students to conveniently view required textbooks for each course. The bookstore also adheres to Washington State laws and standards aimed to promote transparency in the cost of textbooks and course materials.

Students and district personnel have opportunities to provide suggestions to the bookstore regarding course materials, general merchandise, and other services through email and regularly conducted employee and student surveys.

The bookstore conducted nationally recognized benchmarking surveys in 2012 and 2015. The feedback and comments from these surveys was compiled and used to assess new products and services, and used to develop goals and activities in the College's operational planning and budgeting process. As a result, various changes were made to store operations. Bookstore customers, and the campus community, will continue to have the opportunity to provide input and feedback through regularly scheduled surveys (Noel-Levitz Student Satisfaction Inventory and confidential Employee Vision and Services Survey) to be conducted by the Department of Institutional Planning & Effectiveness.

Results from the most recent bookstore customer surveys as well as bookstore financial documents are provided below:

Winter 2012 Cardinal Bookstore Student Customer Survey
Winter 2012 Cardinal Bookstore Faculty and Staff Customer Survey
Winter 2015 Cardinal Bookstore Student Customer Survey
Winter 2015 Cardinal Bookstore Faculty and Staff Customer Survey

2.D.13 Intercollegiate Athletics

Skagit Valley College belongs to the Northwest Athletic Conference (NWAC) and supports six intercollegiate teams for women (basketball, golf, softball, soccer, volleyball, and tennis) and five intercollegiate men's teams (baseball, basketball, golf, soccer, and tennis). Over 190 student athletes participated in SVC athletics in 2016-17, with 171 students on eligibility rosters and competing in games or matches. Student athletes are expected to comply with the same admission requirements and procedures as the general student body. They also have the same academic standards and follow the same degree requirements as all SVC students.

Financial aid awards made available to student athletes adhere to the same institutional policies and procedures that apply to other students. Athletic-related financial aid, as mandated by the NWAC, is limited in the number of grants-in-aid allowed per sport. Although the awards are athletic in nature, coaches largely distribute these awards by taking into consideration the ability and anticipated contribution of the student athlete to the team and the financial needs of the student athlete's family. All forms of athletic-related aid are subject to an end-of-the-year audit. No individual or team exceeds allowable limits as determined by the conference.

Academic standards for student-athletes are consistent with other College standards. First-year participants are required to be enrolled in a minimum of 12 quarter credits per term to be eligible for intercollegiate participation. Each participant must also pass a minimum of 10 quarter credits to be eligible in the following term. Second-year participants must pass at least 36 credits from the first quarter of participation to the beginning of the next sports season, including 10 quarter credits in the previous term of attendance. They must be currently enrolled in

12 quarter credits to continue to participate in the current quarter. The minimum cumulative GPA for second-year participation is a 2.0 at the time grades are posted.

Coaches work closely with faculty counselors, athletic staff, and other College personnel to identify student athletes at academic risk and appropriate interventions, such as grade checks and team study tables, are used to closely monitor and maintain academic performance. Additionally, coaches are notified through the early alert intervention system if any of their student-athletes are struggling in other courses.

2.D.14 Distance Learning Identity Verification

All students at Skagit Valley College are assigned a MySVC account, which includes a Student Identification Number (SID) and an email address, at the time of admission to the College. Information that is unique to the student is linked to the MySVC account and stored in the Student Management System (SMS). The online course management system (Canvas) used for hosting online classes is a closed and secure system that requires student authentication upon logging in. Students login in using their MySVC email address and a personalized password to verify identity. There are no charges associated with the College's online identification process.

Standard 2.E. Library and Information Resources

2.E.1 Access to Resources

Skagit Valley College provides library facilities at both the Mount Vernon and Whidbey Island campuses. The Mount Vernon Campus library functional area is approximately 15,780 square feet and holds 50,000 items. The Whidbey Island Campus Library is approximately 7,000 square feet and holds approximately 10,000 items. In addition to the campus, the Whidbey Island Campus library also serves the three college centers (South Whidbey, Marine Technology, and San Juan). The SVC library provides access to more than two dozen online databases.

The SVC libraries provide information resources that support the college's mission and core themes. To meet instructional needs, librarians work closely with instructors to ensure library materials are the appropriate depth, breadth, and currency. For instance, the librarians purchase heavily in the allied health fields to ensure that materials are current. In addition to print materials, the libraries provide databases of periodicals, eBooks, and streaming films that are accessible off campus and through the college's learning management system (Canvas). The Whidbey Island Campus Library serves students and faculty at the South Whidbey, Marine Technology, and San Juan centers. The libraries also provide interlibrary loans when necessary and have an agreement with Western Washington University Libraries to serve SVC students and employees on a reciprocal basis.

To support the Core Theme of Community, the libraries display and promote library materials that demonstrate "a culture of mutual respect and acceptance that embraces diversity and promotes a civil society." To support the College's Strategic Priorities, the libraries participate in environmental stewardship by engaging in campus environmental activities and promoting related library materials on campus. The libraries focus on hiring student workers that reflect the diverse populations the college serves, including Latino and international populations.

SVC meets the needs of the students and faculty in the Basic Education for Adults program by purchasing reading materials that foster increasing literacy. The librarians place these materials in special collections and develop Research Guides to help students find materials more easily.

In keeping with the college's Strategic Priorities, the librarians utilize 21st Century Technologies to improve efficiencies and access information resources. The libraries are completing the process of migrating to a new integrated library management system (Ex Libris Alma) and discovery platform (Ex Libris Primo). The new system was implemented in mid-July 2017. The new system streamlines processes, including a new acquisition system and management of electronic resources. The students will find that Primo is a powerful tool for accessing print, electronic, and web-based information resources.

2.E.2 Planning

The libraries keep regular counts of usage and attendance (gate counts, circulation counts, database usage, reference counts, and library workshop counts) and analyzes the data to guide planning and decision-making as part of the operational planning process.

For instance, the Mount Vernon Campus Library shortened its Friday hours in 2011 in response to budget cuts during the recession. To better understand library usage on Fridays, the fewest hours of operation during the week, the library administrator studied the gate count on Fridays during Winter and Spring Quarters of 2013. The data indicated that gate count activity was highest in the hour preceding the library closing at 1 p.m. The activity was lowest in the first half hour of the day. Based on that evidence, the library shifted its hours to open a half hour later during the week and close two hours later on Fridays.

Librarians conduct assessments of work with individual classes. One example is a study of two online history classes taught over the summer of 2013. A librarian noticed she was helping several students working on similar assignments. She asked the instructor if she could work more closely with his students. She created a research guide for each course and the instructor added the librarian as a guest instructor for an online forum. The librarian monitored usage of the research guides, looked at the students' bibliographies, and wrote a report with recommendations for future work with these classes.

The libraries also solicit feedback from users through surveys. From spring 2013 through spring 2014, the Nursing Department and the Mount Vernon Campus library surveyed nursing students three times to learn about their usage of the libraries and their preference for

print or electronic resources. The participation rate (nearly 100%) and the consistency of responses across the three surveys (spring 2013, fall 2013, and spring 2014) strengthened the validity and reliability of the results. The data showed that 92% of nursing students had attended a librarian-led instruction session. Between 40 and 50% had consulted a librarian at least once. The libraries learned that nursing students preferred electronic to print resources. Between 62 and 72% of students indicated they had not checked out any books. However, between 81 and 96% of students had used the article databases at least once. The evidence led the libraries to invest in additional allied health databases.

In 2014-15, the library conducted a research project involving five College Success Skills (CSS) classes. The librarian taught library workshops to three classes and compared their GPA and retention to two classes used as a control group. After one year (fall to fall), the treatment group had a higher retention rate: 86% for the treatment group vs. 62% for the control group. There was a smaller difference in overall GPA: 2.78 for the treatment group vs. 2.58 for the control group. The treatment group also scored a higher grade for the class on average than the control group: 2.79 vs. 2.66. The librarian was surprised to learn at the end of the study that two of the three treatment classes were at-risk TRIO program classes. The results of this project confirmed other research in the field that demonstrated the value of information literacy instruction to student success. This encouraged SVC librarians to advocate for inclusion in First Quarter Experience classes.

In fall quarter 2014, the library gathered feedback from a workshop presented to the Workforce Grants students. The responses on relevance, quality of librarian's presentation, and the overall quality of the presentation were overwhelmingly positive. All of the students responded that the information was easy to understand, the workshop met their expectations, and they would recommend the workshop to others. Comments for improvements included having more time for the presentation and spending time in the library.

In January 2015, the Associated Students of Skagit Valley College (ASSVC) administered a survey to determine support among students for weekend hours at the Mount Vernon Campus library. There were 182 responses—the highest response rate the ASSVC officers had seen for student government surveys—and 94% agreed, or strongly agreed, that the library should be available on Saturdays. Ninety percent indicated they studied in the library, on average, at least one day per week. With those results in hand, the ASSVC officers petitioned the Vice President of Instruction for library weekend hours. The Vice President supplied temporary funding to the library in 2015-16 to open the weekends before finals in fall, winter, and spring quarters. In spring 2016, the library submitted a successful proposal to the ASSVC to fund weekend hours the following year. The library also used gate counts to guide the decision to offer Sunday hours in 2017-18.

In 2016, the Mount Vernon Campus library staff recognized that the small netbooks available for students to check out had become too slow to be useful. The library surveyed students who used the netbooks to learn why they used them and what problems they encountered. Librarians used the data to request funding from ASSVC for new laptops. The ASSVC granted funding to purchase 67 laptops in 2016 and an additional 43 laptops in 2017.

For many years, the librarians counted the reference encounters using simple hash marks each week. The library administrator analyzed the statistics to determine patterns in reference service over the quarters. Beginning fall 2016, the libraries purchased a subscription to Gimlet for documenting reference interviews. The library administrator now retrieves reports that provide richer details in terms of patterns by hour, week, month, type of question, type of patron, librarians' initials, and more. During fall quarter, the Information Technology Department asked the Mount Vernon Campus library for a count of the number of technology-related reference questions. Because of Gimlet, the library administrator could quickly answer that question.

Beginning fall 2016, the librarians began capturing the names of each student attending the library workshops. The goal is to track every student to measure for student achievement and retention. The librarians will be able to analyze how many library workshops students attended, compare those that attended workshops against those that did not, and look for differences based on student demographics and student intent.

The librarians also monitor database usage and print periodical usage. On an annual basis, the librarians review the statistics when considering cancelling or continuing subscriptions.

The libraries collect data and feedback in order to apply that information to form plans and make decisions about providing services and information resources. By focusing on evidence, the libraries have been very successful in providing good service and achieving high marks in student and employee satisfaction surveys.

2.E.3 Instruction and Support

The libraries provide information literacy instruction and support as appropriate for students, faculty, staff, administrators, and others. The libraries developed an Information Literacy Instruction Plan in 2005 and revised it in 2012. The plan outlines how librarians promote information literacy across campus. The librarians designed the information literacy curriculum to help students construct a research strategy, navigate the catalog and database user interfaces, legally obtain documents, evaluate document quality, and ethically use the information resources. Librarians teach in both face-to-face and online courses modalities.

In order to make the lessons as relevant as possible for the students, the librarians tailor each lesson for the assignment considering the instructors' learning outcomes for the session. Over the years, librarians have participated in professional development to improve teaching strategies that engage students with the lessons. Librarians attended the ACRL Information Literacy Immersion training program, attended local ACRL conferences, as well as Reading Apprenticeship Conferences. The library administrator attended AVID training. Whenever the time allows, librarians encourage hands-on experiences for the students including a "jigsaw" style exercise.

As shown below, the librarians teach well over 100 workshops each year.

Library Instruction Face-to-Face Workshops by Campus			
	2013-14	**2014-15**	**2015-16**
Mount Vernon Campus Library	96	105	89
Whidbey Island Campus Library	47	50	49
Total	**143**	**155**	**138**

The librarians provide an online SKILL Tutorial as an option for instructors who are not able to fit a face-to-face workshop into their class time. There are four modules within SKILL: Selecting, Searching, Evaluating, and Academic Integrity. Each module ends with a quiz. The students can email the quiz results directly to their instructor for credit. The chart below shows the number of students completing each module:

Number of Students Registered for SKILL Tutorial by Module			
	2013-14	**2014-15**	**2015-16**
Module 1	1736	759	450
Module 2	1480	622	287
Module 3	1680	940	637
Module 4	1869	1037	40
Totals	**6765**	**3358**	**1273**

The systems librarian created five Library Research Skills modules for Canvas Commons. Faculty can download these modules directly into their Canvas courses. Unfortunately, Canvas does not provide analytics for the Canvas Commons modules. The library only learns about their use anecdotally.

The libraries provide multiple ways for students, staff, faculty, and others to seek help from librarians. Librarians are available most of the hours that the libraries are open for in-person and phone consultation. In addition, the librarians monitor emails for questions from the college community. The SVC libraries also participate in the virtual reference service, Ask-WA, a cooperative of 60 Washington libraries connected to a global network through QuestionPoint. This service provides access to reference services 24/7 via chat, email, and instant messaging. Responding librarians sometimes flag questions for follow-up by SVC librarians.

2.E.4 Evaluation

Skagit Valley College regularly evaluates the library program quality, adequacy, utilization, and security through mechanisms including student surveys, such as the Community College Survey of Student Engagement (CCSSE, conducted in 2012, 2015, and 2017), the Noel-Levitz Student Satisfaction Inventory (conducted in 2014 and 2016), and the Employee Vision and Services Survey (conducted in 2013, 2015, and 2017).

In 2012, the college included three library-related supplemental questions on the Community College Survey of Student Engagement (CCSSE). The questions were:

1. How satisfied are you with the library resources (books, periodicals, databases) at your college?
2. To what extent has your experience with the library staff and resources helped you to acquire the knowledge and skills necessary to search for information?
3. Where are you most likely to access a computer with an internet connection to do your schoolwork?

In answer to question one, overall responses indicated that more than 79% of students were "mostly satisfied" or "very satisfied" with the library resources. For question two, 79% of students responded that the library staff and resources helped them acquire knowledge and skills to find information either "some" or "very much." In response to question three, the vast majority of students (77%) accessed computers with an internet connection at home. Only 9% used the library to access the internet. The report provided further breakdowns by campus, developmental education status, first generation college-student, age of student, and number of credits earned. The libraries will provide this report in the exhibits.

In Fall 2013, the College administered an Employee Survey of campus services that included the libraries. Employees were asked to respond to the degree the following statements were true: (1) The library faculty and staff are helpful to me. (2) The libraries' information resources meet my professional needs. The Office of Institutional Research provided results by campus, employee status (classified, exempt, and faculty), length of tenure (0-5, 6-10, 11-15, >15 years), and part-time versus full-time employment. The results were very positive across all locations, employment statuses, tenure, and percentage of employment. The libraries will provide this report in the exhibits.

In 2014, the College administered the Noel-Levitz Student Satisfaction Survey. In general, the libraries scored well on satisfaction, with the Mount Vernon Campus library matching the satisfaction score across Western Colleges. Overall, the libraries scored highest among Basic Skills and Hispanic students, and scored the lowest among Asian students. The librarians are especially proud that the survey reflects the work they have done to support Basic Skills students. The libraries will provide this report in the exhibits.

The College's evaluations of the libraries indicates a high level of satisfaction among students and employees. This holds true across the district and among various breakdowns of student and employee groups.

Standard 2.F. Financial Resources

2.F.1 Financial Planning

Skagit Valley College is committed to strategic financial planning that supports the College's Mission, Vision, Principles, Core Theme Objectives, and Strategic Priorities. As a state agency, the College's financial planning is guided by the Washington State Office of Financial Management (OFM), following State laws and regulations. The Washington State Board for Community and Technical Colleges (SBCTC) has responsibility for recommending the college system's operating and capital budget requests to the state legislature and for allocation of those budgets to colleges.

SBCTC issues annual operating budget allocations based upon the state's biennial operating budget. The SBCTC also issues biennial capital budget allocations to the Colleges based upon the state's biennial capital budget. OFM and the SBCTC maintain a multiple-biennia capital plan that provides stable planning for capital projects that often require up to three biennia for completion. The College's Board of Trustees has statutory authority to develop and implement the College's budget based upon state budget and accounting rules and guidelines issued by SBCTC in funding allocations.

In 2012-13, the College developed a fiscal policy and added a contingency line item to the budget. In 2016, the President and Vice President for Administrative Services developed a long-term budget framework based on a new allocation model developed by SBCTC. This model is based on enrollment and achievement, and it came into effect with the 2016-17 fiscal year. The new model is expected to reduce variations and allow the College to strategically and tactically plan to better take advantage of the model.

In addition to state funding and tuition revenues, the College generates diversified revenues from contract enrollment and grants. The College's largest contract program is Running Start, a statewide opportunity for K-12 juniors and seniors to enroll in college tuition-free. High schools pay the College for their enrolled students. In Fiscal Year 2017, the College received $2.7 million from K-12 for this program. SVC has a 35% federal indirect rate that is applied when allowed by federal grants and within their limitations.

Reserves

The Board of Trustees has established and maintains a restricted Errors and Omissions Reserve in the amount of $3 million. In addition to the restricted reserve, the College also maintains an unrestricted reserved fund managed by the President which currently has $4.1 million. This reserve fund can be used for emergency needs, emergent needs that arise between state allocations, and to provide start-up money for new programs or facilities. All emergent needs are reviewed by the College Cabinet, and approved in operational planning sessions that occur in the Winter quarter each year. Per EF-1 Fiscal Health Policy, reserves are reported to the Board of Trustees annually.

Long Term and Current Obligations

SVC carries minimal debt. Using a program sponsored by the Washington State Treasurer, the College has funded facility renovations and certain equipment purchases. Last fiscal year, the College had approximately $1.5 million in debt against total operating revenue of $30 million, for a 0.05 operating coverage ratio. Current obligations are listed in SVC's 2016-17 debt amortization schedule.

Even though the College has approximately $22.6 million of debt in its financial statements, $21.3 million is paid by the State as part of a Certificate of Participation (COP) allocated for the construction of Lewis Hall.

Risk Management

The Risk Management Division (RMD) of the Washington State Department of Enterprise Services manages risk financing, provides loss prevention services, and administers the loss prevention and self-insurance liability programs. General liability insurance through the RMD provides coverage of up to $10 million for each claim arising from general liability and vehicle accidents.

There are, however, some exposures not covered by the Self-Insurance Liability Program. In order to maintain solvency, the College purchases a variety of specialized insurance policies through the RMD. Examples include:

- Boiler and Machinery
- Fire insurance for facilities with long term debt
- Medical malpractice for nursing, human services and allied health students
- Liability insurance for nursing, human services and allied health students
- Internship liability insurance
- Athletics
- Fine Arts

Pursuant to the State of Washington Governor's Executive Order 16-06 the College has formalized its Enterprise Risk Management program and is conducting annual risk assessments in areas that directly affect any of the strategic goals set during operational planning.

Investments

SVC follows OFM investment requirements as well as SBCTC requirements for investments as stated in its Fiscal Affairs Manual. With the exception of one Certificate of Deposit, one Money Market account, and one Annuity totaling $1.9 million invested in local banks, all other College funds are deposited with the Washington State Local Government Investment Pool which is managed by the Washington State Treasurer. This is a high liquidity, very conservatively invested pool that provides a secure depository for College funds.

2.F.1 Exhibits:

EF-1 Fiscal Health Policy
Washington State Office of Financial Management website
FY 2015-16 Initial Allocation
FY 2016-17 Initial Allocation
SBCTC 2011-13 Capital Allocation Schedule website
FY 2014-15, FY2015-16, FY 2016-17, FY 2017-18 Annual Operating Budget
FY 2015-16 Fiscal Year End Fund Balance Report
FY 2015-16 Debt Amortization Schedule
FY 2016-17 Debt Amortization Schedule
FY 2015-16 COP Debt Report from Office of State Treasurer & 2016-17 COP Deb Report from Office of State Treasurer
Washington State Department of Enterprise Services, Risk Management
SBCTC Fiscal Affairs Manual (FAM)
September 2016 Quarterly Investment Reconciliation
September 2017 Quarterly Investment Reconciliation

2.F.2. Budget Planning

Budget planning at SVC is based upon realistic and conservative estimates of expected College revenues from the state, student tuition, and other sources of funding. The College's annual budget is developed based upon estimates of state funding, and in its earliest stages is based upon a range of possible funding levels. Staff experience with the two-year college system's funding process and with the Governor's and Legislature's budgeting processes have contributed to stability in very difficult fiscal times and this is now complemented by the new allocation model that provides more visibility to the actual elements of the state's allocation to each college.

The College also develops models for tuition revenues, which account for 32% of the total annual budget, vs. 29% in 2008. Before the tuition freezes came into place in 2014-15, tuition revenues accounted for 40% of the total annual budget. Enrollment trends are closely monitored, and tuition revenue yield changes are tracked in order to estimate future tuition revenues. The College has a Strategic Enrollment Management Plan that is the basis for future tuition estimates.

The Washington State Running Start program also provides revenue to support the College budget. Historic enrollments as well as current year trends are the basis for revenue projections from this source, which supports approximately 8% of the College's annual operating budget.

SVC's only Auxiliary Service is its bookstore which maintains a balanced account. The bookstore prepares a realistic budget based upon past year's sales and current trends. College bookstores operate in a rapidly changing environment, and SVC bookstore is working to develop new services for students.

2.F.2 Exhibits:

2015-16 Monthly Tuition Yield Monitoring Report
2016-17 Monthly Tuition Yield Monitoring Report
Winter 2012 Cardinal Bookstore Student Customer Survey
Winter 2012 Cardinal Bookstore Faculty and Staff Customer Survey
Winter 2015 Cardinal Bookstore Student Customer Survey
Winter 2015 Cardinal Bookstore Faculty and Staff Customer Survey

2.F.3 Budget Development

Starting with Fiscal Year 2013-14 the college implemented a budget planning process in which department plans are developed based upon Core Themes, Strategic Priorities, and departmental goals. The budget planning process is part of the operational planning process detailed in Standard 3, and the budgeting process comes after the college has set goals and prioritized programs and services based on the Strategic Priorities and Core Themes. Only after the list of programs and services have been ranked high-medium-low does the budgeting process begin. This ensures that the direction of the college is driven first by the Core Themes and Strategic Priorities rather than funds available. Proposals requiring new funding are considered for inclusion in the College's operational plan by a team of cross-District administrators and the College President. The President's Cabinet meets over the course of two months to say "yes" to as many programs and services as possible while remaining fiscally conscious. The College President presents items under consideration at his monthly, all-College meetings for discussion and feedback from the College community.

Budget staff prepare a draft budget in late Spring, and detailed reviews are held with budget managers (primarily Cabinet members) for each budget account. The College now maintains a budget projection for seven years into the future.

Each May the Board of Trustees receives a preview of the budget and takes action in June. The final budget is available on the College internal website and is distributed in paper form to each budget manager.

SVC has consistently followed its budget development policy in the preparation of its annual operating budget. This process included input from the College community, feedback sessions with the Board of Trustees, and budget forums to review the draft budget before its presentation to the Board.

2.F.4 Accounting System

SVC's accounting system is managed through a centralized, system-wide technology support function that reports to the SBCTC. SBCTC's accounting system follows generally accepted principles of accounting.

Starting with Fiscal Year 2012-13 the College produces individual financial statement which are annually audited by the State Auditor's Office (SAO). Last audit was conducted December 2017. The College also provides annual financial statements for IPEDS. The College received unqualified opinions from SAO for 2012-13, 2013-14, 2014-15,and 2015-16 financial statements and they found that all information was accurately reported without any weaknesses in internal controls.

The College has an automated budget tracking system that updates daily, providing College managers with online, up-to-date budget vs. expenditure information. The Vice President for Administrative Services provides monthly budget and expense reports to the Board of Trustees.

The Vice President for Administrative Services is responsible for the College's accounting, budget, and auditing functions, as well as for human resources, payroll, security, emergency management, information technology, purchasing, central services, risk management, facilities, capital construction, contracting and auxiliary services. The Vice President reports directly to the President and is a member of the President's Cabinet. Accounting functions are directly overseen by the College Controller, who is a CPA and former state auditor and who manages a team of experienced business office employees. The Controller reports to the Vice President for Administrative Services.

2.F.4 Exhibits:

FY 2015-16 IPEDS Financial Statements
FY 2014-15 Audited Financial Statements
FY 2015-16 Audited Financial Statements
FY 2016-17 Audited Financial Statements
FY 2014-15 Fiscal Year End Budget Expense Report
FY 2015-16 Fiscal Year End Budget Expense Report

2.F.5 Capital Budget Planning

SVC's capital budget planning is done within the context of the College's long-range Facilities Master Plan (FMP). The FMP looks to transform the College by developing state-of-the-art facilities that support contemporary instructional methodologies as well as services to support the campus. The plan provides a vision for the college with emphasis on development that relates to the College's five Strategic Priorities. The last FMP was completed in 2013 with a fifteen year look ahead. The next review of the plan will be done to coincide with the FY2019-21 capital planning biennium from the State.

In Washington's two-year college system, a single prioritized capital budget request to the Legislature is prepared. In order to compete successfully to be included in the system request, a College's capital proposal must be cost-effective, justified by enrollment, and driven by the College's Strategic Plan. SVC has competed successfully in the last decade for a series

of new buildings, allowing the College to replace antiquated structures with new, state-of-the-art buildings that include growth potential.

Recently constructed buildings that are a direct result of coordinated planning include Oak Hall at the Whidbey Island Campus, and Angst Hall (science and allied health) and Lewis Hall at the Mount Vernon Campus. State capital budgets are enacted for a two-year period (a biennium), so the capital request process is conducted every other year by the SBCTC. In addition to the biennial review of College capital needs, every year the Facilities and Operations Division prepares a detailed scope of smaller improvement projects that are typically completed during the summer. Input is gathered from the College community in the development of these projects as part of the unit planning process.

The primary source of capital funding for Washington two-year colleges is bond sales conducted by the State Treasurer. The state operating budget typically pays debt service on state general obligation bonds, so historically there has been minimal use of local debt to support capital needs. A more recent development in the State's capital budget has been the ability for agencies to volunteer to finance bonds ("certificates of participation" sold by the State Treasurer) where the debt service is undertaken by the College.

SVC has voluntarily utilized certificate of participation (COP) funding to renovate its student center (Cardinal Center), and for the construction of Lewis Hall. The COP process falls outside the SBCTC capital request process. In 2012, the Legislature decided to fund construction of new Lewis Hall with COP financing and the Legislature has appropriated operating funds to the College to pay debt service. This is a fairly unusual move by the Legislature, done in order to support construction jobs while not impacting the state's constitutional limit on debt.

2.F.6 Auxiliary Services

SVC's only Auxiliary Service is its bookstore which maintains a balanced account. The bookstore serves all of the College's locations with physical locations at Mount Vernon and Whidbey Island campus, and support to San Juan Center and South Whidbey Center. The bookstore prepares a realistic budget based upon past year's sales and current trends. College bookstores operate in a rapidly changing environment, and the SVC bookstore is working to develop new services for students. Currently, the bookstore runs a robust book buyback program. No College budget sources are used to support the bookstore.

2.F.6 Exhibits:

Winter 2012 Cardinal Bookstore Student Customer Survey
Winter 2012 Cardinal Bookstore Faculty and Staff Customer Survey
Winter 2015 Cardinal Bookstore Student Customer Survey
Winter 2015 Cardinal Bookstore Faculty and Staff Customer Survey

2.F.7 Audit Process

Based on a recommendation from the NWCCU, SVC annually produces independent, complete, and GASB-compliant Financial Statements. All College funds are subject to audit by the Washington State Auditor's Office (SAO), and by law only the SAO can conduct audits of the College. Because audit practices in the state of Washington vary from those in other states, for the purposes of accreditation reviews the SAO provides (prior to each yearly audit) an explanatory letter to the College letter outlining its audit policies and processes. This letter and copies of all audits are included in Exhibits. Results of the audit are provided to College's administration and the governing board for consideration in compliance with NWCCU policy.

The College's annual financial statement audits conducted by the Washington State Auditor's Office (SAO) were all free of any findings and management letters.

In addition to formal SAO audits, the SBCTC performs informal operations reviews. These reviews include a formal letter that states findings and recommendations, and provide a follow-up from the prior operations review.

The College Controller conducts regular internal control reviews on College departments and locations. These reviews include recommendations that are communicated to the appropriate administrator. The focus of these internal reviews is generally on cash operations.

2.F.7 Exhibits:

SBCTC Operations Review Letter 2014
SBCTC Operations Review Letter 2016
State Auditor's Office Audit Coverage Explanatory Letter 2016
Sample Internal Control Review – Athletics & Bookstore - March 2016
State Auditor's Office Annual Financial Audit Report 2013
State Auditor's Office Annual Financial Audit Report 2014
State Auditor's Office Annual Financial Audit Report 2015
State Auditor's Office Accountability Audit Report 2011-2015

2.F.8 Fundraising

SVC fundraising activities are limited to those conducted by the Skagit Valley College Foundation and athletic Booster Club (overseen by the SVC Foundation), unless specifically approved by the College President. Fundraising policies are described in the College's Operational Policies and Procedures Manual Section 1030 (website).

The SVC Foundation is audited annually by a private auditor, and that audit is reviewed by the State Auditor's Office. The Foundation Board and College President receive a formal report that includes the auditor's observations and recommendations. The College has an

up-to-date written agreement with the Foundation that clearly defines its relationship with the Foundation - SVC & SVCF Agreement.

Standard 2.G. Physical and Technological Infrastructure

2.G.1 Physical Infrastructure

Skagit Valley College maintains facilities that are accessible, safe, secure and sufficient in quantity and quality to support its Mission, educational programs, and Core Themes.

The College's main campus is located on 100 acres in Mount Vernon. SVC owns and operates a second campus in Oak Harbor. This campus is situated on 9.75 acres and is located adjacent to Skagit Bay, and surrounded by portions of the Naval Air Station Whidbey Island and residential neighborhoods.

SVC owns and operates a center in Friday Harbor on San Juan Island and leases two facilities, one center at the southern end of Whidbey Island in Langley, and an instructional site near the Mount Vernon airport. At the Friday Harbor and Langley facilities, the College offers traditional college classes leading to degrees and certificates, and at the airport facility the College offers its Craft Brewing Academy. The College also offers its Marine Technology Program in Anacortes in conjunction with six regional school districts.

In total, the College District owns 536,143 square feet of space. During the past decade, net square footage has been increased by 14.1% while enrollments have grown by 12%.

Instructional and Support Facilities: Mount Vernon Campus

The original buildings on the Mount Vernon Campus were constructed in the late 1950s and early 1960s. Twelve of the campus' current buildings, accounting for 120,941 gross square feet, were constructed prior to 1995 and have not been remodeled since that time. Currently, there are 25 buildings totaling 427,549 gross square feet at Mount Vernon.

The past decade has seen an aggressive program of facility construction and renewal:

- An 800-seat performing arts center was constructed in 2003 on land leased by the College to a Public Facilities District (PFD) that funded the building. McIntyre Hall is managed by the College while the PFD pays off the bonded indebtedness, at which time the College will also own as well as operate the center. McIntyre Hall is a significant community asset in Skagit County and brings members of the community to the College campus for a wide variety of events.
- In 2005 Hodson Hall was renovated to provide additional modern facilities for art and music programs as well as needed additional faculty offices.
- The student services and student life building (Gary Knutzen Cardinal Center) was renovated and enlarged in a 2008 project that provided modern and attractive new space for student services and informal gatherings, the bookstore, meeting spaces and an art

gallery. This project also included renovation of the College's administrative building and allowed consolidation of many administrative functions.

- Construction of a 67,942 square foot science and allied health building was completed in 2009 and replaced one of the original College buildings. Angst Hall was the first public higher education building in the state of Washington to receive the LEED Platinum certification. As part of this project, a $1 million, world-class greenhouse was constructed adjacent to Angst Hall.
- The College's Phillip Tarro Theatre was renovated in 2009, and an expanded lobby that also serves as an event space was created.
- In 2010, in partnership with six school districts, the Northwest Career and Technical Academy was constructed on the Mount Vernon Campus. This facility provides career training programs to high school juniors and seniors, as well as serving College students who wish to enroll in programs offered by NCTA.
- Reeves Hall, which houses the College's Welding program and radio station, underwent a substantial facelift in summer, 2013, with improvements to program spaces as well as to the exterior building envelope.
- The construction of a 72,858 square foot academic and student services building was completed in 2014. This landmark $32 million Lewis Hall project includes 22 classrooms, five learning centers and 36 faculty offices. It also houses all student service functions, allowing students to obtain the services that they need over the course of their College enrollment, all in one convenient location. An additional benefit of this project was the expansion of a student lounge and informal learning spaces in the Knutzen Cardinal Center when student services functions moved to Lewis Hall.
- In line with the College's commitment to providing an equitable environment, the College reviewed the need for gender neutral facilities, and through repurposing and renovations, has ensured that gender neutral bathrooms are available throughout its campuses and centers.
- Concurrent with the College's building and renovation program, the Facilities and Operations Department continues with a significant program of smaller projects to improve safety, the quality of College spaces, energy usage and College appearance. Examples include:
  - Lighting and water savings
  - Parking lot repairs and painting
  - Restroom improvements
  - Significant painting program
  - Sidewalk construction and repairs
  - Exterior lighting improvements

Instructional and Support Facilities: Whidbey Island Campus

The Whidbey Island Campus is located in the heart of Oak Harbor on land deeded to the College by the U.S. Department of the Navy. The campus is comprised of five buildings totaling 93,000 square feet plus parking areas. The original building, Old Main, dates from 1941 and was once a Naval Hospital. This building and the adjoining Sprague Hall are high on the College's priority list for replacement. Hayes Hall, built in 1993, houses College programs as well as the Oak Harbor City Library. The building was built in partnership by the College and

the City and is jointly owned and operated. Oak Hall, constructed in 2003, provides classroom and faculty office space. A 6,000 square foot building is leased to the Toddler Learning Center and constitutes the fifth building on the grounds.

Instructional and Support Facilities: San Juan Center, South Whidbey Center, Marine Technology Center, and Craft Brewing Academy

The College owns a building in Friday Harbor that is located on land leased from the Port of Friday Harbor. The 7,710 square foot building includes offices, classrooms, and space leased to other users. There are no expansion plans for the San Juan Center.

The College leases space from the South Whidbey School District to provide service to South Whidbey Island residents. This space includes classroom, office, and student service space.

The Marine Technology Building located in Anacortes was constructed as part of the partnership with six school districts that also funded the NCTA facility on the Mount Vernon Campus. This facility was completed in 2010 and houses high tech classrooms and labs for the College's Marine Technology Program.

The College leases a 1,300 square foot facility from the Port of Skagit County in which the College's Craft Brewing Academy is operated. This program started in 2016 and the facility includes classroom space, and equipment that accommodates all the steps for brewing craft beers.

Maintenance and Management

SVC's Facilities and Operations Department manages and provides for the maintenance and operation of District facilities. The Department is supervised by the Director for Facilities and Operations who reports to the Vice President for Administrative Services. The Department manages work requests using Megamations, an automated facilities management system. In addition, support staff manages key access, facilities rentals and scheduling, and the Mount Vernon motor pool.

Health and Safety

The College Safety Plan and Bloodborne Pathogens Plan were developed and published in 2012 and have been distributed to all District employees. The College's Emergency Response Plan was updated in 2015. In 2016, all sites upgraded all classroom and office entry doors so that they could be locked from the inside without the use of a key in the event of an emergency. Also in 2016-17, electronic access control was also implemented on all exterior doors at both the Mount Vernon and the Whidbey Island campuses. This allows all exterior doors to be immediately locked in the event of an emergency.

Both the Mount Vernon and Whidbey Island campuses have College-managed security staff that includes both full and part-time employees. The full-time security staff have completed the Basic Law Enforcement Reserve Academy offered by SVC.

The College's cleaning and maintenance programs are guided by its "Low Environmental Impact Cleaning Policy." This policy was adopted to minimize environmental impact and to protect the health of building occupants.

2.G.1 Exhibits

Mount Vernon Campus Map
Whidbey Island Campus Map
2015 Facility Condition Survey
Sample Facilities Event Schedule
November 2016 Motor Pool Schedule
Green Cleaning Policy
All-Hazards Emergency Response Plan
Safety Manual
Bloodborne Pathogens Exposure Control Plan

2.G.2 Hazardous Materials

Skagit Valley College's Facilities Department regularly reviews the use, storage, and disposal of chemicals and hazardous materials as part of its overall safety responsibility. All College departments are required to list hazardous chemicals in their work area or facility, to keep material safety data sheets (MSDS) on file for all hazardous chemicals, and to train employees in order to lessen or prevent exposure. The College's Hazardous Materials Procedure describes the State's "Worker Right-To-Know Law," which is intended to reduce the incidence of occupational illnesses and injuries due to exposure of hazardous chemicals in the workplace. This procedure requires that each work area list all hazardous chemicals used, have an MSDS on file for each such chemical, and train employees to be aware of these chemicals.

Policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials are posted in the Employee Portal and available to the public via the College's web site. Additionally, the College files annual reports with the WA State's Department of Ecology informing the community of the impact of the College's storm water discharges on the environment and any steps taken to reduce pollutants in the storm water runoff.

2.G.2 Exhibit

Safety Manual

2.G.3 Facilities Master Planning

Skagit Valley College has Facilities Master Plans (FMPs) in place for the District. FMPs were updated in 2013. The College's Strategic Plan and Strategic Enrollment Management Plan needs identified through the operational planning process inform the FMPs in terms of future

expected growth space requirements. The College's facilities condition assessment – conducted every two years – is used to determine whether existing spaces qualify to be renovated or replaced. The Instruction Plan provides information as to whether existing space is adequate for use in support of instructional programs.

Preparation of the College's FMPs is aided by professional consultants and is developed through a collaborative and inclusive process involving key College faculty and staff. The process also encompasses input from local jurisdictions and the surrounding community. Funding strategies are identified in the FMPs based upon the types of projects included in the College development plan.

2.G.3 Exhibits:

SVC 2013 Facilities Master Plan
College Strategic Plan website

2.G.4 Equipment

Physical Plant

The Facilities Department is responsible for the maintenance and repair of all of the District buildings, systems, and infrastructure. The department accomplishes this using a combination of maintenance staff and outside vendors. Preventive maintenance and repairs are scheduled on a Computerized Maintenance Management System (CMMS) that contains a database of all fixed equipment on campus. This database includes, but is not limited to, HVAC equipment, lighting systems, ADA equipment, fire and safety equipment, plumbing systems, and vehicles. Roughly 95% of the District HVAC systems are controlled by Energy Management Control Systems, allowing the Facilities Department to monitor, troubleshoot, and schedule occupancy periods. The College contracts licensed companies to perform periodic inspections of elevators, fire alarm/control systems, and backflow preventers. The Facilities Department is responsible for the maintenance and administration of the digital phone system on both campuses and all centers.

Ergonomics and Accommodations

An employee may request an ergonomic assessment of their work station and/or request reasonable accommodation based on disabling condition. The SVC's Human Resources Office (HR) will engage in the reasonable accommodation process for disabled employees. SVC HR will maintain all medication documentation in a secure cabinet outside of the employees personnel file. If an ergonomic assessment is requested, HR will arrange for the ergonomic review of the employee's workspace, furniture, equipment, and technology with the employee. Based on the health care provider's recommendations and/or the ergonomic review, HR will provide recommendations for changes to work practices or the purchase of specialized furniture, equipment, or technology.

The employee's home department will purchase furniture, equipment, and technology that are needed to enable employees to work in an ergonomically safe fashion with or without formal accommodation. Supervisors and employees are encouraged to swiftly report any employee-specific ergonomic issues or needs for temporary and permanent reasonable accommodations to the Human Resources Office.

The Disability ***Access*** Services Office works with students who identify a need for accommodation. The College has continued its approach toward equity and inclusion of its students with disabilities and has invested in the purchase of adaptive equipment such as adjustable chairs and tables, as well as strengthening its commitment to all platforms of learning by securing the most current licenses and upgrades on assistive technology software and student use laptops.

Vehicles

The College motor pool includes seven 12-passenger vans, three passenger vehicles and a 47-passenger bus. With the exception of the bus, all motor pool vehicles are serviced every six months or 3,000 miles, whichever occurs first. These services include lube & oil change and a safety inspection. The bus is serviced every 12,000 miles as is recommended by the service garage.

In addition to the motor pool, there are several vehicles used by the Facilities Department. These include pickups, dump trucks, a carpet-cleaning van, a snow plow, forklifts, security department vehicles, and various landscaping vehicles. The same 6 month/3,000 mile maintenance schedule is kept for these vehicles.

Instructional Equipment

Routine instructional equipment needs are identified in department operational plans for consideration and funding each year by the College's Instructional and Student Services Team. Larger institutional requests for new equipment that cut across multiple departments are prioritized in the operational planning process and prioritized by cabinet. Funding for new equipment or to replace and repair older equipment comes from multiple sources. In 2015 a student fee was initiated to allow for instructional equipment found in computer labs and classrooms to be regularly updated ($281,200 in FY 2015-16). Another fee, the Student Technology Fee ($300,900 in FY 2015-16), also funds equipment via a proposal process open to all faculty with allocation decisions made by a student committee. Larger requests that have a high priority on the College operational plan are also considered for funding from the Foundation or the College's instructional and Perkins budgets.

2.G.5 Technological Infrastructure

The College maintains a data center that houses over 160 virtual servers with backup and redundancy to meet the needs of the College. The College's cable infrastructure provides at least 100M to the desktop, with Gigabit switches throughout the campus. Single-mode fiber optic cables provide 10 Gigabit communication between buildings. College connectivity

to the world is through a 1 Gb/sec state-run K-20 network connection. The College also has $1,000/month credit with the local cable company that can be used to provide Internet to the dorms, the East College building, and air cards for faculty/staff laptops when they travel. The College contracts with several cloud providers for services such as the Learning Management System, TargetX the Customer Relationship Management System, and E-mail collaboration suite.

The administrative systems for finance, student intake, and payroll and personnel management are supported by the state of Washington for all 34 community and technical colleges. The State is in the process of implementing a new state-of-the-art system. Implementation of the new state-wide system is expected to happen over the next four years.

IT maintains an equipment aging list that identifies equipment needs over a five year period, so there is time to address to equipment replacement needs in a proactive manner. This list is integrated into the operational planning process, detailed in Standard 3, to ensure a holistic approach to the information technology infrastructure and equipment at the College. Replacements are funded with a dedicated fund. IT projects are identified and tracked using a ticket system, prioritized with Cabinet oversight, and implemented with both operating and special funds.

All 34 colleges in the state of Washington have signed a code sharing agreement. SVC has adopted several applications through the code sharing agreement such as Time and Leave Reporting (TLR), online class schedule, Advisor Data Portal (ADP), degree audit, and FMS Query (a real-time budget balance tool).

The IT department provides and maintains desktop and laptop computers to all faculty and staff, AV services in over 100 classrooms, several specialized computer labs, and three computer labs open to all students with extended hours. The College has separate student and staff portal systems to house applications and disseminate timely information. IT supports a point of sale system for the cafeteria, bookstore, fine and performing arts center and the computer systems used for the SVC Foundation donor management system, Facilities Management system, student pay for print system, the photo ID system, and online tuition payments.

2.G.6 Training and Support

The Information Technology (IT) department provides a Help Desk on both campuses and sends IT staff to offices and labs to troubleshoot hardware and software problems. IT staff members are knowledgeable and experienced in campus software programs and provide service to faculty and staff. Student interns from the computer science instructional program help supplement IT department support and provide excellent student learning experiences in a complex network and computing environment. All issues and incidents are tracked using a ticket system. Desktop computers are also maintained using a remote management system.

The College uses Canvas Learning Management System (LMS), and both in-person and virtual training is available for students through the Student Online Support window (SOS)

in the library. The eLearning program provides ongoing support for faculty and students both on and off campus. Individual and group training to learn how to deliver online or web-supported courses are offered each quarter. An eLearning Help Desk is available to students and faculty by phone or email.

2.G.7 - 2.G.8 Technology Planning & Replacement Planning

SVC provides formal and informal opportunities for technology planning and stakeholder feedback. Formal input from the College community comes through the IT Standing Committee. Informal input comes from the Help Desk, Student Online Support (SOS), data gathered through the ticket tracking system, and bi-monthly IT team meetings. The Vice President for Administrative Services includes a specific IT plan and requests in the annual operating planning and budgeting process.

In addition, the IT Department regularly reviews network capacity and resources required to support the College's programs and services. The College also regularly monitors network traffic to off-site locations to ensure sufficient bandwidth to meet the requirements of programs and services, including the South Whidbey, San Juan, and Marine Technology centers.

Regular processes are followed regarding upgrades to network resources that are consistent and considered effective utilization of SVC's staff and resources. For example, updates to network software are released frequently with minor modifications made for each revision. Upgrades and updates to the campus-wide infrastructure are made at alternating revisions to keep the campus infrastructure current while utilizing staff time efficiently and minimizing the cost of implementation. The Director of IT manages a technology replacement plan, and computer laboratories across the District are also placed on a replacement schedule to ensure sufficient technology to meet individual program needs. The College designates a portion of the minor capital budget from the state for information technology every other biennium.

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Chapter Three: Standard 3 - Planning and Implementation

Standard 3.A Institutional Planning

3.A.1 Planning and Mission Fulfillment

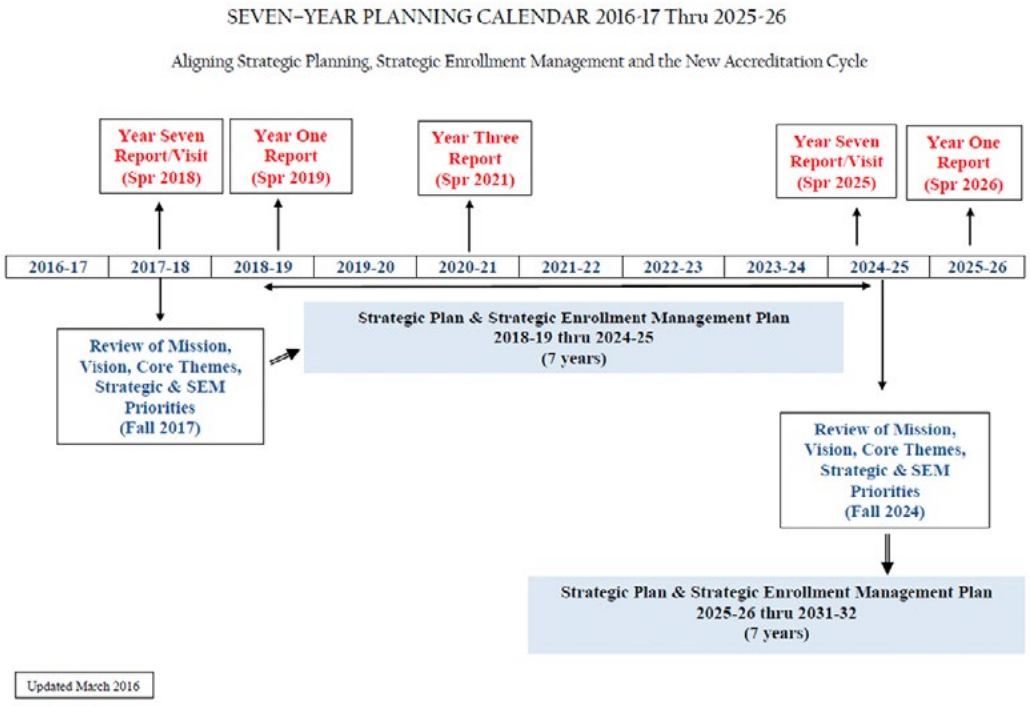
SVC's Mission is to provide opportunities for students in pursuit of their educational and employment goals, while contributing to the economic and cultural enrichment of our communities. The College's planning process is ongoing, purposeful, systematic, integrated, and comprehensive, and leads to mission fulfillment as defined by fulfilling the College's three Core Themes: Access, Achievement, and Community. The College's operational plans are implemented, and plans and results are made available to the college community and stakeholders.

The plans reflect the interdependent nature of operations, resources, and programs and services. The planning process is flexible to accommodate real-time shifts to emergent needs based on data, as well as internal and external environmental factors.

The College follows a seven-year comprehensive planning cycle for the Strategic Plan and Strategic Enrollment Management Plan. The Facilities Master Plan is also updated every seven years to reflect the Strategic Plan and Strategic Enrollment Management Plan. The Strategic Plan is implemented through the Operational Plan, a two-year operational plan which is reviewed and updated annually. The two-year operational planning cycle mirrors Washington State's two-year budgeting process, and also creates space for more thorough program assessment and review of student success data. More information on the Operational Planning process can be found in **Standard 3.A.2.**

The College's assessment cycle is built into operational planning with an emphasis on assessment and program review every two years. The College collects, updates, and reviews data on an ongoing basis.

The Seven Year Planning Calendar below shows the calendars for accreditation, Mission and Core Theme review, strategic planning, and strategic enrollment management planning. This figure displays the purposeful, systematic, and integrated planning processes that lead to mission fulfillment. The College also maintains a more detailed Annual Calendar and Seven Year Planning Calendar with Assessments.



In the Spring of 2012, the President led the development of a new Strategic Plan that includes the following components: College Mission, Vision, Core Themes, Strategic Priorities, and Guiding Principles. This work included a review of and revisions to the Core Theme Objectives, Indicators, and Thresholds, as encouraged by the NWCCU Year One Report 2011 Evaluation Committee. The goal was to develop elements that are: meaningful and relevant; concise and non-duplicative; and easily understandable. The Board of Trustees reviewed all planning and assessment components during a study session in June and at its annual retreat in August.

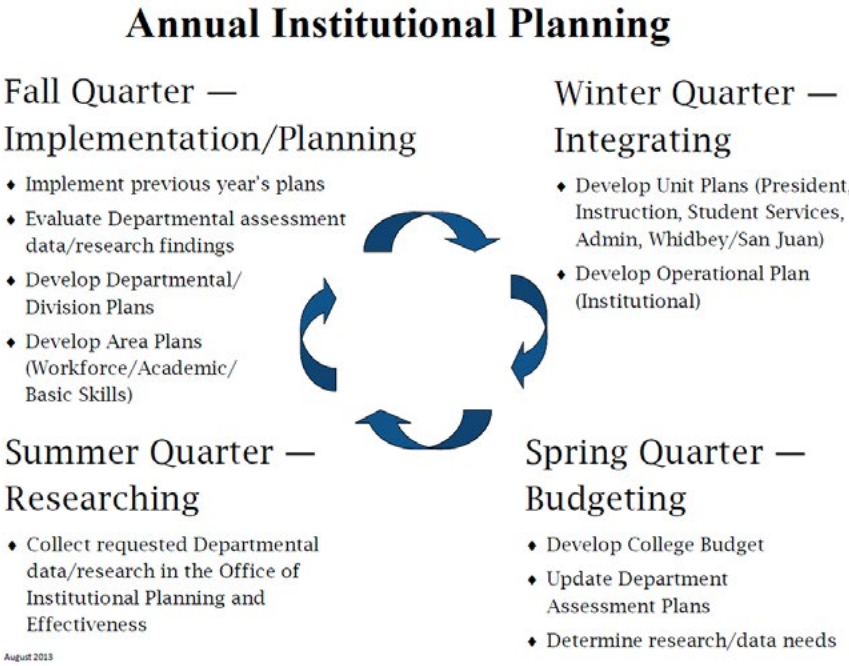
SVC engages in ongoing review of the Strategic Plan, including an annual review of the Core Theme Objectives, Indicators, and Thresholds by the President, Cabinet Plus, and Board of Trustees. Cabinet Plus makes recommendations on any adjustments to objectives, indicators, and thresholds based on data and assessment. The Board of Trustees reviews and approves changes at its annual retreat in August of that year.

In Fall of 2015, the President began efforts to review and revise the Strategic Plan and Strategic Enrollment Management Plan. Through a series of monthly meetings with the entire college community and additional dedicated planning sessions with Cabinet Plus, the college community reviewed the Mission, Core Themes, Strategic Priorities, and SEM priorities. At that time, the college community reached a consensus that no changes were desired to the Mission, Core Themes, Strategic Plan or SEM Plan.

The Strategic Plan, Strategic Enrollment Management Plan, and Operational Plan are all made available through the college website and distributed throughout the campus. (website).

3.A.2 Broad-Based, Inclusive Planning Process

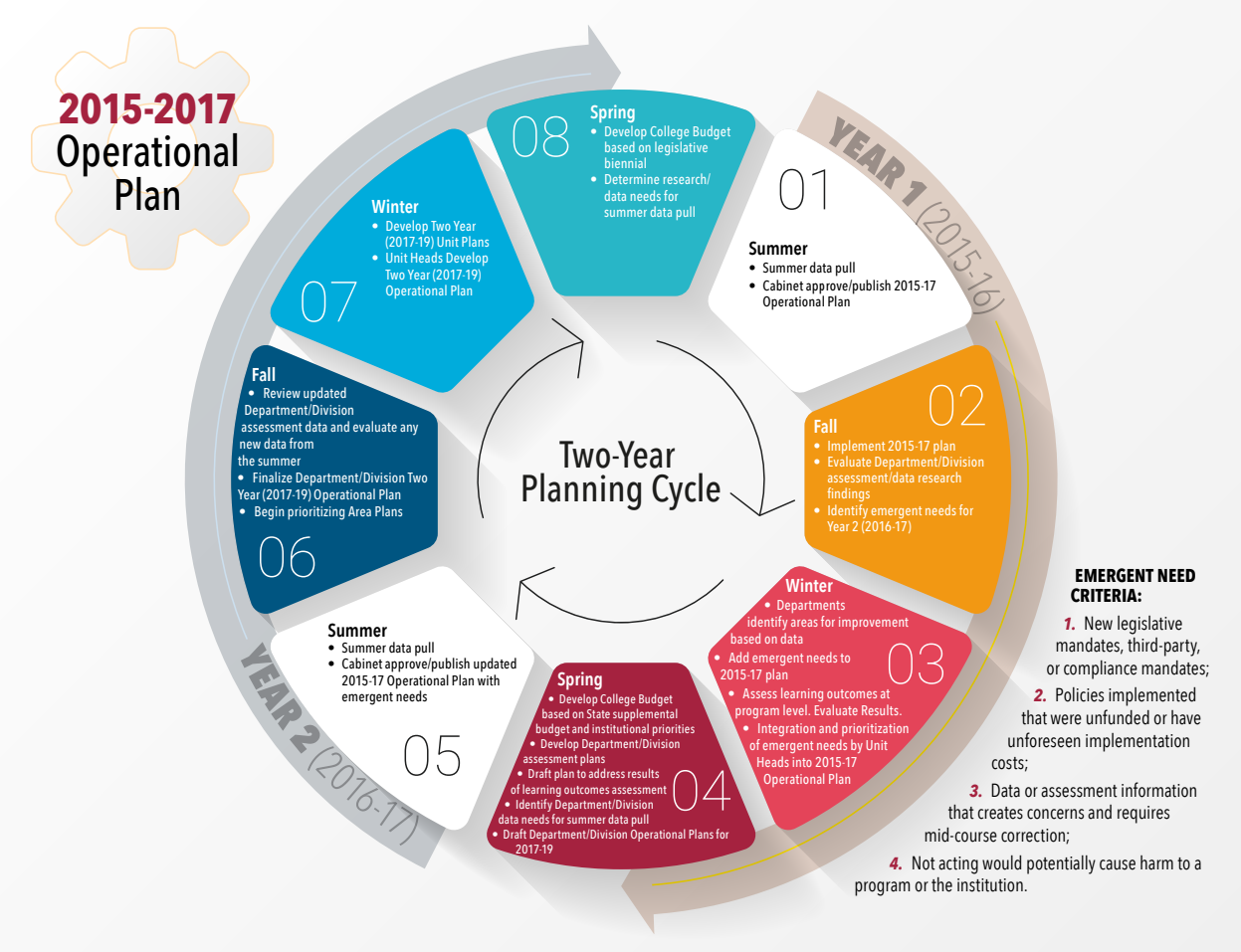
The College's planning process is comprehensive and broad-based. It offers opportunities for input from all levels of the college. In 2013, the College developed an annual planning process based on the continuous quality improvement loop (plan – implement – assess – improve), the One Year Planning Process shown below.



After two years using this cycle, faculty and staff provided feedback that they felt rushed to implement current plans, assess data to identify opportunities for improvement, make mid-course corrections, and begin planning for the next operational plan cycle. In response, the College developed a two-year Operational Plan and Two Year Operational Planning Cycle in 2015 that more closely aligns with the State legislative biennial budgeting process, facilitates more predictable planning, and builds additional time for data assessment and integration of assessment into planning. Departments, deans, and vice presidents work throughout the academic year leading up to the new Operational Plan to review program assessment data, identify goals, develop plans, and prioritize goals and actions based on the Core Themes and Strategic Priorities.

The most recent timeline for the operational planning cycle (Timeline for 2017-2019 Operation Plan) spans over eight quarters is included in the Exhibits, and an example is offered below.

1. **Summer**
   - Institutional Planning & Effectiveness updates program review and assessment information.
2. **Fall**
   - Faculty, Deans, and Vice Presidents review updated program assessment data and evaluate any new data from the summer.
   - Staff, Faculty, Department Chairs, and Deans identify goals, activities to develop area operational plans.
   - Area operational plans are submitted to Vice Presidents.
3. **Winter**
   - Vice Presidents and President's Cabinet develop Two-Year Operational Plan.
4. **Spring**
   - Develop College budget based on legislative biennial and operational plan priorities.
   - Two-Year Operational Plan and budget presented to the Board of Trustees for approval. The College engages in ongoing assessment as the plan is implemented.
5. **Summer**
   - Institutional Planning & Effectiveness updates program review and assessment information.
6. **Fall**
   - Implement new two-year Operational Plan.
   - Evaluate Department/Division assessment/data research findings to identify areas for improvement based on data.
   - Identify Emergent Needs.
7. **Winter**
   - Integration and prioritization of emergent needs by Cabinet into current two-year Operational Plan.
8. **Spring**
   - Adjust College Budget based on State supplemental budget & institutional priorities.
   - Identify program data needs for summer data pull.



The planning process is broad-based and is built on input by all constituencies from the college at all levels. Beginning in September, departments and deans review program assessment and student survey data, identify goals and actions, and draft operational plan requests for the next academic year. Deans prepare operating plan requests for their unit and submit to Vice Presidents by the end of Fall Quarter. The Office of Institutional Planning and Effectiveness redistributes the Factors for Inclusion in Operational Plan provide clarity and transparency in the planning process.

Simultaneously, the Strategic Enrollment Management (SEM) Committees (Recruitment, Marketing, Instruction, and Progress & Completion) also review data, identify goals and actions, and draft operational plan requests at this time. Non-SEM Committees (Art, Diversity, General Education, Global Coordinating, Safety, Sustainability, and Information Technology) also review data and draft operational plans. Each committee is led by a Vice President. Again, Vice Presidents collect operational plan requests by the end of Fall Quarter.

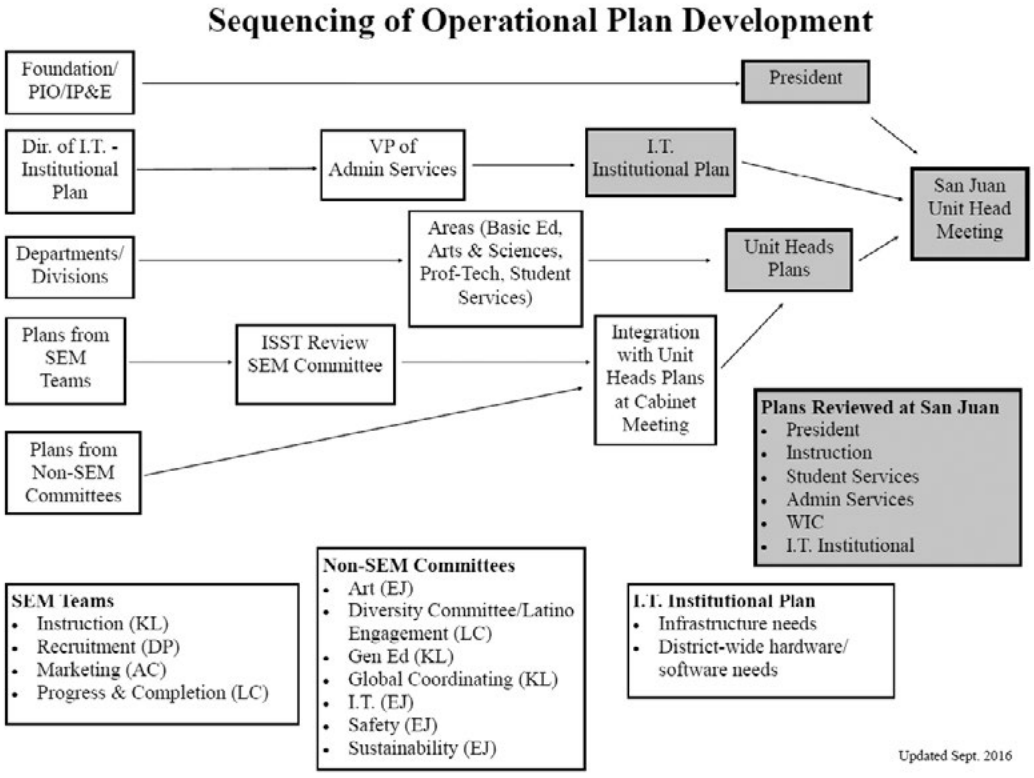
In early Winter, the President's Cabinet collectively reviews and integrates plans to ensure appropriate leveraging of resources and prevent duplication. Cabinet then reviews operational plan requests and prioritizes based on how well they map to the College's Core Themes

and Strategic Priorities. The outcome of the Winter meeting is a draft operational plan that is shared with the college community in the Spring. After an opportunity to comment and provide feedback, the Cabinet reviews budget impacts of the operational plan and produces a two-year operational plan and operating budget. A final two-year operational plan is published in the Summer.

Each year Cabinet Plus reviews and updates the operational plan for accuracy. Cabinet reviews each item to determine if it has been completed and, if not, if it is still a priority. Additionally, Cabinet adds emergent needs that have arisen during the year. Emergent need criteria follows:

1. New legislative mandates, third-party, or compliance matters;
2. Policies implemented that were unfunded or have unforeseen implementation costs;
3. Data or assessment information that creates concerns and requires mid-course correction;
4. Potential to cause harm to a program or the institution if left unaddressed.

The Sequencing of Operational Plan Development, below, illustrates the comprehensive, broad-based process that allows for input at multiple levels.



3.A.3 Planning Informed by Appropriate Data and Analysis

The College's comprehensive planning process is informed by data that is analyzed and used to evaluate mission fulfillment, which is defined by meeting or exceeding the Thresholds for the Objectives within each of the three Core Themes. The Office of Institutional Planning & Effectiveness (IP&E) works closely with the Office of Instruction to produce program review and assessment data on an annual basis, with quarterly updates as appropriate. IP&E utilizes data-visualization software, Tableau, to create interactive dashboards with College-level, program-level, course-level, and instructor-level data. IP&E updates program review and assessment data in the Summer Quarter, and departments, deans, and vice presidents dedicate time in the Fall Quarter to analyzing both quantitative and qualitative data, including results from Community College Survey of Student Engagement (CCSSE) and Noel Levitz Student Satisfaction Inventory survey administrations. The Program Review dashboard includes measures of efficiency, diversity, and effectiveness by reviewing: Course Fill Rates; Program Demographic Breakouts; Course Grade Distributions and Pass/Fail Rates; 200% of Normal Time Completion Rates; Retention Rates; Employment Rates; Transfer Rates; and Student Achievement Initiative Points. Further, to ensure equity and diversity at the program level, the College also reviews ethnic background, gender, and other student characteristics (e.g., first generation, low-income, or Veteran status) breakouts for many of these dashboards. The addition of the Office of Equity & Inclusion in 2017 has given the College dedicated resources to approach assessment and data-driven decision making through the lens of equity.

IP&E combined the annual summer data pull and comprehensive environmental scan in the summer of 2017. This Summer Data Pull/Environmental Scan includes data, trends, and projections in a central location for the college community to review. The 2017 Environmental Scan is included in the exhibits. Data is displayed in Tableau dashboards to enable users to better visualize and interpret the data to show comparisons and draw conclusions. The following is a summarized version of the 33 internal data points and 25 external data points collected:

- Internal Data: Enrollment Trends, Student Characteristics, SEM Dashboards, Progress & Completion, Survey Data, Program Review Dashboards.
- External Data: Service Area Population Changes & Projections; K-12 Population Changes, Trends & Projections; Workforce Trends & Employment/Demand Levels; Planning Documents for Cities and Counties in Service District

The College's broad-based and inclusive strategic and operational planning processes depend on academic, student support, and administrative departments' reviewing, analyzing, and interpreting their data to identify goals and actions that lead to fulfillment of the Core Themes and Mission. During the Fall and Winter Quarters, the President's Cabinet reviews area plans and prioritizes activities to create the Operational Plan.

3.A.4 Comprehensive Plan and Resource Allocation

The College allocates financial and human resources based on articulated priorities in the Strategic Plan and two-year Operational Plan (updated annually), and an examination of institutional capacity. The College reviews all operational plan requests, identifies priorities, and drafts the Operational Plan before finalizing the proposed budget. By separating the two processes of identifying goals and activities and the budget development, the College aims to allocate resources to the goals that will most benefit students, achieve the Core Themes, and lead to mission fulfillment, rather than letting funding drive the college priorities.

Allocations for capital improvements, repairs, and maintenance are also provided by the State Legislature and are based on formulas that consider the total square footage of all facilities and the number of Full Time Equivalent (FTE) students served all year. These capital allocations are separate from the operating budget and are subject to restrictions to ensure that they are being spent in improving the facilities. The capital needs are also prioritized and funded in the Operational Plan based on the actual budget from the Legislature.

3.A.5 Emergency Preparedness and Contingency Planning

SVC is positioned to respond should catastrophic or emergency events interrupt normal institutional operations. The All Hazards Emergency Plan was updated in October 2016 and is intended to guide the college community for managing and coordinating all phases of emergency response and operations. The plan includes campus maps, evacuation plans, lockdown and shelter in place protocols, employee and student responsibilities, emergency operations center staff and responsibilities, and incident-specific procedures for medical emergencies, hazardous materials spills, gas leaks, suspicious person or device, threats, fire, earthquake, and theft of property. Administrative Services staff reviews and updates the All Hazards Emergency Plan annually.

In April 2017 a Continuity of Operations plan (COOP) and a Business Continuity plan (BCP) were put into effect in order to ensure that all primary mission essential functions continue to be performed during the emergencies covered in the All Hazards Emergency Plan. This plan utilizes the methodologies recommended by the Department of Homeland Security, the Federal Emergency Management Agency (FEMA), and the Department of Education.

The College conducts emergency preparedness drills on a regular basis. The Vice President for Administrative Services publishes the schedule and location of drills at the beginning of the academic year, and provides updates to the college community as necessary. Drills are conducted at all SVC campuses and centers.

The College coordinates with local police, fire, and emergency responders to ensure appropriate access to campus facilities and personnel in the event of an emergency.

The College also participates in local, regional, and national emergency drills and scenarios. For example:

- The College hosted the National Emergency Response and Rescue Training Center from Texas A&M Engineering Extension Service to campus in December 2015 to conduct joint emergency response training with college employees and other local college and law enforcement personnel.
- In July and November 2016, the College participated in a table-top active shooter drill and a complete active shooter training exercise that included all local law enforcement and first responder agencies as well as the coroner's office and the FBI.
- The College has been an active participant for the last five years in the Great American Shakeout each October, and provides all employees and students with information regarding earthquake preparedness.

The College maintains a comprehensive Emergency Notification System used to communicate with students and staff in the event of a college emergency or weather-related delay or closure. The system includes external and internal speakers, email, text, desktop, and phone alerts.

Students and staff are automatically enrolled in the emergency notification system. Employees and students may also add personal email addresses, phone numbers, and may opt in to receive SMS messages. Alerts are also broadcast to digital signs, desktop computers, office phones, and outdoor speakers.

In 2016, the College created a personnel infrastructure to specifically deal with emergencies. This structure includes the assignment of building captains for each floor of each building on campus, division supervisors for each building, and a full cadre of personnel for the emergency operations center.

The College complies with all Federal and WA State requirements for emergency notifications and markings in buildings and places of work. At each exit from an office or a building throughout campus, evacuation maps and maps that show the nearest first aid kits, fire extinguishers, and Automated External Defibrillators (AED) are posted.

Chapter Four: Standards 3B & 4 - Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

ER 22. Student Achievement

Skagit Valley College identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Degree and program-level learning outcomes are published in the catalog and on the website. Course learning outcomes are published in the course syllabi. The College engages in regular and ongoing assessment to validate student achievement of these learning outcomes. The College reports findings regularly as part of the Two Year Operational Planning Process, which includes Program Review, detailed in the exhibits.

ER 23. Institutional Effectiveness

Skagit Valley College systemically applies clearly defined evaluation and planning procedures as described in this chapter. The College assesses the extent to which it achieves its Mission and Core Themes through Objectives, Indicators, and Thresholds assessed annually and presented to the Board of Trustees and provided in the Core Theme Scorecard in the exhibits. The College uses the results of its assessment to effect institutional improvement through its continuous quality improvement cycle in the Operational Planning processes. The College shares the annual operational plans, the strategic plan, and strategic enrollment management plan with the community. The College regularly monitors its internal and external environments and conducts a comprehensive environmental scan every two years, to determine how changing circumstances may impact the College's and its programs' viability and sustainability.

Standards 3B, 4A, and 4B

Introduction

The following standards (3.B Core Theme Planning, 4.A Assessment, and 4.B Improvement) are addressed by Core Themes with one section for each Core Theme. Information requested and addressed may overlap or repeat between sections, and in some cases previous sections are referenced. The College has attempted to create a lean, efficient, continuous quality improvement cycle for planning, assessment, and improvement that is both comprehensive and collaborative.

Rather than create silos or specific committees to work on one Core Theme, the College takes the approach of holistically understanding the college's Core Themes, planning, assessment, and improvements. As such, Cabinet leads, but the entire college community is engaged in planning, implementing, assessing, and improvement through the broad-based planning approach, detailed in Standard 3.A Institutional Planning. The same planning process is used to ensure appropriate planning, assessment, and improvement for each Core Theme; the same process is used to ensure that planning, assessment, and improvement contribute to accomplishment of Core Theme objectives and, therefore, mission fulfillment.

At the beginning of each academic year, all administrative units and instructional programs develop and then submit annual strategic goals, actions, programs, and services. Each goal and action must correspond with a Core Theme, and it must identify needed resources, responsible staff, and program goals. These unit plans eventually form the college's overall operational plan, based on a process of data-informed decision-making, goal-setting, planning, implementing, assessing, and improving.

All units and departments compile goals, actions, programs, and services in a common Operational Plan Template, provided in the exhibits. Operational plans from all unit heads are compiled by the Office of Institutional Planning & Effectiveness and brought to the President and Cabinet to conduct a comprehensive, holistic review and prioritization.

Core Theme 1: Access

3.B Core Theme Planning

The College spent 10 months in 2013 reviewing data, setting objectives, and determining thresholds and indicators for the ***Access*** Core Theme. The process was led by the President and the Cabinet, and included faculty and staff at the all-college in-service and President's monthly meetings. The Board of Trustees participated throughout the process, including approving the Strategic Plan, Core Themes, and objectives, indicators, and thresholds.

The following ***Access*** Objectives were defined:

1. The College will meet or exceed Strategic Enrollment Management targets.
2. The College will meet or exceed the statewide participation rate.
3. College enrollment will reflect District demographics.

Planning for each core theme is integrated into the operational and comprehensive planning process (described in **Standard 3.A**). Further, programs, services, and resources must be aligned with a Core Theme in order to be considered for inclusion in the operational plan, or budgeting process. In this way, programs, services, and resources are aligned with and contribute to the accomplishment of core themes and their objectives. Annually, Cabinet reviews data to ensure that the ***Access*** objectives are still relevant and proposes any changes to the Board of Trustees for consideration at their annual summer retreat. The following example reflects integrated core theme planning, data-informed decision making, and ongoing evaluations that guides the selection of programs and services.

Over the last two years, the College has transformed the intake-to-enrollment process to increase coordination of services and information so that students are able to obtain consistent and timely information and services. One of the most significant changes to the intake process is a shift in mindset to be very intentional about when and how information is introduced to students. Additionally, the College identified a need to do a better job of tracking students through the enrollment process.

Realizing that orientation just prior to the first day of classes was too late, SVC began online orientation called Cardinal Pre-Flight. This online student orientation is completed after Admission to SVC and prior to first quarter advising. Learning outcomes include: understanding Areas of Study and programs, course placement options, financial aid and paying for college, college vocabulary/policies, student life resources, and Smarter Measure Assessment - a holistic assessment of college readiness. New students then attend Cardinal Take-Off, a small group information session where students meet with advisors to learn about the enrollment process and register for their first quarter classes.

Identifying that the College does not have a way to systematically communicate with or track potential or current students, the College invested in customer relationship management software (CRM). The CRM is a relationship-based database that tracks the contact students have with the College. This includes everything: first inquiry, what enrollment steps have been taken, classes enrolled in, events attended, and interactions with advisors and counselors. The CRM, called TargetX, allows the College to communicate based on where students are in the student admission cycle and remove barriers to ***Access***. With good communication and the ability to track where students are in the intake processes, the College can influence all three ***Access*** objectives. Through the support of the operational planning process, the College added staffing capacity and identified financial resources to support this redesign and purchased essential software and assessments.

Keeping core themes fulfillment at the center of goal-setting and program planning ensures that as services and policies are implemented, these services are likely to have a positive impact on the core theme objectives.

Planning for the ***Access*** Core Theme programs and services, detailed in **3.A** and **3.B.1**, provides the framework from which components and activities are identified within programs and services to be offered at the college. This framework ensures that programs, services, and their related components align with core themes. For the ***Access*** core theme, faculty and staff review the ***Core Theme Report - Access*** provided to the Board of Trustees. Data points collected are identified in **4.A.1**. Additionally, faculty and staff review the Strategic Enrollment Management plan, overall College enrollment, program FTE and headcount enrollments, Noel Levitz Student Satisfaction Inventory data, and data from Enrollment Services, including application rates, enrollment rates, and student experiences in the intake, registration, and orientation process.

After a thorough review of the data during the Fall and Winter quarters, faculty and staff propose programs and services that align with and contribute to achieving the goals of ***Access***. Each component and activity must align with a Core Theme or Strategic Priority in order to be considered for inclusion in the Operational Plan, the guiding document of programs and services. In the 2017-19 Two-Year Operational Plan, the following components, activities, and services were included to fulfill the ***Access*** core theme. Each item can be linked back to at least one ***Access*** objective, but many items contribute to the fulfillment of multiple ***Access*** objectives.

- Investigate, purchase, and implement schedule development software.
- Offer selected degrees and certificates in a fully online format, and develop appropriate marketing plans.
- Develop and implement Job Corps partnerships to offer Basic Education for Adults, College Success Skills, High School 21+, Allied Health, and Computer Information Systems courses.
- Increase instructional and administrative capacity for Basic Education for Adults across the District:
  - Investigate hiring full-time Basic Education for Adults Faculty for Whidbey Island Campus;
  - Investigate hiring Basic Education for Adults Instructional Technician/Navigator for Whidbey Island Campus;
  - Hire Navigator to serve Basic Education for Adults and Open Doors.
  - Increase High School 21+ course offerings.
  - Provide access to High School 21+ and Life Transitions students in San Juan County.
  - Expand Open Doors partnerships to include Burlington-Edison, La Conner, Anacortes, and Concrete school districts.
  - Expand INVEST to second cohort and hire Special Education instructor to support INVEST and Open Doors.
  - Evaluate staffing in Enrollment Services for Basic Education for Adults student recruitment.
- Expand capacity in Diesel program.
- Investigate hiring full-time Lab Technician for Manufacturing and Automotive to support computer numerical control (CNC) machining courses.
- Investigate hiring full-time temporary faculty for Welding to teach third cohort in the evening.
- Investigate science lab capacity at Whidbey Island Campus.
- Develop plan to fund Tier 1 athletic programs at NWAC maximum scholarship levels.

Following the annual planning session to prioritize the programs, services, activities, and components for all three Core Themes and the College's Strategic Priorities, the College allocates resources to execute these activities and contribute to the achievement of the Core Themes and mission fulfillment.

The College has a formalized process for gathering, reviewing, and integrating appropriately defined data into planning for, and for evaluating, core themes and mission fulfillment. Annually, the Board of Trustees reviews the ***Core Theme Report - Access*** at a public Board of Trustees meeting. This report includes data used to measure fulfillment of the ***Access*** objectives, multi-year trend lines, and a summary scorecard indicating if the objectives have been met, and, therefore, if the College has achieved its goals and intended outcomes for ***Access***. The same data used to evaluate achievement of intended goals is also used to develop goals, programs, and services. Data points collected are also detailed in **section 4.A.1** and include:

- State FTE enrollment at the College.
- State FTE allocation target set by the State Board for Community and Technical Colleges.

- Unemployment rates in county, service district, state, and nation.
- International students enrolled at the College.
- International student target set through the Strategic Enrollment Management Plan.
- Participation rate of adults in the state-wide community and technical college system compared to relevant population.
- Population in the service district participating in college compared to the overall population.
- Percentage of students, broken down by race/ethnicity, enrolled in SVC compared to percentage of relevant-age persons living in the service district.
- Percentage of students, broken down by race/ethnicity, enrolled in SVC and declared as degree-seeking compared to percentage of relevant-age persons living in the service district.
- Percentage of students enrolled in College and Career Bridge (formerly Adult Basic Education), compared to percentage of relevant-age persons living in the service district without a high school diploma or GED.
- Percentage of students enrolled in English Language Acquisition (formerly English as a Second Language), compared to percentage of relevant-age persons living in the service district who are foreign-born adults with limited English proficiency.

Further, the Office of Institutional Planning & Effectiveness compiles community demographic data, local and state unemployment rates, and course-level, program-level, and college-level data. Data is consolidated in the Summer, and faculty and staff begin reviewing that data in the Fall. From this data, faculty and staff evaluate current practices and develop or adjust area goals and activities to fulfill a College Core Theme or Strategic Priority. Faculty and staff submit their work plans and requests to department chairs, deans, and supervisors. These area managers then forward requests to the Vice Presidents and Cabinet for consideration and inclusion in the College's Operating Plan and budget. Evaluation of the effectiveness and impact of these items on Core Theme fulfillment is done through a holistic lens: the Core Theme Report and the Core Theme Scorecard, shown in **section 4.A.4**.

A recent example of integrating core theme planning, data-informed decision-making, and programs and services is the addition of multiple bilingual staff throughout the College. While the College successfully meets the core theme threshold for Objective 3, "College enrollment will reflect District demographics," there is a growing Latino population in the two largest feeder high schools. According to the 2017-18 ***Core Theme Report - Access***, the Latino population within the service district was 11%, and the College's population was 23% Latino. However, Mount Vernon School District and Burlington-Edison School District were 55% and 41% Latino, respectively. Data on current and future population trends prompted a coordination of resources and services. The College, through the operational planning process, placed an emphasis on hiring bilingual staff to serve the growing multicultural student and staff population. Over the past two years, more than one-quarter of new hires (36 of the 130) have been bilingual Spanish speakers. This figure is only reflective of new, full-time hires, and does not include hourly staff and adjunct faculty who are bilingual. The same data used to prompt and prioritize these new hires will also be used to evaluate whether these services are helping to achieve the core theme objectives.

Standard Four – Effectiveness and Improvement

The College regularly and systemically collects data on the clearly defined indicators of achievement of the ***Core Theme - Access***, analyzes those data, provide reports to the College community and Board of Trustees, and formulates evidence-based conclusions regarding the achievement of the Core Theme and its objectives.

The College follows clearly defined procedures and timelines for evaluating the integration of institutional planning, resource allocation, and application of capacity regarding the core theme objectives, the programs and services determined to meet those objectives, and the intended outcomes of those programs and services.

The College disseminates assessment of its Core Themes and mission fulfillment annually through Board of Trustees meetings and the President's webpages.

4.A Assessment

The College collects and analyzes meaningful, assessable, and verifiable data, both quantitative and qualitative, on an ongoing and system basis, to evaluate the accomplishment of its ***Core Theme - Access***. This information is reported annually in the ***Core Theme Report - Access***.

The College collects the following data annually:

- State FTE enrollment at the College.
- State FTE allocation target set by the State Board for Community and Technical Colleges.
- Unemployment rates in county, service district, state, and nation.
- International students enrolled at the College.
- International student target set through the Strategic Enrollment Management Plan.
- Participation rate of adults in the state-wide community and technical college system compared to relevant population.
- Population in the service district participating in college compared to the overall population.
- Percentage of students, broken down by race/ethnicity, enrolled in SVC compared to percentage of relevant-age persons living in the service district.
- Percentage of students, broken down by race/ethnicity, enrolled in SVC and declared as degree-seeking compared to percentage of relevant-age persons living in the service district.
- Percentage of students enrolled in College and Career Bridge (formerly Adult Basic Education) compared to percentage of relevant-age persons living in the service district without a high school diploma or GED.
- Percentage of students enrolled in English Language Acquisition (formerly English as a Second Language), compared to percentage of relevant-age persons living in the service district who are foreign-born adults with limited English proficiency.

This data is then used to develop a scorecard for progress toward Core Theme achievement. The ***Access*** scorecard for 2016-17 is provided in **4.A.4**. In addition to the scorecard, the College collects quantitative and qualitative data from Enrollment Services regarding ***Access***. For example, the College reviews classroom fill rates, number of financial aid applications processed, number of student orientations, multicultural student services events, and DREAMERs events. Following are examples of recent data gathered to evaluate the accomplishment of ***Access***.

For example, the College closely monitors the demographics of the district population (Skagit, Island, and San Juan counties) and compares it to SVC student population and degree-seeking population. Population at the College should mirror population in the service district.

2017-18 Non-Latino Students at SVC Compared to District Population

	SVC % of Total Enrollment	SVC Headcount	District % of Total Population	District Headcount
White	66%	5,488	76%	100,022
Asian/ Pacific Islander	4%	294	3%	4,903
African American	2%	166	2%	2,410
Native American	1%	71	1%	1,727
Multi-race/ Other	5%	403	6%	9,172
Total Non-Latino	77%	6,422	89%	118,234
Total Latino	23%	8,666	11%	15,360

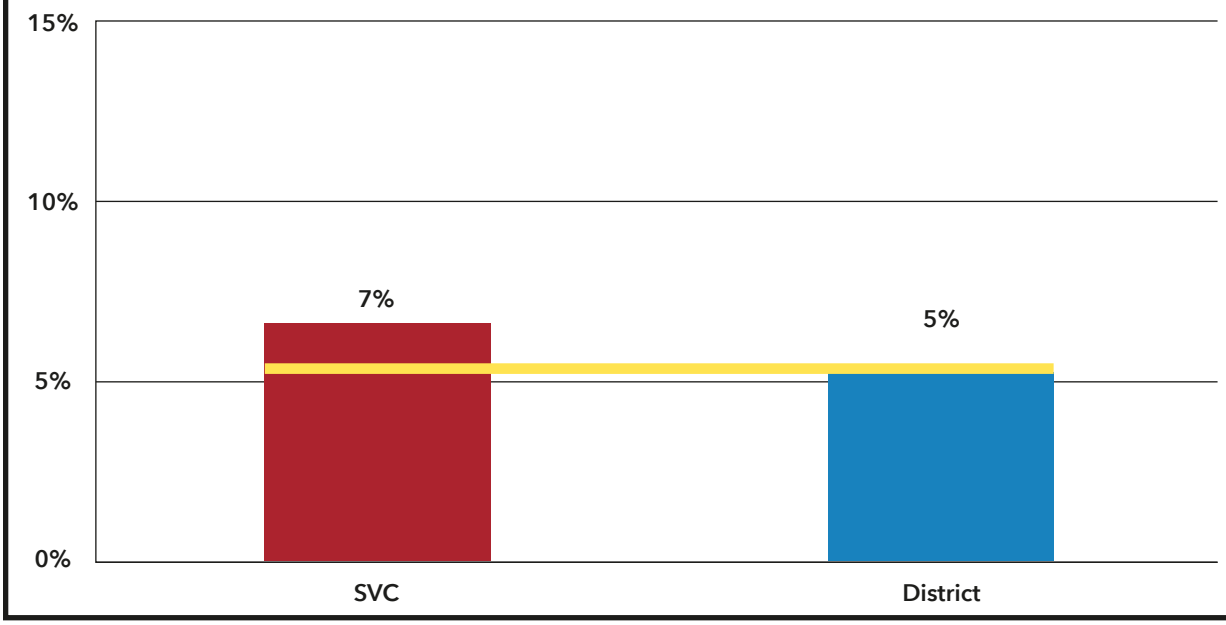
Source: 2017-18 Access Core Theme Progress Report

2017-18 Degree-Seeking Non-Latino Students at SVC Compared to District Population				
	SVC % of Total Enrollment	**SVC Headcount**	**District % of Total Population**	**District Headcount**
White	67%	3,142	75%	100,022
Asian/ Pacific Islander	5%	222	4%	4,903
African American	3%	136	2%	2,410
Native American	1%	53	1%	1,727
Multi-race/ Other	6%	292	7%	9,172
Total Non-Latino	82%	3,845	89%	118,234
Total Latino	18%	846	11%	15,360

Source: 2017-18 Access Core Theme Progress Report

The College also closely monitors the population enrolled in English Language Acquisition (formerly English as a Second Language), as compared to the district's percentage of foreign born adults with limited English proficiency. For the past three years, 7% of students enrolled at the College have been ELA students.

ELA Students Compared to Foreign Born Adults with Limited English Proficiency



*Source: 2017-18 **Access** Core Theme Progress Report*

Additional data collected can be found in the exhibits in the ***Core Theme Report: Access*** for 2016-17 and 2017-18.

The College has a system for evaluating the programs and services that contribute to the accomplishment of the ***Core Theme - Access***. Faculty play a primary role in evaluating instructional programs. Appropriate deans and directors play a primary role in evaluating the effectiveness of other programs and student service areas, including the services and activities identified with the ***Access*** core theme.

Instructional administrators work collaboratively with faculty to evaluate the performance of programs with respect to the ***Access*** Objectives. Faculty and administrators use the instructional dashboards to examine enrollment trends and fill rates by program area. This data informs annual strategic enrollment planning and provides essential information to guide the annual scheduling of courses to ensure adequate student access to instructional programs.

New and expanded program offerings are evaluated and prioritized based on alignment with Core Theme Objectives and Strategic Priorities. For example, the decision to develop a new Craft Beer certificate program in 2016 was directly linked to the objective of meeting Strategic Enrollment Management targets and the Strategic Priority to align educational programs with regional and State economic development strategies. The Craft Beer program grew out of the regional economic development strategy to promote value-added agriculture.

The ***Access*** Core Theme focuses on meeting Strategic Enrollment Management targets, meeting participation rates, and College enrollment mirroring the demographics of the service district. The College has a regular, effective, and comprehensive system to assess the achievement of these objectives. Faculty are responsible for setting program enrollment targets based on program capacity and student demand. Working with administrators, faculty evaluate program enrollment in the context of a comprehensive program review. The College thoroughly documents the regular, comprehensive, and effective process for evaluating student achievement and student completion of educational courses, programs, and degrees. Faculty play a primary role in identifying student learning outcomes and evaluating student achievement. The College's system of assessment of student achievement is presented in the ***Achievement*** Core Theme section.

The College uses the Core Theme Scorecard, produced at the end of the academic year, to holistically evaluate the alignment and integration of program and services with the accomplishment of core theme objectives. The scorecard is a helpful visual to quickly determine the alignment between the core theme, objective, target, and status/outcome. The scorecard is a public example of collecting meaningful, assessable, and verifiable quantitative data to evaluate the accomplishment of the core theme objectives. The 2017-18 scorecard will be produced in July 2018.

The College aligns and integrates planning, resources, capacity, practices, and assessment through the annual Operational Planning process. Faculty and staff are asked to assess resources, capacity, and practices in the context of their ability to achieve the intended outcomes of programs and services that will lead to the fulfillment of ***Access***. Requests for

resources, capacity, and changes/additions to practices and policies filter up from the department level to the administrative level through the comprehensive, broad-based planning process outlined in **3.A.**

The College looks holistically at the alignment of these processes through the operational planning process annually to determine if the processes facilitate achievement of the core theme goals and intended outcomes of related services. The cycle and alignment is evaluated in the summer by Cabinet Plus. The Vice President for Institutional Planning and Effectiveness is responsible for prompting Cabinet Plus to take an annual, holistic view, and to look, on an ongoing and regular basis, for mid-cycle corrections that will improve alignment and integration of planning, resources, practices, assessment, and programs and services.

The College tracks alignment through the Operational Plan Template document maintained by the Vice President of Institutional Planning and Effectiveness. The College ensures integration by building multiple steps of integration of plans, including at the department-level, unit-level (academic, student services, administrative services, etc.), and institutional-level (Sequencing of Operational Plan Development and section **3.A.2** details this integration).

The example below illustrates evaluation of the alignment among planning, resources, practices, and assessment. The example also reflects on opportunities the College has identified for strengthening those alignments and correlations.

The College has planned and implemented programs and services designed to represent and serve the diverse populations throughout the district. For example, to increase enrollment and increase diversity of the student body, the college has invested in the Basic Education for Adults program. Additionally, the college has increased the number of bilingual staff in the department which allows for more bilingual offerings. The planning to focus on BEdA and bilingual programs directed the financial and human resources and practices, including:

- Restructuring to assign a full-time Dean to BEdA (formerly one dean oversaw Arts & Sciences and BEdA);
- Hiring a new Associate Dean for BEdA in 2017;
- Hiring a new, bilingual Program Assistant in BEdA;
- Hiring two new, tenure-track faculty in BEdA;
- Dedicating a Navigator to BEdA students; and
- Offering off-site BEdA classes in both English and Spanish.

The College uses the enrollment in BEdA programs as compared to the service district population as well as the transition rate of BEdA students to college-level courses to measure the impact of these initiatives. The data reviewed by Cabinet Plus and the Board of Trustees is used to evaluate the effectiveness of the programs, services, and resource allocation. These data are reviewed annually. In this way, the institution aligns planning, programs, resources, and assessment.

Staff in the Office of Institutional Planning and Effectiveness maintains a detailed annual calendar and seven-year planning calendar with timelines, to-dos, and prompts for strategic planning, budgeting, strategic enrollment management, operational planning, accreditation

planning, assessment, and Board of Trustees meetings and reporting cycles. The annual calendar and seven-year planning calendar are updated in August of each year with input from the Cabinet Plus. The assessment process for the ***Access*** core theme, including tools, timeline, and processes, are reviewed for effectiveness. Cabinet Plus evaluates the effectiveness of the timing of the assessment tool, the tool itself (e.g., enrollment data, census data, etc.), and the meaningfulness of and ability to take action with the results. Meaningfulness is evaluated again upon production of the Core Theme Report for the Board of Trustees as data is compiled for public report. The assessment tools for ***Access*** are:

- SBCTC State FTE Allocation Target & Actual State FTE – Data collected in the Fall from SBCTC for the previous academic year; reviewed immediately upon collection and following Board Report.
- International student enrollment – Data collected in the Fall from SVC, verified with SBCTC, for previous academic year; reviewed immediately upon collection and following Board Report.
- Employment Security Department unemployment rate – Data collected in the Fall; reviewed immediately upon collection and following Board Report.
- U.S. Census American Community Survey multi-year population summaries: overall district population; District population without a GED or diploma; District population with limited English proficiency - Data collected in the Fall; reviewed immediately upon collection and following Board Report.

4.B Improvement

Results of the ***Core Theme - Access*** assessment and results of assessments of programs and services related to achievement of ***Access*** objectives are identified, meaningful, used for improvement in the decision-making process, and made available to appropriate constituencies in a timely manner.

A. The indicators of achievement of ***Access*** are meaningful, easily measured, and based on institutionally identified priorities. The indicators align with the College's mission, vision, and strategic priorities.

B. Assessment results are used to make improvements. In 2016-17, the College scored 3 of 4 under the Access objective "College enrollment will reflect district demographics." The College identified shortcomings in the indicator "Enrollment in ABE (now CCB) program compared to adults with less than high school diploma in District" as demonstrated by the failure to meet the established threshold by 3 percentage points. The results of the assessment of ***Access*** were used in the planning process and resource allocation process to evaluate staffing, processes, programs, and services in the BEdA area. As a result, in 2017, the College added capacity in the form of a bilingual Navigator and newly appointed Associate Dean. Along with increased administrative capacity, the College has added and expanded instructional programs throughout the district. Spanish GED Prep classes and expanded ELA programs are offered at the College and partner sites in the community. HS21+ Adult High School Diploma offers students age 21 and over the opportunities to earn a high school diploma based on prior high

school credit; life and work experience; and coursework. In addition, a new high school completion programs—Open Doors Youth Re-Engagement—was developed using a competency-based approach models after the successful HS21+ Adult Diploma. Out of school and credit deficient youth ages 16-20 produce portfolios and take coursework to demonstrate key learning competencies necessary to complete their high school diplomas. This programs initially began in partnership with the Mount Vernon and Sedro-Woolley School Districts, and has now expanded to other high school districts in Skagit County. The College also dedicated resources and partnered with local high schools to serve students with intellectual disabilities in the INVEST program where they can earn an Employability Certificate by taking INVEST classes on technology, academic skills, communication, workplace interactions, as well as participate in college coursework.

The College also added capacity to improve access of Veterans. Both the Mount Vernon Campus and Whidbey Island Campus have dedicated staff to recruit and advise Veteran students. Additionally, the Veterans Outreach Specialist at the Whidbey Island Campus regularly visits Naval Air Station Whidbey Island to meet with base staff and active duty and recently separated military members. The College provides a fee waiver for activity duty and veteran students, and regularly conducts tuition assistance workshops to support active duty students in accessing their tuition assistance entitlement.

C. ***Core Theme Report - Access*** is compiled, presented, and published annually. This report is available at the public Board of Trustees meeting and on the President's website. It is shared with the college community through regular president's monthly meetings.

As noted in **4.A.3**, the ***Access*** Core Theme focuses on meeting Strategic Enrollment Management targets, meeting participation rates, and College enrollment mirroring the demographics of the service district. The College has a regular, effective, and comprehensive system to assess these ***Access*** objectives and improve each year. Assessment of student learning is discussed in more detail under the ***Core Theme: Achievement*** later in this chapter.

Core Theme 2: Achievement

3.B Core Theme Planning

The College spent 10 months in 2013 reviewing data, setting objectives, and determining thresholds and indicators for the ***Achievement*** Core Theme. The process was led by the President and the Cabinet, and included faculty and staff at the all-college in-serve and President's monthly meetings. The Board of Trustees participated throughout the process, including approving the Strategic Plan, Core Themes, and objectives, indicators, and thresholds.

The following ***Achievement*** Objectives were defined:

1. Transfer – Students will successfully progress and meet their educational goals.
2. Transfer – Students will demonstrate learning gains related to general education requirements.
3. Workforce – Students will successfully progress and meet their educational goals.
4. Workforce – Students will successfully transition to the workforce.
5. Basic Skills – Students will successfully progress and transition to college-level courses.
6. Basic Skills – Students will demonstrate level gains in Basic Skills.

Planning for each core theme is integrated into the operational and comprehensive planning process (described in 3.A). Further, programs, services, and resources must be aligned with a Core Theme in order to be considered for inclusion in the strategic plan, operational plan, or budgeting process. In this way, programs, services, and resources are aligned with and contribute to the accomplishment of core themes and their objectives. Annually, Cabinet Plus reviews data to ensure that the ***Achievement*** objectives are still relevant and proposes any changes to the Board of Trustees for consideration at their annual summer retreat. The following example reflects integrated core theme planning, data-informed decision making, and ongoing evaluations, and that planning guides the selection of programs and services.

The College routinely analyzes achievement data, such as fall-to-fall retention and program completions at an institutional level and segmented by academic area: Transfer, Workforce, and Basic Skills. The Instruction and Student Services Team, a collaborative committee of instructional and student services vice presidents, deans, and directors, working with multiple taskforces and faculty, identified gaps in the student advising structure that was inadvertently creating exit points for students. The existing advising model was inadequate to address the complex needs of a diverse student population. Cabinet approved changes in May 2015 to facilitate student success based on research of effective interventions at other community colleges, including: creating a first quarter experience, abolishing late enrollment, establishing mandatory first quarter and quarterly advising, and adding 45 college-level credit checkup. The College Advising Policy was approved through the governance process in 2017 and is now included in Operational Policies and Procedures Manual. The mandatory first quarter experience (CSS 103) began in Fall 2017. Early results show that CSS 103 is having a positive impact on students -- 83% of students enrolled in the Fall 2016 CSS 103 were retained to Winter 2017 – that is 9 percentage points higher than the historical average of 74% winter retention rate for first-time, degree-seeking students.

Keeping core themes fulfillment at the center of goalsetting and program planning ensures that as services and policies are implemented, these services are likely to have a positive impact on the core theme objectives.

Planning for the Achievement Core Theme programs and services provides the framework from which components and activities are identified in programs and services to be offered at the college. This framework ensures that programs, services, and their related components align with core themes. For the Achievement core theme, faculty and staff review the Core Theme Report - Achievement: Transfer and Workforce and Core Theme Report - Achievement: Basic Skills provided to the Board of Trustees and the Strategic Enrollment

Management plan. Data points collected are identified in 4.A.1. Additionally, faculty and staff review the Strategic Enrollment Management plan, overall College enrollment, program FTE and headcount enrollments, Noel Levitz Student Satisfaction Inventory data, Community College Survey of Student Engagement data, SBCTC Student Achievement Initiative points, and Program Review data on equity, access, and achievement.

After a thorough review of the data during the Fall and Winter quarters, faculty and staff propose programs and services that align with and contribute to achieving the goals of ***Achievement.*** Each component and activity must align with a Core Theme or Strategic Priority in order to be considered for inclusion in the Operational Plan, the guiding document of programs and services.

In the 2017-19 Two-Year Operational Plan, the following components, activities, and services were included to fulfill the ***Achievement*** core theme. Each item can be linked back to at least one ***Achievement*** objective, but many items contribute to the fulfillment of multiple ***Achievement*** objectives.

- Implement Student Achievement Strategy consistent with pathways guidelines:
  - Identify overlapping courses and sequencing.
  - Redesign curriculum areas with similar content.
  - Develop contextualized on-ramps, and redefine I-BEST courses, certificates, and degrees to better support student success.
  - Implement minimum math and reading requirements for program entry.
  - Review outcomes for English sequences from 97-101 and overlap with Basic Education for Adults.
  - Build Learning Communities into each pathway.
  - Review and update course pre-requisites.
  - Implement consistent course schedule matrix.
  - Create course schedule for 2018-2020 academic years informed by degree maps.
  - Identify engagement opportunities as a means to support student achievement.
- Develop meaningful AAS-T degrees to enhance transfer opportunities for workforce students, including Craft Brew and Health and Fitness Technician;
- Investigate increasing the institutional Work Study funds in response to minimum wage increase.
- Develop I-BEST pathways for all eligible Professional/Technical program.
- Explore I-BEST pathway and other health science program options as alternative to LPN at the Whidbey Island Campus.
- Expand Head Start and ECEAP, and implement Head Start duration and Early Head Start grants.
- Implement program review and learning assessment, including systematic use of data with attention to identifying and closing equity gaps.
- Revise general education outcomes, program learning outcomes, and diversity requirement.
- Develop and implement quality design standards for all courses.
- Expand inclusive pedagogy initiatives:
  - New tenure-track Faculty Learning Community.

  - Inclusive Pedagogy Faculty Learning Community and Advisory Group.
  - Action-based research projects.
- Implement the Cardinal Completion Program in collaboration with the Foundation.
- Hire a full-time Navigator to serve Health Sciences students.
- Investigate hiring a full-time Navigator to serve STEM students and assist in administering the Cardinal Completion program.
- Investigate hiring a full-time Multicultural Program Coordinator with S&A funds.
- Develop model to provide childcare to SVC students and employees.
- Investigate models to fully fund Writing Center.
- Pursue grant funding opportunities to increase success of underrepresented and underserved student populations.
- Pursue grant funding opportunities to increase STEM offerings and success of students in STEM programs.

The College has a formalized process for gathering, reviewing, and integrating appropriately defined data into planning for, and for evaluating, core themes and mission fulfillment. Annually, the Board of Trustees reviews the ***Core Theme Report - Achievement*** at a public Board of Trustees meeting. This report includes data used to measure fulfillment of the ***Achievement*** objectives, multi-year trend lines, and a summary scorecard indicating whether the objectives have been met and, therefore, whether the College has achieved its goals and intended outcomes for ***Achievement***. The same data used to evaluate achievement of intended goals is also used to develop goals, programs, and services. Data points collected are detailed in section **4.A.1** and include:

- Student Achievement cohort success measures for students after one year at the College for Transfer and Workforce students separately.
- Student Achievement cohort success measures for students after two years at the College for Transfer and Workforce students separately.
- Employment rate of Workforce degree and certificate completers who were employed within 9 months of leaving the College.
- ETS standardized test scores of percent of students scoring a "proficient" and "approaching proficient" in Reading Level 1, Writing Level 1, and Math Level 1.

Additionally, the college collects data to complete a comprehensive Program Review in each area:

PROGRAM REVIEW AREAS

1. Efficiency - Class Fill Rates
2. Outcomes - Grade Distribution by Pass, Fail, Withdraw
3. Access - Headcount and FTE with Demographic Breakdown
4. Achievement - Retention & Completion by Program with Demographic Breakdown
5. Student Achievement Initiative Points by Program with Demographic Breakdown
6. Student/Faculty Ratio - FTEF by Program with Demographic Breakdown
7. Cost Effectiveness - (Instruction + Consumables) / FTE
8. Employment and Transfer Out Rates by Program with Demographic Breakdown

Further, the Office of Institutional Planning & Effectiveness compiles community demographic data, local and state unemployment rates, and course-level, program-level, and college-level data. Data is consolidated in the Summer, and faculty and staff begin reviewing that data in the Fall. From this data, faculty and staff evaluate current practices and develop or adjust area goals and activities to fulfill a College Core Theme or Strategic Priority. Faculty and staff submit their workplans and requests to department chairs, deans, and supervisors. These area managers then forward requests to the Vice Presidents and Cabinet for consideration and inclusion in the College's Operating Plan and budget. Evaluation of the effectiveness and impact of these items on Core Theme fulfillment is done through a holistic lens: the ***Core Theme Report - Achievement: Transfer and Workforce*** and ***Core Theme Report - Achievement: Basic Skills*** scorecards, show in section **4.A.4.**

For example, a review of retention rates, completion rates, student achievement initiative points, grade distribution by course, and course fill rates for the college as a whole and by program area sparked conversations about redesigning the student experience into guided pathways. The College, beginning in 2014, began to identify areas in student intake, advising, and instruction where students were too easily exiting the college and not achieving their educational and employment goals. From these conversations came the ***Student Achievement Strategy***.

Student Achievement Strategy (SAS) creates equity by aligning curriculum content and all college functions to promote every student's progression, completion, and readiness to engage in further education. The ***Student Achievement Strategy*** is measured through the ***Achievement*** Core Theme. A significant element of this effort is Guided Pathways, which is defined by the American Association of Community Colleges as "an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market."

Components of the ***Student Achievement Strategy*** include implementing: a mandatory First Quarter Experience, grouping multiple programs into Areas of Study, degree maps, mandatory orientation and advising, holistic advising and placement assessment, creating contextualized on-ramps for underprepared students and electronic communication and tracking tools.

The College developed a timeline for implementation, noted below. And the same data used to identify, fund, and prioritize the ***Student Achievement Strategy*** (e.g., fall-to-fall retention, completion rates, etc.) will be used to evaluate its effectiveness. The ***Student Achievement Strategy Scorecard*** is updated annually. Implementation timeline:

- Fall 2016: Implement mandatory First Quarter Experience for all workforce program students and other degree-seeking students who assessed at below college-level English.
- Fall 2016: Implement mandatory Cardinal Pre-Flight and Cardinal Take Off.
- Fall 2016: Implement holistic intake assessment for all students.
- Fall 2016: Finalize meta-majors (Areas of Study)

- Fall 2016: Review general education outcomes.
- Fall 2017: Implement mandatory First Quarter Experience for all degree-seeking students.
- Fall 2017: Implement student retention software, TargetX, to track students efficiently and automate interventions.
- Fall 2017: Implement mandatory advising checkpoints for all students.
- Fall 2017: Revise general education outcomes.
- Spring 2018: Develop comprehensive planning guides that include degree maps for each program.
- Spring 2018: Improve college transitions by developing and expanding I-BEST options and pathways.
- Ongoing: Incorporate and institutionalize inclusive pedagogy throughout the curriculum.

Standard Four – Effectiveness and Improvement

The College regularly and systemically collects data on the clearly defined indicators of achievement of the ***Core Theme - Achievement,*** analyzes those data, provide reports to the College community and Board of Trustees, and formulates evidence-based conclusions regarding the achievement of the Core Theme and its objectives.

The College follows clearly defined procedures and timelines for evaluating the integration of institutional planning, resource allocation, and application of capacity regarding the core theme objectives, the programs and services determined to meet those objectives, and the intended outcomes of those programs and services.

The College disseminates assessment of its Core Themes and mission fulfillment annually through Board of Trustees meetings and the President's website.

4.A Assessment

The College collects and analyzes meaningful, assessable, and verifiable data, both quantitative and qualitative, on an ongoing and systemic basis to evaluate the accomplishment of its ***Core Theme - Achievement.***

On an annual basis, the College collects the following data:

- Student Achievement cohort success measures for students after one year at the College for both Transfer and Workforce students separately.
- Student Achievement cohort success measures for students after two years at the College for both Transfer and Workforce students separately.
- Employment rate of Workforce degree and certificate completers who were employed within 9 months of leaving the College.
- ETS standardized test scores of percent of students scoring a "proficient" and "approaching proficient" in Reading Level 1, Writing Level 1, and Math Level 1.

Additionally, the college collects data to complete a comprehensive Program Review in each area:

PROGRAM REVIEW AREAS

1. Efficiency - Class Fill Rates
2. Outcomes - Grade Distribution by Pass, Fail, Withdraw
3. Access - Headcount and FTE with Demographic Breakdown
4. Achievement - Retention & Completion by Program with Demographic Breakdown
5. Student Achievement Initiative Points by Program with Demographic Breakdown
6. Student/Faculty Ratio - FTEF by Program with Demographic Breakdown
7. Cost Effectiveness - (Instruction + Consumables) / FTE
8. Employment and Transfer Out Rates by Program with Demographic Breakdown

It is not enough to just collect data. Meaningful analysis must engage institutional research staff as well as the practitioners. To that end, the SVC Research Question and Data Guide was created in 2017 by the Office of Institutional Planning & Effectiveness to guide deans, department/division chairs, and faculty through the processes of learning to use Tableau, exploring program's data, and answering fundamental research questions that serve as the foundation for comprehensive Program Review. These questions include:

- What is the retention rate of students who enter into my program?
- Where do students drop out in my program?
- What is the completion rate of students who enter into my program?
- What is the pass rate of classes within my program?
- What are the demographics of the faculty in my program?
- What are the demographics of the students in my program?
- What are enrollment levels in my program?
- What is the student to faculty ratio of classes within my program?
- What is the fill rate of classes within my program?
- What is the employment rate of students who complete my program?
- What is the transfer rate to a 4-year college of students who complete my program?

The College has a system for evaluating the programs and services that contribute to the accomplishment of the ***Core Theme - Achievement***. Faculty play a primary role in evaluating instructional programs. Appropriate deans and directors play a primary role in evaluating the effectiveness of other programs and student service areas, including the services and activities identified with the ***Achievement*** core theme.

Consistent with the College's Operational Planning Cycle, Division and Department Chairs review instructional dashboards with faculty in their areas to inform the development of department plans in Fall and Winter quarters. Program review includes analysis of retention rates, completion rates, student achievement initiative points, grade distribution by course, and course fill rates. Other data sources are also available to supplement this information, including results from Noel Levitz and CCSSE student surveys. Faculty analyze this program information to identify needs and potential areas for improvement.

The District General Education Committee, composed of faculty and a few staff, reviews results of the ETS Proficiency Profile Report provided to the Board of Trustees as well as the Overall Results of the ETS Proficiency Profile annually to inform planning related to the delivery of the general education program. The Faculty Assessment Liaison and Associate Director of Institutional Planning and Effectiveness review ETS results twice per year and provide an analysis to the Office of Instruction and Office of Institutional Planning and Effectiveness. Programs also have access to this data to inform planning and adopt strategies to improve general education.

The ***Achievement*** Core Theme focuses on student persistence, progression, and learning in each of the respective mission areas of the college. The College has a regular, effective, and comprehensive system to assess the achievement of these objectives. Working with administrators, faculty evaluate student outcomes and achievement in the context of a comprehensive program review. The College documents the regular, comprehensive, and effective process for evaluating student achievement and completion of educational courses, programs, and degrees.

Faculty play the primary role in identifying student learning outcomes and evaluating student achievement. Course level outcomes along with any corresponding General Education outcomes are identified in the Course Outline System. At the course level, faculty assess student learning through a variety of assignments and activities, including traditional assessments such as quizzes, research papers, and exams as well as more innovative assessments such as hands on applications, collaborative projects, and integrative assignments.

In Arts & Sciences, Immediate Feedback Assessment Technique scratch cards are regularly used (IFAT Scan example) in the classroom as a formative assessment tool for science students. They are given a multiple choice group "quiz" to work on and a scratch card that will reveal the correct answers. The students then have to come to a consensus before scratching the card to see if they are correct or not. This strategy encourages students to defend their answers to each other and pushes them to practice communicating their thinking. Many Math faculty use these cards regularly as well.

In Basic Education for Adults, a self-reflective final exam is given in CWPA. Another assessment tool used is the final research paper. In addition to quizzes and tests, the BEdA program assigns daily homework; administers electronic assessments in NROC, Khan Academy, or WAMAP. (sample reading comprehension questions, the rubric for the final research paper, and a sample test are included in the Exhibits).

All programs in Workforce have developed and maintain course-level outcomes and assesses these through course assignments and projects. Program-level outcomes are reviewed and assessed during the biennial operational planning process, whereby program level data is collected and reviewed by administrators and program faculty in the development of curricular, operational, and equipment changes. Proposed outcome revisions are vetted with program advisory committees comprised of industry representatives from both labor and management. Advisory committee input occurs annually, as program level outcomes are aligned with industry-based competencies. Fire Technology program outcomes for example, include skills aligned with the National Fire

Protection Association (NFPA) Firefighter 1 certification. Similarly, Automotive Technology outcomes are aligned with the industry-recognized competencies and reported to the National Automotive Technicians Education Foundation. Programs accredited by third-parties, such as Culinary Arts, Automotive Technology, Medical Assistant, and Nursing, document achievement of outcomes. For example, student attainment of the above mentioned Automotive Technology outcomes are tracked by the department to measure effectiveness of instruction. Other Professional/Technical programs, such as Environment Conservation, have established program review processes to assess program-level outcome achievement through formative and summative assessments, as well as capstone projects. This model has provided the foundation for the ongoing review of program assessment at the college that includes the following steps and prompts related to student learning outcomes:

- Provide all student learning outcomes for the program.
- Describe the plan for assessing student learning and results.
  - Evidence of formative assessments annually.
  - Evidence of summative assessments annually.
  - Collection of student surveys/self-assessments.
  - Collection of employer surveys regarding current graduates.
  - Collection of advisory committee analysis of curriculum.
- Analysis of findings from assessment plan.
  - Where is the program on track?
  - Where does the program need improvement to meet the student learning outcomes?
- If applicable, describe other relevant program outcomes not directly related to specific student learning outcomes but otherwise noteworthy.

As the availability and use of data has increased at the college, the Program Review process is evolving into a more sophisticated, svelte system. Program Review dashboards are available for faculty to assess and analyze outcomes in their respective programs along a number of measures and variables including pass rates, quarterly retention, and degree completion. Faculty are currently helping determine the common data elements that will serve as the basis for an updated Program Review process, including program learning outcomes assessment.

In addition to the program faculty, an Inclusive Excellence Advisory Group has been formed to support a culture of inquiry that will focus on equitable learning and achievement outcomes for all students. Data from the Program Review dashboard can be disaggregated by race and gender to identify and to address opportunity gaps. The analysis and results of program review is designed to feed into the instructional planning process to make improvements to the content of the curriculum as well as pedagogical practice.

The College uses the Core Theme Scorecard to holistically evaluate the alignment and integration of program and services with the accomplishment of core theme objectives. The scorecard is a helpful visual to quickly determine the alignment between the core theme, objective, target, and status/outcome. The scorecard is a public example of collecting

meaningful, assessable and verifiable quantitative data to evaluate the accomplishment of the core theme objectives.

Achievement - Transfer Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students will successfully progress and meet their educational goals.	Student Achievement Cohort Success Measures for Transfer cohort by race/ethnicity.	SVC transfer measures will meet or exceed the CTC system measures.	Success After One Year: 71% Success After Two Years: 76%	Success After One Year: 74% ▲ Success After Two Years: 67% ▼
Students will demonstrate significant learning related to general education requirements.	ETS Standardized Test Scores	Students will demonstrate general education learning gains based on the previous years' ETS scores.	Reading Level 1: 78% Writing Level 1: 83% Math Level 1: 70%	Reading Level 1: 80% ▲ Writing Level 1: 84% ▲ Math Level 1: 76% ▲

Achievement - Workforce Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students will successfully progress and meet their educational goals.	Student Achievement Cohort Success Measures for Workforce cohort by race/ethnicity.	SVC workforce measures will meet or exceed the CTC system measures.	Success After One Year: 71% Success After Two Years: 75%	Success After One Year: 71% ▲ Success After Two Years: 71% ▼
Students will successfully transition to the workforce.	Transition rate of Completers	Employment rates will meet or exceed the CTC system rates.	Degree and certificate completers: 73% Degree completers only: Not available	Degree and certificate completers: 67% ▼ Degree completers only: 76%

Achievement – Basic Skills Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students will successfully progress and transition to college-level courses.	Student Achievement Cohort Success Measures for Basic Skills cohort by ABE/ GED	SVC ABE/ GED measures will meet or exceed the CTC system measures.	**ABE/GED: 25%** **ESL: 4%**	**ABE/GED: 25%** **ESL: 4%** ▲
Students will demonstrate level gains in Basic Skills.	Basic Skills Student Achievement Points by ABE/ GED and ESL	SVC ABE/ GED and ESL measures will meet or exceed the SVC four-year rolling average.	**ABE/GED** Total Points: 1,016 Points Per Student: 1.68 **ESL** Total Points: 645 Points Per Student: 1.33	**ABE/GED** Total Points: 1,137 Points Per Student: 1.93 **ESL** Total Points: 900 Points Per Student: 1.41 ▲

The College aligns and integrates planning, resources, capacity, practices, and assessment through the annual Operational Planning process. Faculty and staff are asked to assess resources, capacity, and practices in the context of their ability to achieve the intended outcomes of programs and services that will lead to the fulfillment of ***Achievement***. Requests for resources, capacity, and changes/additions to practices and policies filter up from the department-level to the administrative-level through the comprehensive, broad-based planning process outlined in **3.A.**

The College looks holistically at the alignment of these processes through the operational planning process annually to determine if the processes facilitate achievement of the core theme goals and intended outcomes of related services. The cycle and alignment are evaluated in the summer by Cabinet Plus. The Vice President for Institutional Planning and Effectiveness prompts Cabinet Plus annually to take a holistic view of the planning process. Cabinet Plus looks for annual, mid-cycle, and ongoing corrections that will improve alignment and integration of planning, resources, practices, assessment, and programs and services.

The example below illustrates evaluation of the alignment among planning, resources, practices, and assessment. The example also reflects on opportunities the College has identified for strengthening those alignments and correlations.

Previous practice has been to review and propose changes to student fees during the Winter and Spring quarters. During the 2016-17 evaluation of the alignment of planning, resources, practices, and assessment, Cabinet Plus identified three issues with the current process that negatively impacted student learning and fulfillment of the Achievement Core Theme.

1. The fees could not be implemented until Fall quarter when the academic year begins in the Summer, resulting in less revenue than projected. This lost revenue meant that departments could not purchase high-quality equipment (which is purchased with fees) for use in all classes during the year.
2. By the time fees were approved, the catalog had already been published. Students, therefore, did not have the most accurate information when choosing and registering for classes.
3. Fee changes and budget approval were on concurrent cycles, so fees were approved after the budget was submitted to the Board of Trustees, again impacting academic department budgets and classroom supplies and equipment.

Going forward in 2017-18, any changes, additions, or decreases in fees will be presented in the Fall quarter to Cabinet and the Board of Trustees. Fees will be approved in early Winter before a budget is submitted to the Board, in time for inclusion in the catalog update, and in time for purchase and receipt of new instructional equipment. This change is an example of how part of the planning cycle (student fee structure and timeline) was identified as out of alignment and addressed in real-time.

The Vice President of Institutional Planning and Effectiveness maintains a detailed Annual Calendar and Seven Year Planning Calendar with timelines, to-dos, and prompts for strategic planning, budgeting, strategic enrollment management, operational planning, accreditation planning, assessment, and Board of Trustees meetings and reporting cycles. The annual calendar and seven-year planning calendar are updated in August of each year with input from Cabinet Plus. The assessment process for the ***Achievement*** core theme, including tools, timeline, and processes, are reviewed for effectiveness. Cabinet Plus evaluates the effectiveness of the timing of the assessment tool, the tool (e.g., survey, focus groups, etc.) itself, and the meaningfulness of and ability to take action with the results. Meaningfulness is evaluated again upon production of the Core Theme Report for the Board of Trustees as data is compiled for public report. The assessment tools for ***Achievement*** are:

- SBCTC Student Achievement Cohort, Measuring Up, and Student Achievement Initiative Points – Reviewed as data is available in the current academic year for the previous academic year; timing and availability of data reviewed in context of usefulness and Board Report schedule.
- ETS Proficiency Profile – Administered twice per year; assessed following administration (participation), following results of administrations for meaningful gains, and over the summer for overall meaningfulness of data.
- SBCTC Completers Employment Rates – Reviewed as data is available for the previous academic year; compared to internal disaggregation of Completers for usefulness.

4.B Improvement

A. Results of the ***Core Theme - Achievement*** assessment and results of assessments of programs and services related to achievement of ***Achievement*** objectives are identified, meaningful, used for improvement in the decision-making process, and made available to appropriate constituencies in a timely manner. The indicators of achievement of ***Achievement*** are meaningful, easily measured, and based on institutionally identified priorities. The indicators align with the College's mission, vision, and strategic priorities.

B. Assessment results are used to make improvements. For example, in 2016-17, the College began implementing a mandatory First Quarter Experience (FQE) requirement as a direct response to assessment data that showed workforce and transfer students were not meeting the system average for Student Achievement Cohort Success Measures. The outcomes for the FQE include the development of an academic plan, financial plan, life/career plan and meaningful engagement. The College expects the FQE will help students start with a clear educational path and result in greater persistence rates and degree completion. The mandatory first quarter experience (CSS 103) began in Fall 2017. Early results show that CSS 103 is having a positive impact on students -- 83% of students enrolled in the Fall 2016 CSS 103 were retained to Winter 2017 – that is 9% points higher than the historical average fall to winter retention rate for first-time, degree-seeking students of 74%. The College continues to assess the impact of CSS 103 annually through a student questionnaire taken at the end of the quarter, and to improve through annual summer trainings required for FQE instructors.

The prioritization of this initiative was a direct result of the assessment of current programs and services and their ability to meet ***Achievement*** indicators of achievement.

C. ***Core Theme Report - Achievement*** is compiled, presented, and published annually. This report is available at the public Board of Trustees meeting and on the President's website. It is shared with the college community through regular president's monthly meetings.

The General Education Committee reviews results of the ETS Proficiency Profile to inform planning related to the delivery of the general education program. Programs also have access to this data to inform planning and adopt strategies to improve and enhance student achievement of general education outcomes.

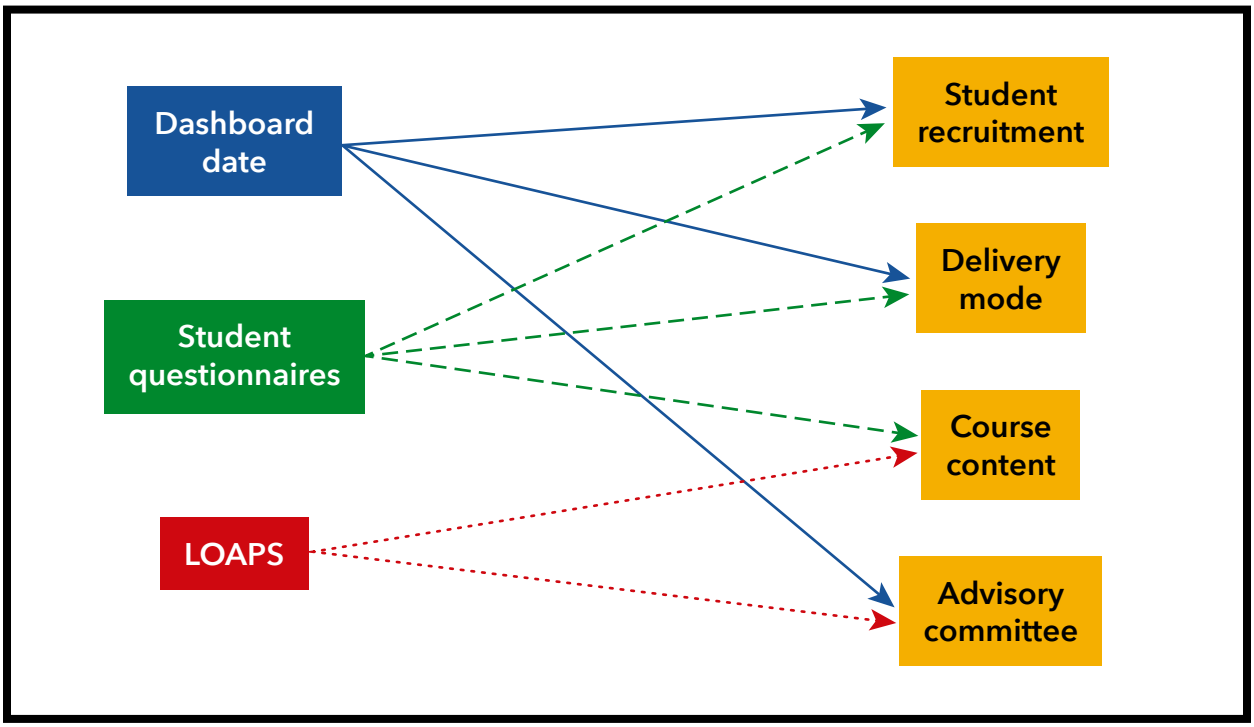
While the College is meeting threshold levels for Reading, Writing, and Math as measured by the ETS, steps have been taken recently to further improve student learning in these key general education areas. To improve writing outcomes, students placing into college-level English are required to take English Composition (ENGL& 101) during their first quarter. Students placing just below college English are advised to enroll concurrently in ENGL& 101, following the Accelerated Learning Program model, or into ENGL 101 I-BEST. Students enrolling in these sections are showing improved success rates compared to students who go through the traditional sequence. Developmental Math sequences have also been restructured to facilitate student progression and learning, and students are now required to begin

their math sequence within their first two quarters. Also, assessment for placement into Math and English courses now relies on multiple measures—including high school grades--for more accurate placement into English and Math courses.

In the Arts and Sciences area, new program-level outcomes were adopted in 2016. Faculty focused on revising the broader general education outcomes in 2017-18 and will align these outcomes with the program-level outcomes as the revision process continues in 2018. In Workforce, program-level learning assessment builds on the SVC Research Question and Data Guide, referenced in section **4.A.1.** Instructional programs developed a Program Review Template to use data analysis as part of the assessment of program learning outcomes. The plan consists of four sections that complement each other to get a full overview of program's performance and conduct a learning outcomes assessment.

1. The program must have learning outcomes that reflect the current program.
2. The program will review the data dashboards in Tableau.
3. The program will supplement the quantitative data with information gathered from targeted student questionnaires.
4. The program will develop a rubric to assess program learning outcomes by aligning the learning outcomes with the courses that are best suited to evaluate those learning outcomes (LOAPS). For instance, for each course a rubric will measure one specific ability from each course, which will be an indicator of the program outcomes.

Once all the data is gathered, each group of data will be used to make changes if needed, which are outlined below through an example from the BAS Environmental Conservation (BASEC) program review assessment:



Access Scorecard (2016-17)

Objective	Indicator	Threshold	Target	Current Status
The College will meet or exceed Strategic Enrollment Management targets.	Actual state FTEs compared to state FTE allocation.	Actual State FTEs will meet or exceed the state FTE allocation	3,902	3,920 ▲
	International FTEs compared to actual.	International FTEs will meet or exceed SEM targets	208	210 ▲
The College will meet or exceed the statewide participation rate.	SVC District participation rate compared to CTC System participation rate	SVC participation rate will meet or exceed the CTC system participation rate	10%	11% ▲
College enrollment will reflect district demographics.	Enrollment distribution by race/ ethnicity compared to district population	SVC enrollment will achieve parity with the district population by race/ethnicity	White..... 76% Latino .....11% Asian/ Pacific Islander ..... 3% African American . 2% Native American ...1% Other..... 6%	White..... 66% Latino .....23% Asian/ Pacific Islander ..... 4% African American . 2% Native American ...1% Other..... 5% ▲
	Enrollment in degree programs by race/ ethnicity compared to district population.	SVC enrollment in degree programs will achieve parity with the district population by race/ethnicity	White..... 76% Latino .....11% Asian/ Pacific Islander ..... 3% African American . 2% Native American ...1% Other..... 6%	White..... 69% Latino ..... 16% Asian/ Pacific Islander ..... 5% African American . 3% Native American ...1% Other..... 6% ▲
	Enrollment in ABE program compared to adults with less than a high school diploma in the District.	Enrollment in ABE programs will achieve parity with the percentage of adults with less than a high school diploma in the District.	14%	11% ▼
	Enrollment in ESL program compared to foreign-born residents who don't have English proficiency in the District.	Enrollment in ESL programs will achieve parity with the percentage of foreign-born residents who don't have English proficiency in the District.	5%	7% ▲

1. The dashboard data (Tableau) will inform on the number of students enrolled, retention fall to fall, and part-time vs. full-time students. The enrollment data will guide recruitment efforts and be shared with the program Advisory Committee.
2. The student questionnaires will inform on the sources of students coming into the AAS-T and BASEC programs, which provide insights into recruitment efforts and projections on future cohort sizes of BASEC students. The questionnaires will also inform on how students navigate and evaluate program coursework.
3. The learning outcomes assessment (LOAPS) rubrics will assess how well the College is meeting the overall program learning outcomes. This will provide a guide to how well students are doing.

Core Theme 3: Community

3.B Core Theme Planning

The College spent 10 months in 2013 reviewing data, setting objectives, and determining thresholds and indicators for the ***Community*** Core Theme. The process was led by the President and the Cabinet, and included faculty and staff at the all-college in-serve and President's monthly meetings. The Board of Trustees participated throughout the process, including approving the Strategic Plan, Core Themes, and objectives, indicators, and thresholds.

The following ***Community*** Objectives were defined:

1. Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society.
2. The College will collaborate with its communities through the exchange of knowledge and resources.

Objective 1 addresses the College's internal environment; while objective 2 addresses the College's relationship with its external community. Planning for each core theme is integrated into the operational and comprehensive planning process (described in **3.A**). Further, programs, services, and resources must be aligned with a Core Theme in order to be considered for inclusion in the strategic plan, operational plan, or budgeting process. In this way, programs, services, and resources are aligned with and contribute to the accomplishment of core themes and their objectives. Annually, Cabinet Plus reviews data to ensure that the ***Community*** objectives are still relevant and proposes any changes to the Board of Trustees for consideration at their annual summer retreat. The following example reflects integrated core theme planning, commitment to equity, data-driven decision-making, and ongoing evaluations.

The College hosts and facilitates a variety of Community Connection Programs, administered by the Office of the President, throughout the year to fulfill the core theme objectives, including: the Skagit Valley College Powwow, Back to School Blessings Event, Project Homeless Connect, College Goal Washington, and Future Academic Endeavors (FAE)

Summer Academy. Additionally, the College is investing in a multi-million dollar turf soccer field with outdoor lights and facilities to share with community soccer leagues for both competitive and recreational activities.

The Skagit Valley College Powwow, held annually in the Fall. The SVC Powwow is about nurturing a diverse community, building relationships that honor the beauty in differences, and celebrating all that brings communities together for common purpose. The three-day event is a collaborative effort between SVC Student Life, Offices of the President, Administrative Services, and Equity and Inclusion, multiple instructional departments, and Native American tribes from the Pacific Northwest and Canada to showcase Native American artwork, dances, musical performances, and cultural and historical workshops. Through this event, hundreds of community members engage with diverse cultures and engage in an exchange of knowledge and resources.

The Back to School Blessings Event brings 1,800 guests to campus to access community services that provide clothing, haircuts, groceries, and fully stocked backpacks for students in Preschool through grade 12. More than 1,200 backpacks were distributed to K-12 students, more than 150 school bags were given to preschool children, and more than 2,000 meals were served. Community organizations Community Action and Skagit County Health Department were onsite with resources, and SVC Basic Education staff met with potential students. More than 75 volunteers worked with SVC staff to make the event a success, which was covered by GoSkagit.com (website).

Project Homeless Connect (PHC) is a partnership with over 50 local human services organizations and medical providers. PHC provides interpreters in Spanish, Mixtec, Trique, and Russian to work with guests and families to connect them with community resources and medical assistance. This event is open to the community for anyone who is homeless, at risk of becoming homeless, or is seeking more resources to become more stable.

Keeping core themes fulfillment at the center of goal-setting and program planning ensures that as services and policies are implemented, these services are likely to have a positive impact on the core theme objectives.

Planning for the ***Community*** Core Theme programs and services provides the framework from which components and activities are identified in programs and services to be offered at the college. This framework ensures that programs, services, and their related components, align with core themes. For the ***Community*** core theme, faculty and staff review the Core Theme Report - Community provided to the Board of Trustees and the Strategic Enrollment Management plan. Data points collected are identified in **4.A.1.** Additionally, faculty and staff review overall College enrollment, program FTE and headcount enrollments, Noel Levitz Student Satisfaction Inventory data, Community College Survey of Student Engagement data, and enrollment services, marketing, recruitment, multicultural, and Foundation activities in the community throughout the year.

After a thorough review of the data during the Fall and Winter quarters, faculty and staff propose programs and services that align with and contribute to achieving the goals of ***Community.*** In the 2017-19 two-year Operational Plan, the following components, activities,

and services were included to fulfill the ***Community*** core theme. Each item can be linked back to at least one ***Community*** objective, but many items contribute to the fulfillment of multiple ***Community*** objectives.

- Investigate and implement an "Institute for Civility."
- Further develop measures of equity related to Core Themes.
- Develop a sustainable funding model for the Powwow.
- Investigate need for and develop approach to providing safe and inclusive spaces.
- Investigate the feasibility of an outdoor recreation equipment facility.
- Investigate possible mural and art projects for the Mount Vernon and Whidbey Island campuses.
- Investigate means to stabilize funding and expenses for KSVR to offset reductions in federal grant.
- Investigate means to stabilize funding and expenses for KSVU-FM Concrete.
- Develop plan for housing and transportation in Friday Harbor to accommodate Road Scholar in summer and conferences for International students in winter.

The College has a formalized process for gathering, reviewing, and integrating appropriately defined data into planning for, and for evaluating, core themes and mission fulfillment. Annually, the Board of Trustees reviews the ***Core Theme Report - Community*** at a public Board of Trustees meeting. This report includes data used the measure fulfillment of the ***Community*** objectives, multi-year trend lines, and a summary scorecard indicating whether the objectives have been met and, therefore, whether the College has achieved its goals and intended outcomes for ***Community***. The same data used to evaluate achievement of intended goals is also used to develop goals, programs, and services. Data points collected are detailed in section **4.A.1** and include:

- Community College Survey of Student Engagement (CCSSE) results
- SVC Employee Vision and Services Survey
- Gelmon-Carnegie Community Engagement Assessment

Further, the Office of Institutional Planning & Effectiveness compiles community demographic data, local and state unemployment rates, and course-level, program-level, and college-level data. Data is consolidated in the Summer and faculty and staff begin reviewing that data in the Fall. From this data, faculty and staff evaluate current practices and develop or adjust area goals and activities to fulfill a College Core Theme or Strategic Priority. Faculty and staff submit their workplans and requests to department chairs, deans, and supervisors. These area managers then forward requests to the Vice Presidents and Cabinet for consideration and inclusion in the College's Operating Plan and budget. Evaluation of the effectiveness and impact of these items on Core Theme fulfillment is done through a holistic lens: the ***Core Theme Report - Community*** scorecard, provided in **4.A.4.**

For example, the Employee Vision and Climate Survey conducted in Fall 2017 revealed that 82% of employees feel the college is doing "ok," "well," or "very well" fulfilling the part of the mission statement that states the College is "committed to lifelong learning of employees." As a result, the College added a position in Human Resources dedicated to tracking and coordinating mandatory and optional training, including professional development

opportunities. Further, the Department of eLearning provides regular professional development opportunities on how to effectively use Canvas, design accessible courses, facilitate online learning, conduct online course evaluations, or follow FERPA requirements in online courses, and these opportunities are communicated at least monthly to all faculty.

The Employee Vision and Climate Survey is an example of collecting and using data to plan services that accomplish the Core Theme. This tool will be used as one tool to measure the impact of these training initiatives on employee satisfaction and ***Community*** Objective 2: the exchange of knowledge and resources.

Standard Four – Effectiveness and Improvement

The College regularly and systemically collects data on the clearly defined indicators of achievement of the ***Core Theme - Community***, analyzes those data, provides reports to the College community and Board of Trustees, and formulates evidence-based conclusions regarding the achievement of the Core Theme and its objectives.

The College follows clearly defined procedures and timelines for evaluating the integration of institutional planning, resource allocation, and application of capacity regarding the core theme objectives, the programs and services determined to meet those objectives, and the intended outcomes of those programs and services.

The College disseminates assessment of its Core Themes and mission fulfillment annually through Board of Trustees meetings and the President's webpage.

4.A Assessment

The College collects and analyzes meaningful, assessable, and verifiable data, both quantitative and qualitative, on an ongoing and system basis, to evaluate the accomplishment of its ***Core Theme - Community.***

Over the course of two years, the College collects the following data:

- Community College Survey of Student Engagement (CCSSE) results
- SVC Employee Vision and Services Survey
- Gelmon-Carnegie Community Engagement Assessment

The College collects data about student participation in and perception of diversity-related activities, experiences, and interactions to track alignment of Community core theme objectives with program-level goals for student learning and experiences. Data from CCSSE, which is administered every two years, is used to evaluate effectiveness of programs and services. CCSSE was most recently administered in Spring 2017. CCSSE gathers information on students' experiences at the College and measures students' perceptions of their experience, including importance of and satisfaction with services and programs, benchmarked against student responses from other medium-sized colleges. SVC summarizes this data for

the Community core theme through the CCSSE Pluralism Index: a compilation of students' responses to seven diversity-related questions on the survey. The following tables include information from the three most recent administrations: 2012, 2015, and 2017. These tables are also included in the Exhibits: CCSSE Pluralism Index 2012-2015, CCSSE Pluralism Index 2017. In 2017, CCSSE questions changed slightly from previous administrations. Therefore, the Pluralism Index was modified to identify the most closely related questions.

Pluralism Index: Responses to CCSSE Diversity-Related Questions 2012 & 2015

	2012 SVC N=815	2012 Medium Colleges N=119, 689	2015 SVC N=585	2015 Medium Colleges N=106, 072
*Had serious conversations with students of a different race or ethnicity other than your own**	53.10%	44.60%	45.30%	45.20%
*Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values**	52.40%	41.30%	38.00%	41.20%
*Encouraging contact among students from different economic, social, and racial or ethnic backgrounds***	56.60%	50.60%	61.60%	53.10%
*Understanding people of other racial and ethnic backgrounds***	45.20%	45.10%	52.40%	48.00%
*Working effectively with others***	66.60%	62.10%	65.70%	63.40%
*Developing a personal code of values and ethics***	45.60%	46.20%	46.00%	48.50%
*Contributing to the welfare of your community***	33.70%	30.00%	34.20%	31.60%
CCSSE PLURALISM INDEX (Max 7.0)	3.53	3.2	3.43	3.31

**Percent responding that they did this Often or Very Often*
***Percent responding that the college encouraged this Quite a Bit or Very Much*

Pluralism Index: Responses to CCSSE Diversity-Related Questions 2017		
	SVC 2017 N = 520	**2017 Medium Colleges N = 47,216**
Had serious conversations with students who differ from you.* (4r)	23.5%	28.5%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)* (4q)	55.8%	48.5%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds** (9c)	62.2%	53.8%
Forming a new idea or understanding from various pieces of information. ** (5c)	66.6%	66.9%
Working effectively with others** (11f)	61.2%	60.9%
Making judgements about the value or soundness of information, arguments, or methods. ** (5d)	51.7%	55.4%
Participated in community-based project (service-learning activity) as part of a regular course. * (4i)	5.6%	8.3%
CCSSE PLURALSIM INDEX (Max 7.0)	3.27	3.22

**Percent responding that they did this Often or Very Often*
***Percent responding that the college encouraged this Quite a Bit or Very Much*

The College also collects data from faculty and staff through the Employee Vision and Climate Survey and the Gelmon-Carnegie Community Engagement Assessment. Every two years, SVC solicits faculty and staff feedback through the Employee Vision and Services Survey. Prior to 2017, the first half of the survey addressed the College's vision and mission, and the second half addressed the way internal departments serve employees. This is an important tool to assess the degree to which SVC is living the vision and mission, and the quality of services being provided in support of the employees' work. This survey was most recently conducted in Fall 2017. For the 2017 administration, the survey was modified to be the Employee Vision and Climate Survey. The first half remained the same (Vision), but a Climate section replaced the Services section. The Climate section was added to learn more about employees' sense of belonging and the way all employees experience the College. The Services survey will be administered separately beginning in Fall 2018.

The following table provides results from the three most recent administrations: 2017 and 2015. 2013 Employee Survey Results, 2015 Employee Survey Results, and 2017 Employee Survey Results are included in the Exhibits.

Employee Survey Results 2013, 2015, and 2017			
	"OK" "Well" or "Very Well"		
	2017	**2015**	**2013**
How well does the college achieve our vision of:			
Being dedicated to the success of our students	95%	100%	95%
Our work guided by a set of shared principles	91%	93%	92%
Making decisions based on strategy and evidence	86%	91%	90%
Being committed to quality	93%	96%	95%
Being committed to innovation	91%	91%	91%
Being committed to equity	90%	92%	88%
Being committed to lifelong learning of students	95%	97%	94%
Being committed to lifelong learning of employees	82%	88%	87%
How well does the college achieve our mission of:			
Providing opportunities for students to pursue their educational and employment goals	94%	97%	96%
Contributing to the economic enrichment of our communities	94%	94%	95%
Contributing to the cultural enrichment of our communities	94%	93%	89%

Additionally, the College collects data through the Gelmon-Carnegie Community Engagement Assessment. Every two years, the Office of Institutional Planning & Effectiveness conducts a series of focus groups to measure the collaboration and exchange of knowledge and resources between the college and its communities. The purpose of community engagement is the partnership of college knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. The Gelmon-Carnegie Community Engagement Assessment is derived from Gelmon Community Engagement Rubric and Carnegie Foundation for the Advancement of Teaching

Elective Community Engagement Classification Documentation Framework. The College began using this tool to assess ***Community*** in 2014, and conducted the assessment in Spring 2014, Spring 2015, and Spring 2017. The next administration is scheduled for Spring 2019.

The Gelmon-Carnegie Community Engagement Assessment includes 10 statements, and these are broken into 3 Dimensions:

1. Application of community engagement
2. Faculty and Staff support for and involvement in community engagement
3. Student support for and involvement in community engagement

Focus group participants are asked to rate each element individually, make notes in each items of what the college does and does not do well, and then discuss in small groups to reach a consensus score. Full Gelmon-Carnegie Community Engagement Assessment Results for 2017 are included in the Exhibits.

Gelmon-Carnegie Community Engagement Assessment Results 2017

Community Engagement Assessment Dimension	Score	Feedback
The College promotes community engagement through its Strategic Plan.	3 of 4	Short-range and long-range goals are part of the strategic plan, currently implemented, routinely refined. Goals are discussed during presidents meeting, in cabinet, and in cabinet planning. It would be helpful if there were more formalized communication & communication processes between and among initiatives so we could capitalize on opportunities & collaborate more effectively.
Faculty and staff support and are involved in community engagement.	3 of 4	We are aware of some faculty/staff actively engaging with the community. Could be improved and expanded so not only a few are involved in coordination and implementation. We could do a much better job supporting those who are leading activities/events.
The College provides student support for, and involvement in, community engagement	3 of 4	Professional/Technical programs do a good job of providing opportunities for students to engage with the community. Student leadership is involved with community events. Not a good, efficient mechanism in place to make community resources known to students. Better coordination is needed for dissemination of this information district wide

The College has a system for evaluating the programs and services that contribute to the accomplishment of the ***Core Theme - Community***. Faculty play a primary role in evaluating instructional programs. Appropriate deans and directors play a primary role in evaluating the effectiveness of other programs and student service areas, including the services and activities identified with the ***Community*** core theme.

The College currently uses the aforementioned data, including the Employee Vision & Services Survey and the Employee Vision & Climate Survey, CCSSE, and Gelmon-Carnegie assessment, to evaluate the ***Community*** programs and services. These assessments are conducted over the course of two years and reviewed annually. In response to Gelmon-Carnegie feedback that community outreach could be better organized and publicized, and to continue to improve diversity-related experiences for students (as measured by CCSSE), the College decided to create an additional administrative position, the Executive Director of Equity and Inclusion. In 2017, Dr. Brenda Valles was hired for this position. The EDEI is responsible for identifying opportunities to engage with the community, coordinating professional development for faculty, staff, and students around equity and belonging, and developing an ongoing and iterative process to evaluate the effectiveness of programs, services, and policies that fulfill the ***Community*** core theme. The addition of Dr. Valles will increase the College's capacity to engage in holistic and effective evaluation of ***Community.***

The ***Community*** core theme measures student and employee engagement in a culture of mutual respect that embraces diversity and promotes a civil society. ***Community*** also measures the level to which the College collaborates with its internal and external communities through an exchange of knowledge and resources. The College thoroughly documents the regular, comprehensive, and effective process for evaluating student achievement and student completion of educational courses, programs, and degrees. Faculty play a primary role in identifying student learning outcomes and evaluating student achievement. The College's system of assessment of student achievement is presented in the ***Achievement*** Core Theme section.

The College uses the Core Theme Scorecard to holistically evaluate the alignment and integration of program and services with the accomplishment of core theme objectives. The scorecard is a helpful visual to quickly determine the alignment between the core theme, objective, target, and status/outcome. The scorecard is a public example of collecting meaningful, assessable and verifiable quantitative data to evaluate the accomplishment of the core theme objectives. The 2017-18 Scorecard will be compiled in July 2018 at the end of the academic year.

Community Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society	Community College Survey of Student Engagement	CCSSE Pluralism Index score will be equal to or exceed the index score for similar-sized colleges	3.3	3.4 ▲
	SVC Vision and Services Survey	Equity and guiding principles survey results will average 75% positive responses	Work is guided by a set of shared principles: 75%	Work is guided by a set of shared principles: 93% ▲
			Achieving vision of being committed to equity: 75%	Achieving vision of being committed to equity: 92% ▲
The College will collaborate with its communities through the exchange of knowledge and resources.	Gelmon-Carnegie Community Engagement Assessment	Gelmon-Carnegie scores will average 75% of the maximum score	Promotes community engagement through its Strategic Plan: 75%	Promotes community engagement through its Strategic Plan: 75% ▲
			Faculty and staff support and are involved in community engagement: 75%	Faculty and staff support and are involved in community engagement: 75% ▲
			Provides student support for, and involvement in, community engagement: 75%	Provides student support for, and involvement in, community engagement: 75% ▲

The College aligns and integrates planning, resources, capacity, practices, and assessment through the Two Year Operational Planning Process. Faculty and staff are asked to assess resources, capacity, and practices in the context of their ability to achieve the intended outcomes of programs and services that will lead to the fulfillment of ***Community***. Requests for resources, capacity, and changes/additions to practices and policies filter up from the department-level to the administrative-level through the comprehensive, broad-based planning process outlined in **3.A.**

The College looks holistically at the alignment of these processes through the operational planning process annually to determine if the processes facilitate achievement of the core theme goals and intended outcomes of related services. The cycle and alignment is evaluated in the summer by Cabinet Plus. The Vice President for Institutional Planning and Effectiveness prompts Cabinet Plus annually to take a holistic view of the alignment of the planning processes. Cabinet Plus looks for annual, mid-cycle, and ongoing corrections that will improve alignment and integration of planning, resources, practices, assessment, and programs and services.

The example below illustrates evaluation of the alignment among planning, resources, practices, and assessment. The example also reflects on opportunities the College has identified for strengthening those alignments and correlations.

During the evaluation of the alignment of processes, resources allocated, programs and services, and evaluation and assessment, Cabinet Plus identified an opportunity to strengthen the alignment and integration of these processes by investing institutional resources in hosting Project Homeless Connect (PHC) on the Mount Vernon Campus. This community event is a partnership with more than 50 local human service organizations and medical providers. During PHC, thousands of local residents who are homeless or at risk of becoming homeless can access personal hygiene and dental care, clothing services, educational opportunities, and other support services during the day-long event. SVC employees are encouraged to volunteer at the event, serving as interpreters and on set-up and tear-down crews. The primary goal of hosting PHC is to facilitate connections to needed resources for one of the most vulnerable populations. The secondary goal is to promote educational opportunities for the college employees to increase awareness, understanding, and skills for working with economically diverse populations.

The continued support of community events like PHC will increase the College's capacity to engage in holistic and effective evaluation of the ***Community*** core theme and the alignment, correlation, and integration of planning, capacity, practices, resources, and assessment.

The Vice President of Planning and Effectiveness maintains a detailed Annual Calendar and Seven Year Planning Calendar with timelines, to-dos, and prompts for strategic planning, budgeting, strategic enrollment management, operational planning, accreditation planning, assessment, and Board of Trustees meetings and reporting cycles. The annual calendar and seven-year planning calendar are updated in July of each year with input from the Cabinet Plus. The assessment process for the Community core theme, including tools, timeline, and processes, is reviewed for effectiveness. Cabinet Plus evaluates the effectiveness of the timing of the assessment tool, the tool (e.g., survey, focus groups, etc.) itself, and the meaningfulness of and ability to take action with the results. Meaningfulness is evaluated again upon production of the Core Theme Report for the Board of Trustees as data is compiled for public report. The assessment tools for Community are:

- Employee Vision and Services Survey – Administered in Fall of odd years; questions reviewed prior to administration; timing and participation reviewed immediately following administration.

- CCSSE Pluralism Index – Administered in Spring of odd years; meaningfulness of CCSSE tool evaluated prior to administration; timing and participation reviewed upon receipt of results.
- Gelmon-Carnegie Community Engagement Assessment – Administered in Spring of odd years; questions reviewed prior to administration; timing and participation reviewed immediately following administration.

4.B Improvement

A. As established in 4.A, the ***Community*** core theme objectives and assessment have clear indicators of achievement, are meaningful, are used for improvement in planning, decision-making, and resource allocation, and are made available to the public. The ***Community*** Core Theme Report and ***Community*** Scorecard are presented to the Board of Trustees annually, and these documents are public and published on the college website. The results of ***Community*** assessment, including identifying areas for improvement, are used in the operational planning cycle to prioritize programs and services that will be offered and resource allocation.

B. Assessment results are used to make improvements. For example, in 2016-17, the Gelmon-Carnegie Community Engagement Assessment focus groups identified SVC Athletics and the Head Start program as services that create a bridge from the college to the community and help the College to meet the ***Community*** objectives to "collaborate with its communities through the exchange of knowledge and resources." SVC soccer games, for example, draw crowds from throughout the Skagit Valley, and the Head Start programs provide much-needed childcare services in the community. Two programs identified for resource allocation in the 2017-19 operational plan to advance the collaboration between SVC and the community were: 1) To construct a state-of-the-art soccer field that can be open for community use outside of the college soccer season; and 2) Collaborate with early learning agencies and advocates to open a childcare center on the Mount Vernon campus of SVC. The prioritization of these two initiatives was a direct result of the assessment of current programs and services and their ability to meet ***Community*** indicators of achievement.

C. ***Core Theme Report - Community*** is compiled, presented, and published annually. This report is available at the public Board of Trustees meeting and on the President's website. It is shared with the college community through regular president's monthly meetings.

The College's assessment of student learning and the role of assessment in enhancing student learning is discussed in the ***Achievement*** core theme.

Chapter Five: Standard 5 - Mission Fulfillment, Adaptation and Sustainability

Executive Summary of Eligibility Requirement 24

ER 24. Scale and Sustainability

Skagit Valley College's operational scale, including enrollment, human resources, financial resources, and institutional infrastructure, is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the future. Despite constant reductions in public funding in recent decades, the College has continued to offer new programs to meet the local workforce, transfer, basic education, and high school completion needs. Additionally, the College has adapted to serve its increasingly diverse service area. Student enrollment has been stable for decades as the College is closely connected to its local community. SVC has benefited from key partnerships, community alliances, and a robust Foundation allowing it to flex, grow, and consistently represent its local communities demographically. The College strategically develops instructional programs that represent the local economy, and annual planning allows instructional programs to meet immediate student and community demands. An intentional, long-term fiscal plan, supported by the Board of Trustees, ensures that the College is well-positioned for the future.

Standard 5: Mission Fulfillment, Adaptation and Sustainability

As introduced in Standard One and further discussed in Standards Three and Four, SVC has a definition of mission fulfillment, conducts systematic analysis and review of accomplishments of its core theme objectives, and develops evidence-based evaluations regarding progress toward mission fulfillment. Mission fulfillment is achieved when the College is meeting or exceeding the Thresholds for the Objectives within each of the three Core Themes: Access, Achievement, and Community.

The College utilizes an integrative planning and evaluation process at all levels of the institution. Each year, the Board of Trustees considers revisions to the Core Theme Objectives and Thresholds to ensure meaningful, relevant data is collected, analyzed, and used in the planning and evaluation process.

An Institutional Performance Scorecard is used for Core Theme assessment so performance of the College can be evaluated at a glance. The Core Theme Progress Reports include an analysis of threshold attainment, including disaggregated data by ethnicity and a trend analysis of longitudinal data. The Core Theme Scorecard 2016-2017 and Core Theme Progress Reports for 2016-17 (Access, Achievement-Basic Education, Achievement-Transfer Workforce, Community) and Reports for 2017-18 (Access and Community) provided to the Board thus far are included in the Exhibits. Mission Fulfillment data is reported to the Board each month and to the College community at the President's Monthly Meetings. The Scorecard and Core Theme Progress reports are also posted on the College website.

The College utilizes data from a wide variety of internal and external sources to determine mission fulfillment, as well as the degree to which the College must adapt new approaches to programs, services and activities to meet the rapidly changing external environment. Those data sources include: the Washington State Board for Community and Technical Colleges

(SBCTC) databases, SBCTC Student Achievement Initiative reports, Integrated Postsecondary Education Data System (IPEDS) data, the Community College Survey of Student Engagement, the Noel-Levitz Survey of Student Satisfaction, and locally-generated data sources such as the biennial Environment Scan, the biennial Employee Vision & Climate Survey, and the Gelmon-Carnegie Community Engagement Assessment.

5.A Mission Fulfillment

5.A.1 Assessment of Accomplishments

The College engages in regular, systemic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The College has a formalized process for gathering, reviewing, and integrating appropriately defined data into planning for, and for evaluating, core themes and mission fulfillment. Annually, the Board of Trustees reviews the Core Theme Reports for ***Access***, ***Achievement***, and ***Community*** at a public Board of Trustees meeting. This report includes data used to measure fulfillment of the Core Theme objectives, multi-year trend lines, and a summary Scorecard indicating if the objectives have been met, and, therefore, if the College has achieved its goals and intended outcomes for ***Access***, ***Achievement***, and ***Community***. As demonstrated by the Core Theme Scorecard 2016-2017, the College is meetings the identified indicators or making acceptable progress toward the thresholds.

Access Scorecard (2016-17)

Objective	Indicator	Threshold	Target	Current Status
The College will meet or exceed Strategic Enrollment Management targets.	Actual state FTEs compared to state FTE allocation.	Actual State FTEs will meet or exceed the state FTE allocation	3,902	3,920 ▲
	International FTEs compared to actual.	International FTEs will meet or exceed SEM targets	208	210 ▲
The College will meet or exceed the statewide participation rate.	SVC District participation rate compared to CTC System participation rate	SVC participation rate will meet or exceed the CTC system participation rate	10%	11% ▲
College enrollment will reflect district demographics.	Enrollment distribution by race/ethnicity compared to district population	SVC enrollment will achieve parity with the district population by race/ethnicity	White..... 76% Latino .....11% Asian/Pacific Islander ..... 3% African American 2% Native American ..1% Other.....6%	White..... 66% Latino ..... 23% Asian/Pacific Islander .....4% African American 2% Native American ..1% Other..... 5% ▲
	Enrollment in degree programs by race/ethnicity compared to district population.	SVC enrollment in degree programs will achieve parity with the district population by race/ethnicity	White..... 76% Latino .....11% Asian/Pacific Islander ..... 3% African American 2% Native American ..1% Other.....6%	White..... 69% Latino ..... 16% Asian/Pacific Islander ..... 5% African American 3% Native American ..1% Other.....6% ▲
	Enrollment in ABE program compared to adults with less than a high school diploma in the District.	Enrollment in ABE programs will achieve parity with the percentage of adults with less than a high school diploma in the District.	14%	11% ▼
	Enrollment in ESL program compared to foreign-born residents who don't have English proficiency in the District.	Enrollment in ESL programs will achieve parity with the percentage of foreign-born residents who don't have English proficiency in the District.	5%	7% ▲

Achievement - Transfer Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students will successfully progress and meet their educational goals.	Student Achievement Cohort Success Measures for Transfer cohort by race/ethnicity.	SVC transfer measures will meet or exceed the CTC system measures.	Success After One Year: 71% Success After Two Years: 76%	Success After One Year: 74% ▲ Success After Two Years: 67% ▼
Students will demonstrate significant learning related to general education requirements.	ETS Standardized Test Scores	Students will demonstrate general education learning gains based on the previous years' ETS scores.	Reading Level 1: 78% Writing Level 1: 83% Math Level 1: 70%	Reading Level 1: 80% ▲ Writing Level 1: 84% ▲ Math Level 1: 76% ▲

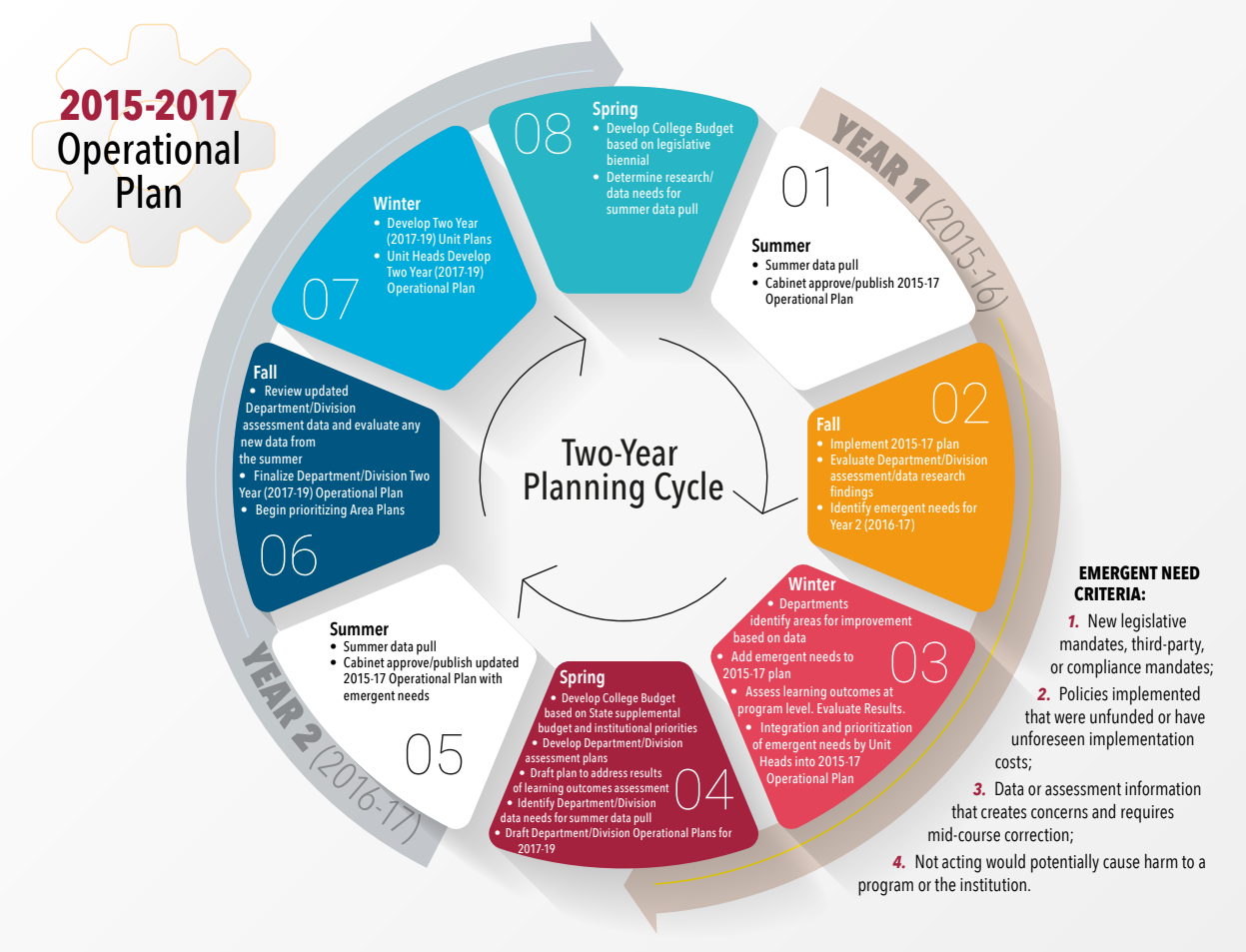
Achievement - Workforce Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students will successfully progress and meet their educational goals.	Student Achievement Cohort Success Measures for Workforce cohort by race/ethnicity.	SVC workforce measures will meet or exceed the CTC system measures.	Success After One Year: 71% Success After Two Years: 75%	Success After One Year: 71% ▲ Success After Two Years: 71% ▼
Students will successfully transition to the workforce.	Transition rate of Completers	Employment rates will meet or exceed the CTC system rates.	Degree and certificate completers: 73% Degree completers only: Not available	Degree and certificate completers: 67% ▼ Degree completers only: 76%

Achievement – Basic Skills Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students will successfully progress and transition to college-level courses.	Student Achievement Cohort Success Measures for Basic Skills cohort by ABE/ GED	SVC ABE/ GED measures will meet or exceed the CTC system measures.	**ABE/GED: 25%** **ESL: 4%**	**ABE/GED: 33%** **ESL: 4%** ▲
Students will demonstrate level gains in Basic Skills.	Basic Skills Student Achievement Points by ABE/ GED and ESL	SVC ABE/ GED and ESL measures will meet or exceed the SVC four-year rolling average.	**ABE/GED** Total Points: 1,016 Points Per Student: 1.68 **ESL** Total Points: 645 Points Per Student: 1.33	**ABE/GED** Total Points: 1,137 Points Per Student: 1.93 **ESL** Total Points: 900 Points Per Student: 1.41 ▲

Community Scorecard (2016-17)				
Objective	**Indicator(s)**	**Threshold**	**Target**	**Current Status**
Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society	Community College Survey of Student Engagement	CCSSE Pluralism Index score will be equal to or exceed the index score for similar-sized colleges	3.3	3.4 ▲
	SVC Vision and Services Survey	Equity and guiding principles survey results will average 75% positive responses	Work is guided by a set of shared principles: 75%	Work is guided by a set of shared principles: 93% ▲
			Achieving vision of being committed to equity: 75%	Achieving vision of being committed to equity: 92% ▲
The College will collaborate with its communities through the exchange of knowledge and resources.	Gelmon/ Carnegie Community Engagement Assessment	Gelmon/ Carnegie scores will average 75% of the maximum score	Promotes community engagement through its Strategic Plan: 75%	Promotes community engagement through its Strategic Plan: 75% ▲
			Faculty and staff support and are involved in community engagement: 75%	Faculty and staff support and are involved in community engagement: 75% ▲
			Provides student support for, and involvement in, community engagement: 75%	Provides student support for, and involvement in, community engagement: 75% ▲

The same data used to evaluate achievement of the Core Themes, and therefore Mission Fulfillment, is also used to develop goals, programs, and services through the Operational Planning Process. SVC's systematic planning process allows the College to identify areas of concern and implement improvements throughout the year. The Vice President of Institutional Planning & Effectiveness manages an Annual Operational Planning Calendar,

a Seven Year Planning Calendar, a Seven Year Planning Calendar with Assessments, and an Operational Planning Timeline. The Office of Institutional Planning and Effectiveness prompts Cabinet Plus administrators to work within their departments and divisions to review assessment data, identify areas for improvement based on data, assess learning outcomes, develop area plans, and present area plans for prioritization and inclusion in the operational plan through the Two Year Operational Planning Process, shown below.



Cabinet Plus administrators participate in full-day planning sessions in the Summer and Fall, and Cabinet administrators participate in four additional full-day planning sessions in Winter and Spring to assess accomplishments, identify areas for improvement, and develop operational plans. Further, the alignment of the Strategic Planning cycle and Accreditation cycle prompt self-reflection and written reviews of the College's processes, accomplishments, Core Themes, and assessment of programs and services prior to the development of the next Strategic Plan and Strategic Enrollment Management Plan.

Annually, Cabinet reviews the Operational Plan for accuracy and updates as necessary. During this process, Cabinet notes which items have been completed, which are in process,

and if any items need to be removed or added. The 2015-17 Operational Plan Review and 2017-19 Operational Plan Review documents are included in the exhibits.

5.A.2 Assessment Results and Communication

SVC uses assessment results to determine the quality, effectiveness, and mission fulfillment of the College and its programs. In order to assess mission fulfillment, SVC created three Core Themes with measurable objectives, indicators, and thresholds. Achievement of the Core Theme is determined by meeting or exceeding the objectives' thresholds. Core Theme indicators that fall below their threshold are analyzed and appropriate plans developed to improve future performance.

Core Theme indicators rely on diverse data sets, including the SBCTC Student Achievement Cohort data, Community College Survey of Student Engagement, the SVC Employee Vision and Services Survey, the Gelmon-Carnegie Community Engagement Assessment, and community census data. Multiple measures of assessment facilitate a quality and effective evaluation of mission fulfillment.

Core Theme Progress Reports are provided to the public throughout the year through the Board of Trustees meetings and publication on the College's website. The Core Theme Scorecard is published at the end of the academic year.

5.B Adaptation and Sustainability

5.B.1 Regular Evaluation of Resource Adequacy, Capacity, and Effectiveness of Operations

The College regularly evaluates its adequacy of resources, capacity, and effectiveness of operations. As demonstrated in Standard Two: Resources and Capacity, the institution has governance and decision-making structures that facilitate the regular review and revision of policies, procedures, and processes that promote effective management and operation of the institution. The College uses the annual operational planning process to review capacity and effectiveness of human resources, education resources, student services resources, library and information resources, financial resources, and physical and technological infrastructure. Funding and resource allocation is tied to operational planning items that contribute to the achievement of Core Theme objectives and, therefore, contribute to mission fulfillment.

5.B.2 Regular Evaluation and Assessment of Planning Cycle, Practices, Resource Allocation, and Institutional Capacity

The institution regularly documents and evaluates its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. The Vice President of Institutional Planning & Effectiveness documents the cycle of planning, practices, resource allocation and planning through multiple documents shared with Cabinet Plus and available to the campus

community. The Vice President maintains, updates, and publishes an annual planning calendar and seven-year planning calendar which both detail timelines, deliverables, and alignment.

The College's planning process is comprehensive, broad-based, and offers opportunities for input from all levels of the college. The College follows a two-year Operational Plan. Departments, deans, and vice presidents work throughout the academic year leading up to the new Operational Plan to review program assessment data, identify goals, develop plans, and prioritize goals and actions based on the Core Themes and Strategic Priorities. The Vice President of Institutional Planning & Effectiveness manages an annual operational planning calendar which is reviewed annually by Cabinet Plus during the summer planning session.

The institution uses the results of this annual evaluation to make changes necessary for improvement. As an example, the One Year Operational Planning Process was changed to a Two Year Operational Planning Process with a mid-cycle update in in response to two areas of concern: 1) Departments and Divisions desired more time in the operational planning cycle for thorough, thoughtful review of data and development of department assessment plans, and 2) Administration desired more predictable budgeting that better aligned with state biennium budgeting process. The eight-step, two-year operational planning cycle described in section 3.A Institutional Planning.

5.B.3 Identification of Current and Emerging Patterns, Trends, and Expectations to Prepare and Plan for Future.

The College monitors internal and external environments that impact the College through a comprehensive environmental scan conducted every two years, and program review and assessment data is compiled on an annual and ongoing basis. The Office of Institutional Planning & Effectiveness combined the annual summer data pull and comprehensive environmental scan in the summer of 2017. This Summer Data Pull/Environmental Scan pulls data, trends, and projections into a central location for the college community to review. The 2012 Environmental Scan, 2015 Environmental Scan, and 2017 Environmental Scan can be found in the Exhibits. Data was displayed in Tableau dashboards to enable users to better visualize and interpret the data to show comparisons and draw conclusions. The following is a summarized version of the 33 internal data points and 25 external data points collected:

- Internal Data: Enrollment Trends, Student Characteristics, SEM Dashboards, Progress & Completion, Survey Data, Program Review Dashboards.
- External Data: Service Area Population Changes & Projections; K-12 Population Changes, Trends & Projections; Workforce Trends & Employment/Demand Levels; Planning Documents for Cities and Counties in Service District

The environmental scan is reviewed prior to beginning the strategic planning and strategic enrollment management planning cycles, which includes a review of the mission, core themes, and core theme objectives, indicators, and thresholds. Additionally, the Strategic Enrollment Management plan sets the strategic direction for targeting enrollment initiatives and enrollment goals. Using both internal and external data, both quantitative and qualitative, the Cabinet, with input from faculty and staff and approval of the Board of

Trustees, recommends the strategic direction of the college based on this data. The seven-year plan that results is the foundation for all programs, services, and activities identified in the Operational Plan and the budgets, described in sections **3.A** and **3.B**.

Core Theme data is reviewed annually, described in **Standard 4**, and is used to review and revise the objectives, goals, and programs and services as necessary to ensure that indicators of achievement are meaningful and are met. The College's governance system facilitates the ongoing monitoring of internal and external environments to identify trends and respond accordingly, while also maintaining a strategic focus on student achievement and mission fulfillment through the Core Themes.

Conclusion

Preparing the Self-Study has been a multi year-long process of conversation, collaboration, and self-reflection. The process occurred alongside significant procedural and cultural changes at the College driven by a comprehensive effort to improve student achievement rooted in a commitment to equity, the ***Student Achievement Strategy***. Faculty, staff, and administrators have used this period as an opportunity to discuss educational philosophy, recommit to student success, and highlight and celebrate accomplishments.

The College's actions have been guided by the Mission, Vision, Strategic Plan, and ***Guiding Principles***. The planning and budgeting process come to fruition through the two-year Operational Plan, which are the action items that make the Strategic Plan tangible, and which lead to Core Theme achievement and Mission Fulfillment. At the center of all decisions, the College focuses on student access, student achievement, and community engagement. Equity and inclusivity are infused throughout policies, practices, and planning. Since 2012, the faculty, staff, and students of Skagit Valley College have experienced significant administrative, and structural changes. Departments have changed as more than one-quarter of new hires over the past two years have been bilingual Spanish speakers. Leadership has changed with the creation of Cabinet Plus to guide and implement the planning and budgeting processes. Faculty have been empowered through interest-based bargaining and dozens of new tenure-track positions. The College's new Executive Director of Equity and Inclusion has brought leadership and organization to equity-focused initiatives across the College and community. Through the broad-based, comprehensive, and strategic development and implementation of each element of the ***Student Achievement Strategy***, SVC is empowering faculty and staff to adopt high-quality, innovative approaches in the service of transforming the lives of students and our community.

These organizational changes have been supported by cultural change that embraces improving processes, focusing on ***equity in access, achievement, and community,*** data-driven decision-making, and open and honest communication. The College has successfully scaled organizational-changing initiatives, such as mandatory advising and the mandatory First Quarter Experience course for all new, degree-seeking students. The ***Student Achievement Strategy*** bolstered academic pathways into a District-wide conversation and plan to transform the student experience, the employee commitment, and the way the College serves students and the community. This cultural change brings stability and sustainability to ***SAS*** components.

Throughout the Self-Study, the College has examined how we meet the Five Standards and 24 Eligibility Requirements set forth by NWCCU while also identifying opportunities for improvement and growth.

Standard One articulates the College's definition of mission fulfillment and identifies its Core Themes: Access, Achievement, and Community. These themes are clearly defined by their associated measurable Objectives, Indicators of Achievement, and Thresholds. Individually and collectively, the Core Themes manifest essential elements of its Mission and collectively encompass its Mission.

The Board of Trustees clearly owns the Core Themes and their associated measures. They regularly assess both outcomes data and the meaningfulness of the measures; it is expected that the Objectives and Thresholds will continually mature over time.

Standard Two addresses the College's capacity to fulfill its Mission. The organizational structure, the physical and technological infrastructure, and instructional and student support services are designed to support the College's Mission.

The Board of Trustees understands its role as a policy governance body. Each member of the Board embraces the Core Themes and is well versed in using data to assess institutional success.

The Board and President are philosophically aligned and along with the President's Cabinet and Cabinet Plus, represent a strong leadership team committed to student success and continual improvement in an environment characterized by the ***Guiding Principles***. The College practices a well-established governance model inclusive of students, faculty, staff, and the Board.

Personnel capacity was significantly reduced beginning in 2009 due to reductions in state funding, especially in administrative and support areas. Key positions have been restored in a deliberate manner. The Strategic and Operating Plans identify priorities for new positions, including tenure-track faculty. Further, the College's investment in the professional development of faculty and staff is especially strong.

The general education program is nationally recognized for innovation in integrative learning and promoting student engagement in the learning process. The College's two greatest challenges in these efforts is to ensure equity as we increase student retention and completion, and to maintain a robust program of integrative learning opportunities and efficient pathways that serve a diverse student population, especially in the face of reduced budgets.

This is of particular importance as the College's first strategic priority is, "Engagement with the Latino Community," which has led to rapidly increasing enrollment of Latino students, increased community partnerships to support their success, and increased expectations of performance. The College is well positioned to dramatically increase student achievement, but these efforts will fall short if there is not equity among all student populations, including underrepresented students and basic skills and developmental education students.

SVC has significantly transformed its physical environment, renovating numerous buildings and facilities and replacing aging buildings with new facilities. To ensure the continued evaluation and improvement of the physical environment on all campuses and centers, the College is currently updating its long-range Facilities Master Plan, which is expected to be completed in June 2018.

Despite continued reductions in state funding over the last decade, the College's overall financial position is strong. The College operates on a balanced budget and maintains a healthy level of unrestricted reserves. The revised Board Policy EF-1 Fiscal Health and

Stability assures fiscal health by approving annual budgets and requiring regular budget and expense reports.

Skagit Valley College has developed planning, assessment, and budgeting processes that are clearly linked to its Mission through the three Core Themes: Access, Achievement, and Community. Board of Trustees' policies and actions are focused on the Core Themes; measurement and reporting are integrated into Board processes and culture. Further, the Board, administration, faculty and staff are guided by a set of shared principles that frame an environment characterized by respect, integrity, open communication, and collaboration. Employee Survey results support this as consistently nearly 90% of faculty and staff agree that the College is guided by a shared set of principles and focused on equity.

Standard Three addresses the Institutional and Core Theme planning processes and implementation. As a result of the broad-based, inclusive, and open and honest planning processes, the College is strongly positioned for the future. The future vision is clearly articulated through the Mission, Core Themes, and Strategic Priorities. This vision is then translated into tangible, measurable services and activities by the College's faculty and staff. The College community is clearly engaged in the College's future as evidenced by the comprehensive participation in the development of departmental-level plans which become the Operational Plans.

Standard Four evaluates the regular and systemic assessment of student learning, effectiveness of programs and services, and improvement based on analysis of that assessment.

The College approached the ***Student Achievement Strategy*** as a cultural, programmatic, and policy change. Defining, planning, and implementing each steps of the ***SAS*** has been intentional and included cross-college representation. Changes are based on national data and internal college data. This intentionality has lead to comprehensive, detailed, student-centered changes in policies, organizational structure, and ways of doing business.

The College is excited to move forward with new general education outcomes that are meaningful and more easily assessable. The work of faculty to revise the General Education learning outcomes and align these outcomes more intentionally with degree requirements and program outcomes is expected to improve both the assessment and planning process. The College recognizes that assessment of program learning outcomes can further help to identify steps to learn about and to improve the effectiveness of educational programs and services. Like the ***Student Achievement Strategy***, revising general education outcomes and learning assessment has been a multi-year process to ensure that that result is faculty-owned, student-centered, and results in a cultural shift in addition to the revision of any policies or practices that might be necessary.

Standard Five examines the College's ability to define, measure, and articulate Mission Fulfillment. The College monitors both the internal and external environments impacting the College through compilation of data and a review of the adequacy of its resources, capacity, and effectiveness of operations. The College processes are well-defined yet flexible enough to adapt to changing circumstances.

The Year Seven Self-Evaluation Report process has provided valuable information – information that both reinforces the College's current efforts and provides a direction for the future focused on student achievement and continued institutional improvement. Looking into the future, Skagit Valley College is well positioned to fulfill the mission, ensuring that Skagit Valley College students have the opportunities to pursue and achieve their educational and employment goals. The College is next embarking on an evaluation and revision of the Mission, Vision, Core Themes, and Strategic Plan for the next planning cycle, and the Year Seven Self-Evaluation Report has laid the foundation to continue meaningful conversations.

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Year Seven Self-Evaluation Report 2018

Mount Vernon Campus | Whidbey Island Campus | South Whidbey Center
San Juan Center | Marine Technology Center | Craft Brewing Academy

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Skagit Valley College provides a drug free environment and does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, sexual orientation, or age in its programs and employment.
The following person has been designated to handle inquiries regarding nondiscrimination policies:
Associate Vice President of Human Resources | 2405 East College Way, Mount Vernon, WA 98273 | 360.416.7679

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