SVC

Skagit Valley College

Mission and Core Themes | Report

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INSTITUTIONAL OVERVIEW

Skagit Valley College (SVC) is a public, comprehensive community college located in northwest Washington State. Our Mission Statement—Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities—is reflective of our commitment to students and the communities we serve.

Serving Skagit, Island, and San Juan counties, SVC is one of 34 colleges in Washington's Community and Technical College System. The College's service district spans more than 2,000 square miles from the remote San Juan Islands to the Cascade Mountains. For many residents, SVC is the only geographically and economically accessible postsecondary education option for Academic Transfer degrees, Professional/Technical degrees and certificates, and Basic Education for Adults instruction.

Historically, SVC served communities built around an economy driven by farming, fishing, and forestry, with multiple generations of families proudly graduating from the College. However, the rural character of the area is changing as retail outlets and tourism have flourished along the I-5 corridor, and as the marine trades and manufacturing have become significant economic drivers.

The College district also serves a growing Latinx population. Recognizing the increasing diversity of the student body, and even more so, the growing Latinx population in local K-12 schools, SVC established *Latinx Community Engagement* as a top strategic priority in 2013. Additionally, there are three tribal governments in the district—Swinomish, Samish, and Upper Skagit—and the College has worked to develop stronger ties to these tribes.

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, including the Marine Technology Center in Anacortes, the San Juan Center in Friday Harbor, and the Craft Brewing Academy in Burlington. Currently, the College also operates the South Whidbey Center in Langley; however, the College has notified the Commission that it intends to close the Center in December 2019.

SVC is governed by a five-person Board of Trustees appointed by the governor and is fully accredited by the Northwest Commission on Colleges and Universities. Funding is provided primarily through the state legislative process and student tuition revenue. In addition, the College aggressively pursues grant revenue and private donations through its highly successful SVC Foundation.

In 2018-19, the College served 9,077 students who generated 4,243 annualized full-time equivalent (AFTEs). Forty-four percent of those AFTEs were generated in Academic Transfer programs of study, 29% of AFTEs were from students enrolled in Professional/Technical degree or certificate programs, and 9% of FTE were from Basic Education for Adults students. The remaining AFTEs (19%) were from students enrolled in a non-degree seeking capacity.

Additionally, in 2018-19 the majority (53%) of SVC's student body was female, 77% of students were part-time, and the average student age was 29. The student body included 160 International students and 626 Running Start students (dual-enrolled in high school and college). The majority of the students (64%) were white, 23% were of Latinx ethnicity, and 5% identified themselves as Asian/Pacific Islander. African American students accounted for 2% of enrollments, and 2% of the students were Native American. Active duty military members, their families, and veterans made up 8% of the student population.

Beginning in 2012, the College began a concerted effort to transform the college culture with a focus grounded in equity in access, equity in achievement, and equity in community for students and employees. The philosophical underpinning of this effort was to change the long-standing culture from, "students have the right to fail," to one of, "the College has a responsibility to meet students where they are and support their success." This effort required training and community-building activities and developing and implementing a set of new policies and practices, referred to as, "The Student Achievement Strategy." It also included comprehensive redesigns of instructional pathways, student support services, inclusive practices, and associated policies and structures. As a result of these efforts, the College has experienced a significant increase in student progress and completion, with equally successful reductions in student achievement equity gaps.

Finally, the Board of Trustees, administration, faculty, and staff are guided by a set of shared principles that articulate expectations for an environment characterized by respect, integrity, open communication, collaboration, and compassion. This aspect of the College's culture was noted by the NWCCU in 2018, which commended Skagit Valley College's leadership for "establishing a climate of respect, open and honest communication, and collaboration that is pervasive across all levels of the college and across all college locations."

PREFACE

INSTITUTIONAL UPDATES SINCE THE YEAR SEVEN SELF-STUDY

PLANNING

In May 2018, the College began two important processes: (1) developing a new Strategic Plan that included new Mission and Core Themes statements, and (2) developing a new seven-year Strategic Enrollment Management (SEM) plan. In both cases, the College used a deliberative, iterative, and inclusive process to gather feedback from College stakeholders. In addition, consistent with its planning calendar, the College developed a new Biennial Operational Plan. These plans are included as Appendix 1, 2, and 3 respectively.

ORGANIZATION

After years of discussing the principles, logistics and implications of the "One College" vision, it was fully implemented in Summer 2019. The vision includes eliminating the positions of Vice President and Associate Dean for Student Services of the Whidbey Island Campus, and creating the position of Director of the Whidbey Island Campus. Effective July 2019, faculty and staff employed at the Whidbey Island Campus and off-campus Centers report through one organizational structure to the respective District vice presidents.

As part of the College's effort to adopt structured educational pathways, the administration of some instructional programs were shifted in July 2019. The following programs were transferred from the Workforce Education Division to the Arts and Sciences Division: Environmental Conservation; Business Management; and Health and Fitness. This reorganization reflects a purposeful blending of transfer and workforce pathways to allow students to make informed, guided educational and career choices, and to promote more equitable student outcomes. In addition, a new Dean for Instruction position was added to help develop new, high-quality instructional programs responsive to student and community needs.

Like other Washington state community and technical colleges, Skagit Valley College has faced a challenging fiscal environment for several years due to unfunded state mandates, stagnate or declining enrollments among tuition-paying students, and a significant decrease in International student enrollment. In response to a reduction in revenues, in May 2019, the College made a number of organizational changes to streamline College operations: (1) eliminated the position of Vice President of Institutional Planning and Effectiveness, and assigned supervisory responsibility for the Director of Institutional Research to the Vice President of Administrative Services, (2) eliminated the position of Associate Vice President of International Programs and assigned supervisory responsibility to the Vice President of College Advancement, (3) eliminated the position of Associate Dean of Counseling and Advising, and created the position of Associate Dean of Advising and Retention and (4) eliminated the position of Associate Dean of Basic Education.

INSTRUCTIONAL PROGRAM CHANGES

- Launched a new Bachelor of Applied Science in Applied Management (BASAM) in the Fall 2019. This program was specifically designed to provide students with occupationally contextualized management and general knowledge typically necessary for advancement to managerial-level positions or to operate an entrepreneurial venture.
- Added a new support services position for SVC's Bachelor of Applied Science (BAS) programs to ensure students receive sufficient navigational services to be successful. This position also increased capacity to offer referrals and support for mental health services.
- Hired a full-time Engineering faculty beginning in Fall 2019 to help develop and regularly offer all the courses necessary to complete the statewide Associate of Science-Transfer Track in Engineering.
- Partnered with the Swinomish Indian Tribal Community to support the development of a Dental Health Aide Therapist (DHAT) program. The expected launch of this program is Fall 2020.
- Notified the Commission of the intent to eliminate the Computer Information Systems program, Office and Business Technology program, and the Criminal Justice program by the end of the 2020-21 academic year. These programs will stop accepting new applicants after Fall 2019.
- Currently designing an additional pathway within the BASAM degree pathway to provide students with the specific knowledge, skills, and abilities to work in healthcare management. We expect to offer this pathway beginning in Fall 2020.
- Plan to expand integrated simulation into the ADN and LPN-RN program in 2019-20. In addition, another cohort of 20 students will be admitted to the Whidbey RN program this Winter. Both of these changes have been approved by the Washington State Nursing Care Quality Assurance Commission.

FACILITIES

Notified the Commission of the intent to close the South Whidbey Center at the end of Fall 2019. The Commission responded on August 8, 2019 and stated, "this minor notification change is now included under the accreditation of Skagit Valley College."

RESPONSE TO TOPICS REQUESTED BY COMMISSION

On July 24, 2018, Skagit Valley College received formal notification that the Northwest Commission on Colleges and Universities had taken the action of reaffirming accreditation. In this notification, the NWCCU provided three recommendations. The recommendations and the College's response follow:

Recommendation 1: Fully implement student learning outcomes assessment across all courses, programs, and degrees, wherever offered and however delivered (2.C.1).

Required Follow Up: Address Recommendation 1 of the Spring 2018 Year Seven Peer Evaluation Report in an **Ad Hoc Report with a visit in Fall 2019.**

A response to Recommendation 1 from the Year Seven Mission Fulfillment and Sustainability Evaluation is addressed at length in a separate Ad Hoc Self-Evaluation Report to be submitted concurrent with the Year One Mission and Core Themes Self-Evaluation Report.

Recommendation 2: Systematically use the results of the assessment of student learning achievement for improvement of instructional and student support programs (4.A.3; 4.B.2).

Required Follow Up: Address Recommendation 2 of the Spring 2018 Year Seven Peer Evaluation Report as an **Addendum to the 2021 Mid-Cycle Evaluation Report.**

In response to the Recommendation 2, the College is systematically embedding the results of Program Review for all programs into the operational planning process. The College will address the details of this work in its 2021 Mid-Cycle Evaluation Report.

Recommendation 3: Perform regular and systematic evaluation of the quality, adequacy, utilization, and security of library resources and services (2.E.4).

Required Follow Up: Address Recommendation 3 of the Spring 2018 Year Seven Peer Evaluation Report in an **Ad Hoc Report without a visit in Spring 2020.**

The Library initiated a comprehensive program review in Fall 2018. The review evaluated the quality, adequacy, utilization, and security of library resources and services. The College will analyze and incorporate the results of the program review into the planning process during the 2019-20 Academic Year and will submit a description of this work in its Ad Hoc Report to the Commission in Spring 2020.

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 March 2019. 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.A. MISSION

SKAGIT VALLEY COLLEGE MISSION STATEMENT

After a 10-month process, the College adopted its new Strategic Plan in Spring 2019. The Plan includes the Mission, Vision, Guiding Principles, and Core Themes. The Mission articulates ***why*** the College exists. The Vision Statement describes ***who*** we are. The Core Themes are ***what*** we do to fulfill the Mission, and the Indicators and corresponding Thresholds assess ***how well*** we do it. Finally, the ***Guiding Principles*** are ***how*** we work with each other.

Consistent with the College's governance process, the Board of Trustees adopted the following Mission Statement on March 12, 2019:

> **Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.**

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

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. Each element of the Mission is a carefully selected description of College's purpose, characteristics, and expectations.

The Mission emphasizes the College's purpose of teaching and learning that contributes to the educational, personal, and economic goals of our students. As an open-access institution, the College is committed to ensuring that all students are provided equity in access to all of our educational programs. Additionally, the College is dedicated to ensuring that all students are provided equity in achievement. Simply put, promoting equity in access is not enough; the College must provide an environment to ensure that all students can achieve their goals. Finally, the College is committed to contributing to thriving communities, where residents have access to quality PreK-12 education, healthcare, childcare, and housing. The Mission Statement reflects the belief that SVC plays a central and critical role in improving equitable outcomes within our communities.

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: Equity in Access, Equity in Achievement, and Equity in Community. The Core Themes are mission-based, and each is operationalized through their corresponding Objectives, Indicators of Achievement, and Thresholds. Each of the Core Themes is a manifestation of essential elements of the Mission. Collectively, the Core Themes encompass the overall mission of the College.

Each Core Theme includes multiple Objectives, as well as multiple means for assessing the 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; taken together, the Thresholds provide the measurement for mission fulfillment. As such, the Objectives, Indicators, and Thresholds provide a powerful tool for assessing mission fulfillment.

Each year, units throughout the College develop action plans with goals and activities that are prompted by, and aligned with, the Core Theme Objectives, creating a scaffold for Mission fulfillment. Annually, the Administration 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 administration and the Board of Trustees review progress on a monthly basis through Core Theme Progress Reports. This ongoing assessment 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 cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.	
Core Themes	**Objectives**
Equity in Access	1. The College will meet or exceed Strategic Enrollment Management targets.
	2. The College will meet or exceed the statewide participation rate.
	3. The College minimizes barriers and maximizes opportunities for diverse student populations.
Equity in Achievement	1. Students will progress toward their educational objectives.
	2. Transfer students will progress toward their educational objectives.
	3. Workforce students will progress toward their educational objectives.
	4. BEdA students will successfully progress toward their educational objectives.
	5. Students will complete their educational goals.
	6. Students will demonstrate significant learning related to general education requirements.
Equity in Community	1. Students and employees will experience a diverse college community where everyone belongs (Internal).
	2. The College will actively engage in mutually beneficial partnerships that promote equitable and thriving communities. (External).

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: Equity in Access; Equity in Achievement; and Equity in Community.

Core Theme Progress Reports (Equity in Access, Equity in Achievement-Basic Education, Equity in Achievement-Transfer and Workforce, and Equity in Community) are presented to the Board of Trustees and shared with the College community at the President's Monthly Meetings over the course of the academic year. Core Theme Progress Reports are also posted on the College's website.

Each Core Theme Report contains an analysis of threshold attainment, including longitudinal data and disaggregated data by race/ethnicity when applicable. A scorecard is used for each of the Core Themes so mission fulfillment can be easily understood and articulated by the Board of Trustees and employees.

As part of the annual Board of Trustees retreat prior to the start of Fall Quarter, the Board reviews all Core Theme Progress Report indicators and data to ensure that the reports remain meaningful, relevant, concise, and easily understandable. If needed, indicators are updated during the academic year.

STANDARD 1.B. CORE THEMES

1.B.1 & 1.B.2 CORE THEMES: EQUITY IN ACCESS, EQUITY IN ACHIEVEMENT, EQUITY IN COMMUNITY

CORE THEME: EQUITY IN ACCESS—DESCRIPTION AND RATIONALE

Skagit Valley College is an open-door comprehensive community college. Ensuring that all populations throughout the College's District have access to high quality education is central to its mission.

The Equity in Access Core Theme directly links to the College's Mission of providing educational, personal, and economic success to students, as well as promoting equitable and thriving communities. The Equity in Access Core Theme informs the College's planning and assessment efforts to ensure the College is fulfilling its mission of serving the diverse populations within the District.

The three Objectives are (1) meaningful, (2) relevant, (3) concise, and (4) easily understandable. They enable SVC to assess the extent to which the College is fulfilling its mission of providing equitable access to educational opportunities.

The associated Objectives, Indicators, and Thresholds for measuring Equity in Access are detailed below:

OBJECTIVES: EQUITY IN ACCESS

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

A. **Indicator:** Actual state FTEs compared to state FTE allocation.
   Threshold: State-supported enrollment will meet or exceed the state FTE allocation.

B. **Indicator:** Actual FTE compared to budgeted FTE.
   Threshold: Actual FTE will meet or exceed the estimated budgeted FTE.

The College develops its overall enrollment targets based upon the state FTE allocation determined by the State Board for Community and Technical Colleges, as well as by the College's intention to serve its community to the greatest extent possible. In doing so, mission fulfillment—in part—is determined by the extent of the Washington State Legislature's investment. Objective A clearly articulates a primary measure of access for a state-supported institution.

Indicator B recognizes that to best serve the educational needs of the District and therefore, provide equitable access, the College must offer educational programs beyond those fully funded by the legislature. Indicator B addresses the diversity of types of programs and enrollments served by the College not captured by state-funded enrollments alone. As such, these non-state funded programs serve a substantial number of students across the District, and their inclusion better reflects the College's fulfillment of its mission.

These Objectives link directly to the College Mission of *contributing to the educational, personal, and economic success of students.*

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

A. **Indicator:** SVC District participation rate among adults aged 18 to 44 compared to CTC System participation rate of adults aged 18 to 44.
   Threshold: SVC participation rate will meet or exceed the participation rate for the CTC System.

Participation rate is defined as the number of persons ages 18 to 44 participating in higher education as a percent of the relevant population. While measuring equity of access through state and budgeted enrollment targets is meaningful, it does not provide the full picture of mission fulfillment. Participation rates help illustrate the degree to which the College is providing opportunities across all of its programs, including Contract Training, Community Education, and other programs that promote the educational, personal, and economic success of students. Further, this indicator allows for a comparison to the statewide participation rate, providing both a context for assessment and a benchmark for mission fulfillment.

This Objective links directly to the College Mission of *contributing to the educational, personal, and economic success of students.*

OBJECTIVE 3: The College minimizes barriers and maximizes opportunities for diverse student populations.

A. **Indicator:** Enrollment distribution by race/ethnicity compared to the District population.
   Threshold: Parity in enrollment distribution by race/ethnicity compared to the District population.

B. **Indicator:** Enrollment among degree-seeking students by race/ethnicity compared to the District population.
   Threshold: Parity in enrollment among degree-seeking students by race/ethnicity compared to the District population.

C. **Indicator:** in College and Career Bridge (CCB) program compared to the District population.
   Threshold: Parity in enrollment in College and Career Bridge (CCB) program compared to the District population.

D. **Indicator:** Enrollment in English Language Acquisition (ELA) program compared to the District population.
   Threshold: Parity in enrollment in English Language Acquisition (ELA) program compared to the District population.

With Equity as an essential part of every Core Theme, it is critical to assess the degree to which all members of the District population are represented in the student body. Given the demographics of the District, this is especially true when considering access for Latinx students, adults with less than a high school diploma, and students with limited English proficiency.

This Objective links directly to the College Mission of *contributing to the educational, personal, and economic success of students.*

CORE THEME: EQUITY IN ACHIEVEMENT—DESCRIPTION AND RATIONALE

The Equity in Achievement Core Theme addresses fulfillment of the College's Mission of cultivating student learning and achievement. Because it assesses the extent to which student learning is realized, the Equity in Achievement Core Theme is integral to mission fulfillment and central to the College's strategic and operational planning processes.

Objectives for the Equity in Achievement theme are: (1) Students will progress toward their educational objectives; (2) Transfer students will progress toward their educational objectives; (3) Workforce students will progress toward their educational objectives; (4) BEdA students will successfully

progress toward their educational objectives; (5) Students will complete their educational goals; and (6) Students will demonstrate significant learning related to general education requirements.

The State Board for Community and Technical College's Student Achievement Initiative (SAI) provides reliable and comprehensive data for measuring Objectives 1-5 of the Equity in Achievement Core Theme. The nationally recognized SAI framework allows SVC to compare itself to all 34 colleges in the SBCTC system; evaluate its own performance in relation to previous years; and, identify equity gaps that may exist among all student populations.

Consistent with the College's approach to Core Theme assessment, the Objectives are (1) meaningful, (2) relevant, (3) concise, and (4) easily understandable. They enable SVC to assess the extent to which the College is fulfilling its Mission of cultivating student learning and achievement.

The associated Objectives, Indicators, and Thresholds for measuring Equity in Achievement are detailed below:

OBJECTIVES: EQUITY IN ACHIEVEMENT

OBJECTIVE 1: Students will progress toward their educational objectives.

A. **Indicator:** Fall-to-Winter retention.
   Threshold: SVC Fall-to-Winter retention will meet or exceed the CTC system measures.

B. **Indicator:** Fall-to-Fall retention.
   Threshold: SVC Fall-to-Fall retention will meet or exceed the CTC system measures.

C. **Indicator:** Completion of college-level English in the first year.
   Threshold: SVC measure will meet or exceed the CTC system measures.

D. **Indicator:** Completion of college-level Math in the first year.
   Threshold: SVC measure will meet or exceed the CTC system measures.

The College has adopted Indicators recognized as critical measures of student progress, including retention and the completion of English and Math courses in the student's first year. The SAI cohort database allows the College to disaggregate data using student intent and other demographic characteristics and to track student performance based on their participation in student success initiatives, such as the College's First Quarter Experience. The FQE is a required course for all first-time, degree-seeking students and equips students with an educational plan, life/career plan, financial plan, navigational support, and meaningful engagement.

This Objective links directly to the College Mission of *addressing student learning and achievement and contributing to the educational, personal, and economic success of students.*

OBJECTIVE 2: Transfer students will progress toward their educational objectives.

A. **Indicator:** Student Achievement Initiative (SAI) cohort success measures for Transfer students.
   Threshold: SVC Transfer cohort measures will meet or exceed the CTC system measures.

One aspect of the College's educational offerings includes courses and degrees for students who intend to transfer to a four-year university.

Achievement among Transfer students can include degree completion or successfully transferring to a four-year university. The SAI benchmarks selected as Indicators for Transfer student progress include: earning 30 or 45 credits, completing a Math or English requirement, or transferring to a university.

This Objective links directly to the College Mission of *addressing student learning and achievement and contributing to the educational, personal, and economic success of students.*

OBJECTIVE 3: Workforce students will progress toward their educational objectives.

A. **Indicator:** Student Achievement Initiative (SAI) cohort success measures for Workforce students.
Threshold: SVC Workforce cohort measures will meet or exceed the CTC system measures.

Consistent with assessing Objectives One and Two, the College uses SAI benchmarks for measuring Workforce student progress toward their educational goals.

This Objective links directly to the College Mission of *addressing student learning and achievement and contributing to the educational, personal, and economic success of students.*

OBJECTIVE 4: BEdA students will progress toward their educational objectives.

A. **Indicator:** "Measure Up" cohort success measures for CCB students.
Threshold: SVC CCB cohort measures will meet or exceed the CTC system measures.

B. **Indicator:** Student Achievement Initiative (SAI) cohort success measures for ELA students.
Threshold: SVC ELA cohort measures will meet or exceed the CTC system measures.

Again, the College has adopted the SAI framework for measuring progress among BEdA students toward their educational goals. These measures are designed to focus on short-term and intermediate outcomes that indicate students are making meaningful progress.

Using the SAI framework, the College has identified Indicators regarding student progress in the Basic Education for Adults program. The Indicators set the expectation that students in the CCB program will demonstrate gains in credits earned and quantitative skills, while students in the ELA program will demonstrate gains in English language proficiency.

This Objective links directly to the College Mission of *addressing student learning and achievement and contributing to the educational, personal, and economic success of students.*

OBJECTIVE 5: Students will complete their educational goals.

A. **Indicator:** Student Achievement Initiative (SAI) cohort completion measures for degree-seeking students.
Threshold: SVC cohort measures will meet or exceed the CTC system measures.

B. **Indicator:** Percentage of Workforce students who become employed.
Threshold: SVC cohort measures will meet or exceed the CTC system measures.

C. **Indicator:** Percentage of BEdA students who transition to college-level classes within one year.
Threshold: SVC cohort measures will meet or exceed the CTC system measures.

The ability for students to complete their educational goals is a critical measure of student achievement. The Indicators for this Objective focus on transitions and completions in the three primary instructional areas: Transfer, Workforce, and Basic Education.

Each Indicator measures the degree to which the College is fulfilling its Mission of Equity in Achievement.

This Objective links directly to the College Mission of *addressing student learning and achievement and contributing to the educational, personal, and economic success of students.*

OBJECTIVE 6: Students will demonstrate significant learning related to General Education requirements.

A. **Indicator:** Assessment of each General Education outcome.
   Threshold: Students will demonstrate proficiency in General Education outcomes.

Regardless of a student's educational path, the College's curriculum is designed to engage students in transformative learning. The College's five General Education Learning Outcomes (GELOs) define the specific types of skills, knowledge, and abilities that are at the foundation of this effort to contribute to student growth and development.

Specific courses within each program have been mapped to each of the five GELOs, identifying the peak experiences in which students receive direct and intensive instruction related to the respective GELOs. Courses mapped to any given GELO include an assignment or student artifact that faculty use to assess student learning, relative to the specific outcome. Faculty develop a common Outcomes Assessment Rubric (OAR) to define a set of shared indicators to assess how each individual student demonstrates proficiency in the required GELO. The results of the assessment are then aggregated across all courses that have been mapped to each of the GELOs to assess student learning.

This Objective links directly to the College Mission of *cultivating student learning and achievement.*

CORE THEME: EQUITY IN COMMUNITY—DESCRIPTION AND RATIONALE

The Equity in Community Core Theme advances the College's Mission to "promote equitable and thriving communities" and helps realize the College's Vision of a diverse and inclusive college community where everyone belongs.

Objectives for the Equity in Community Core Theme are: (1) Students and employees will experience a diverse college community where everyone belongs; (2) The College will actively engage in mutually beneficial partnerships that promote equitable and thriving communities. Objective 1 addresses the internal aspects of Community, while Objective 2 addresses the external aspects of Community.

Consistent with the College's approach to Core Theme assessment, the Objectives are (1) meaningful, (2) relevant, (3) concise, and (4) easily understandable. They enable the College to assess the extent to which it is fulfilling its mission of promoting equitable and thriving communities.

The associated Indicators and Thresholds for measuring Equity in Community are detailed below:

OBJECTIVES: EQUITY IN COMMUNITY

OBJECTIVE 1: Students and employees will experience a diverse college community where everyone belongs.

A. **Indicator:** Student responses to an indexed survey of instrument questions related to diversity and belonging.
   Threshold: Students will report positive responses at a rate equal to or above those of peer institutions.

B. **Indicator:** Student responses to targeted questions related to diversity and belonging.
   Threshold: Students will report positive responses to SVC questions related to diversity and belonging.

C. **Indicator:** Employee responses to biennial administration of College Vision Survey.
Threshold: Employees will report positive responses to questions regarding Guiding Principles and selected questions regarding diversity and belonging.

The College strives to create an environment for students and employees that is diverse and promotes a sense of belonging. The College uses two nationally normed surveys to assess the experiences of students on campus: the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory. The surveys are administered in alternate years, and both surveys allow students to report their perceptions of their experiences at the College related to diversity and belonging.

Indicator A uses relevant standardized questions to create an index that measures both diversity and belonging. In addition, the College has developed its own questions to assess students' experiences with diversity and belonging, and these supplemental questions will be included in both CCSSE and Noel Levitz. The college-specific questions will be used to create an index that serves to measure Indicator B.

To assess employees' contributions toward creating an environment that is diverse and promotes a sense of belonging, the College utilizes the biennial Employee Mission and Vision Survey. The Survey is administered in odd-numbered years and provides valuable data on the degree to which faculty, staff, and administrators believe the College is fulfilling its Mission and Vision.

This Objective links directly to the College Mission to *promoting equitable and thriving communities.*

OBJECTIVE 2: The College will actively engage in mutually beneficial partnerships that promote equitable and thriving communities.

A. **Indicator:** College partner evaluation in Educational Pathway efforts.
Threshold: College partners report positive evaluation on a co-created rubric.

B. **Indicator:** College partner evaluation in Economic Development and Workforce Training efforts.
Threshold: College partners report positive evaluation on a co-created rubric.

C. **Indicator:** College partner evaluation in Diversity, Equity and Inclusion efforts.
Threshold: College partners report positive evaluation on a co-created rubric.

D. **Indicator:** College partner evaluation in Civic Life efforts.
Threshold: College partners report positive evaluation on a co-created rubric.

The College's Mission Statement states in part "Skagit Valley College…promotes equitable and thriving communities." Building partnerships with the key local community organizations is a priority for Skagit Valley College, and these critical partnerships enhance the College's ability to respond quickly and effectively to community needs.

The College has identified four domains of partnership with external organizations in which to contribute to equitable and thriving communities:

- Educational Pathways, including PreK-12 and university partners;
- Economic Development and Workforce Training, including economic development and workforce training organizations;
- Diversity, Equity, and Inclusion, including organizations promoting civil rights, immigrant rights, and social equality;
- Civic Life, including local governments, cultural, recreational, and civic organizations.

The College will work with external community partners to create a rubric for each of the four areas. The rubric will be administered to two partnership domains in alternate years.

This Objective links directly to the College Mission of *addressing the external aspect of promoting equitable and thriving communities.*

CONCLUSION

Skagit Valley College's Mission Statement reflects its role as a comprehensive community college. The College focuses not only on cultivating learning and achievement, but also ensuring that it contributes to the educational, personal, and economic success of our students. In addition, the Mission Statement recognizes the important role the College plays in promoting equitable and thriving communities within our institution and throughout our service district. Finally, the Mission is known and understood among employees and students and published in College media.

Collectively, the Core Themes define mission fulfillment. The College is dedicated to ensuring that all students experience equity in access to our educational programs and that all students experience equity in achievement while pursuing their educational goals. Likewise, the College is committed to achieving equity in community.

The Core Themes align and address each component of the Mission Statement and include well-developed Objectives. The Core Theme Objectives, Indicators, and Thresholds are meaningful, assessable, relevant, concise, easily understandable, and provide the measurement for Mission fulfillment.

The College utilizes robust strategic and operational planning processes that are directed by the Core Themes. Each year, units throughout the College develop action plans with goals and activities that support the Core Theme Objectives, creating a scaffold for mission fulfillment.

As the College pursues Mission fulfillment, the administration and the Board of Trustees review progress on a monthly basis through Core Theme Progress Reports. Indeed, the April 2018 Mission Fulfillment and Sustainability Peer Evaluation Report, the Commission commended the College for its "efforts to create an operational planning process that is purposeful, systematic, participatory, and comprehensive."

The College Mission, Core Themes, Objectives, Indicators, and Thresholds provide the framework for both executing the College's vision for the future and for measuring the degree to which it fulfills its Mission. These essential elements of the Strategic Plan are well understood and instill a sense of pride in the College and local communities.

APPENDICES

Appendix 1: 2019-2026 Strategic Plan

Appendix 2: 2019-2026 Strategic Enrollment Management (SEM) plan

Appendix 3: 2019-2021 Biennial Operational Plan Appendix 1: 2019-2026 Strategic Plan

Appendix 1:
2019-2026 Strategic Plan

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2019-2026 STRATEGIC PLAN

Vision

The primary focus of Skagit Valley College is student-centered teaching and learning.
We are committed to:

- Equitable student outcomes in access, achievement, and community;
- Our Guiding Principles;
- Decisions based on strategy and evidence;
- The development of our employees;
- A diverse and inclusive college community where everyone belongs.

Mission

Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.

Guiding Principles

- Respect
- Integrity
- Open & Honest Communication
- Collaboration
- Compassion

2019-2026
STRATEGIC PLAN

Core Themes

1. Equity in Access

Objectives

- The College will meet or exceed its Strategic Enrollment Management targets.
- The College will meet or exceed the statewide service level.
- The College minimizes barriers and maximizes opportunities for diverse student populations.

2. Equity in Achievement

Objectives

- Students will progress toward their educational objectives.
- Transfer students will progress toward their educational objectives.
- Workforce students will progress toward their educational objectives.
- Basic Education for Adults students will progress toward their educational objectives.
- Students will complete their educational goals.
- Students will demonstrate significant learning related to general education requirements.

3. Equity in Community

Objectives

- Students and employees will experience a diverse college community where everyone belongs. (Internal)
- The College will actively engage in mutually beneficial partnerships that promote equitable and thriving communities. (External)

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Appendix 2:
2019-2026 Strategic Enrollment Management (SEM) plan

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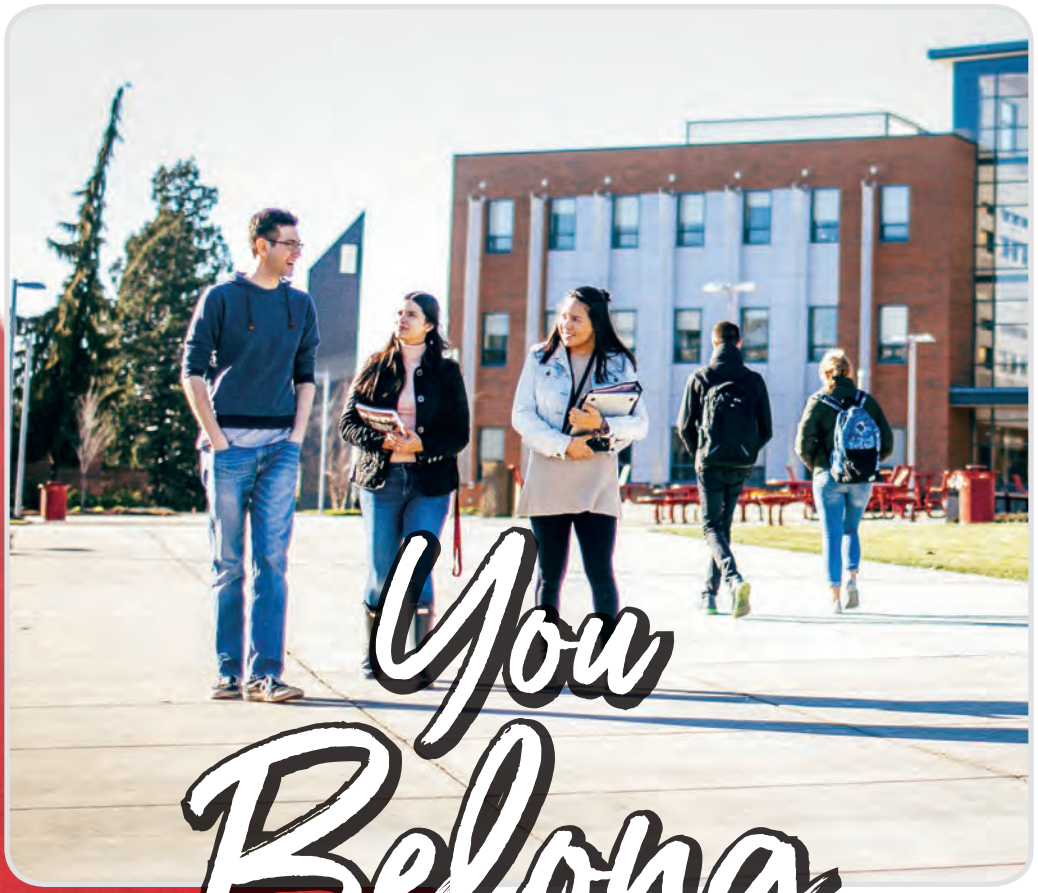
2019-2026 STRATEGIC ENROLLMENT MANAGEMENT PLAN



Strategic Enrollment Management Plan Vision

The primary goal of our Strategic Enrollment Management Plan at Skagit Valley College is to meet or exceed enrollment targets for all student populations.

The College's Mission, Vision, Guiding Principles, and Core Themes guide this effort. The College's commitment to equitable student outcomes in access, achievement, and community plays a critical role in planning and implementing our strategic enrollment planning process. The effort includes the following components: research, marketing, recruitment, instructional programming, and student progression and completion.

Strategic Enrollment Management Assumptions

- High quality programs, instruction, and services are required for effective Strategic Enrollment Management (SEM). Such programs attract and retain students.
- SEM includes a restructuring and refocusing of existing resources toward the SEM Plan priorities and does not rely solely on finding additional sources of funding.
- SEM is a long-term effort that integrates research, marketing, instructional and program development, and student progress and completion.

Strategic Enrollment Management Priorities

1. Increase retention and completion through SVC's Student Achievement Strategies:
   - Improve transition rates of Basic Education for Adults students to degree-seeking programs.
   - Improve the conversion rates within the intake process.
   - Improve transition rates from developmental to college-level classes.
   - Improve first quarter and fall-to-fall retention rates by expanding high impact practices and increasing a sense of belonging.
2. Develop pathways with K-12 partners:
   - Increase enrollment among recent high school graduates.
   - Increase enrollment in dual credit programs.
   - Increase transition rates of dual credit students.
3. Develop focused recruitment for the following populations:
   - LatinX students.
   - 25–44 year-old students who have not earned a high school or college degree.
4. Increase equitable pathways to high wage employment:
   - Expand current high demand programs.
   - Increase high demand and high wage program offerings.
   - Increase Bachelor of Applied Science offerings.

2018 Environmental Scan Summary

The District's population is expected to grow modestly (6.3%) over the next seven years, with the largest growth occurring in Skagit County. Island and San Juan counties are predicted to grow between 2% to 3% over the same period.

1. The District has a low unemployment rate, however, many jobs in the area pay a low wage. Currently, nearly 47% of Skagit residents are traveling outside the county for work. *Opportunities exist to build enrollment by offering students additional pathways to college programs that lead to higher wage employment closer to home.*

2. Compared to Washington state, educational attainment in the District is below average in terms of earning a bachelor's degree. This is particularly true for residents between the ages of 25 and 44. Only 15% of Skagit residents and 17% of Island residents have a bachelor's degree or higher, compared to a state average of 28%. *Opportunities exist to build enrollment by offering additional BAS degrees.*

3. Eleven percent of Skagit residents over the age of 25 do not have a high school degree, while 28% of residents over the age of 25 have some college with no degree. Forty-three percent of the LatinX population over the age of 25 do not have a high school diploma or other credential. *Opportunities exist to build enrollment through focused recruitment of 25- to 44-year-olds who have not earned a high school or college degree.*

4. The LatinX growth rate in Skagit County is slowing. While there is a growing LatinX population in middle school, the number of LatinX students is decreasing in elementary school. *While slowing, the growth of the LatinX community—especially In K-12—provides opportunities for SVC to serve our community.*

5. By 2023, LatinX will make up 22% of the population between the ages of 15 to 64. *Opportunities exist to build enrollment through focused recruitment of the LatinX population, especially within the local high schools.*

6. While the number of high school graduates remain stable, fewer graduates are attending college. Of those going to college, more are attending four-year colleges. *Opportunities exist to build enrollment by developing enhanced pathways with local K-12 partners.*

Appendix 3:
2019-2021 Biennial Operational Plan

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2019 - 2021
Operational Plan

ACCESS

- Develop and offer an Engineering program.
- Develop Sustainable Agriculture programming that utilizes the San Juan Center greenhouse.
- Investigate offering additional Bachelor of Applied Science (BAS) degrees, including Health Care Management.
- Review technology-related degrees and programs, including the creation of a new technology program.
- Offer selected degrees and certificates in a fully online format, and develop appropriate marketing plans.
- Increase enrollment and implement a staffing model for Open Doors and High School Completion programs, and expand partnerships with the Burlington-Edison, La Conner, Anacortes, and Concrete school districts.
- Increase enrollment in the Individualized, Next Step, Vocational Education and Social Skills Training (INVEST) program by reorganizing and adding staffing capacity.
- Continue to develop the Dental Health Aide Therapist (DHAT) program for implementation in 2020-2021.
- Expand the Emergency Medical Technician (EMT) program with Skagit County.
- Pursue a U.S. Department of Education College Assistance Migrant Program (CAMP) grant.
- Implement a plan to become a Hispanic-Serving Institution.
- Implement a staffing and budget model for dual credit programs and College recruitment.
- Hire a Student Services specialist to support the recruitment, admission, and advising of Bachelor of Applied Science students.
- Investigate the expansion of Financial Aid staff capacity to address student recruitment needs.
- Develop additional resources to sustain funding of Tier 1 Athletic programs at Northwest Athletic Conference (NWAC) maximum scholarship levels.

ACHIEVEMENT

- Implement the College's Student Achievement Strategy, including:
  - Integrate the Basic Education for Adults (BEdA) intake and transition processes with a newly revised enrollment process and navigational support;
  - Strengthen mandatory advising checkpoints;
  - Deepen and expand Inclusive Excellence and Pedagogy trainings for faculty and staff;
  - Incorporate High Impact Practices, including Integrated Learning Experiences, across degree maps;
  - Realign and streamline Pathways from Basic Education for Adults (BEdA) to pre-college through college-level Math and English;
  - Implement a course schedule matrix that is inclusive of natural student cohorts;
  - Continue to develop degree maps.
- Hire full-time tenure-track faculty positions for Fall 2020 in the following fields:
  - Nursing (multiple positions);
  - Ethnic Studies;
  - Chemistry;
  - Early Childhood Education;
  - Communication Studies (Whidbey);
  - Psychology/Social Sciences (Whidbey);
  - Welding;
  - Counseling.
- Implement program review with a focus on identifying and closing equity gaps.
- Prepare and implement Learning Outcomes Assessment, including program level, course level, and General Education requirements.
- Complete the development of Associate in Applied Science - Transfer (AAS-T) degrees to enhance transfer opportunities for workforce students.
- Complete the development of Integrated Basic Education Skills Training (I-BEST) Pathways for all eligible Professional/ Technical programs.

- Conduct a Library program review.
- Review policies and procedures to determine the impact on, and improve support of, undocumented students.
- Develop a plan for Disability Access Services (DAS) to provide required interpreting services for students.
- Explore adding additional mental health services and support for students.

COMMUNITY

- Identify staffing and resources needed to advance SVC as an anti-racist, multicultural institution.
- Develop a comprehensive professional training program to orient new employees and provide a better sense of belonging among all employees, including adjunct faculty and part-time staff.
- Continue to integrate equity, inclusion, and interrupting bias training into New Student Orientation and New Employee Orientation.
- Investigate the expansion of Community Education and Customized Training programs to increase revenue-producing potential.
- Create and implement a Center for Participatory Excellence.
- Develop a Parent Leadership Training Institute in partnership with the Mount Vernon School District.
- Continue to investigate the Seed-to-Table/ Grain-to-Glass vision, including Kitchen Master Plan, chef/caterer, and food truck.
- Investigate a partnership with the Port of Friday Harbor to offer Road Scholar lodging.

INSTITUTIONAL CAPACITY

- Complete the Northwest Commission on Colleges and Universities (NWCCU) Year 1 report and continue to implement accreditation recommendations.
- Hire a Grant Writer and actively pursue grant funding opportunities.
- Develop a sustainable funding model for the Drama Department and productions.
- Complete the integration of the Title III grant-funded efforts into the operating budget.
- Improve employee recruitment efforts:
  - Increase nationwide advertising and/or attendance at diversity job fairs;
  - Enhance recruitment efforts to continue to improve diversity of applicant pools.
- Strengthen the organizational structure across Areas of Study.
- Build capacity and improve coordination of the Consultation, Assessment, Resource, and Education (CARE) Team, Bias Incident Response Team (BIRT), conduct, and Title IX processes.
- Complete an Information Technology (IT) accessibility inventory, including developing a policy and remediation plan.
- Contract for a risk analysis of all Information Technology (IT) systems.
- Complete the process to ensure Payment Card Industry (PCI) compliance for online transactions.
- Implement ctcLink.
- Complete the implementation of a district-wide paperless document storage and electronic filing solution.
- Install updated, reliable teleconferencing and Interactive Television (ITV) tools, and provide training on new processes and technology.
- Increase website technical support capacity.
- Replace the College telephone system with an upgraded system that is more compatible with current communication tools.
- Purchase and implement a chemical hazard inventory system and a Workplace Safety Training Program.
- Investigate and implement a district-wide Travel Policy.
- Implement the Facilities Improvement Plan.
- Implement the Information Technology (IT) Replacement Plan.

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