SVC | Skagit Valley College

Mid-Cycle Evaluation Report Spring 2021

Prepared for the Northwest Commission on Colleges and Universities

February 15, 2021

Contents

Section 1: Mission Fulfillment

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.

The College's ongoing accreditation efforts are integrated across all units of the College and grounded in ensuring mission fulfillment. The College's Mission Statement is consistent with the authority granted by the Washington State Legislature to offer Transfer, Workforce, Bachelor of Applied Science, Basic Education for Adults, and Continuing Education programs. Each element of the College's Mission is a carefully selected description of the 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 all students are provided equity in access to all of our educational programs. Additionally, the College is dedicated to ensuring 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—through partnerships—where residents have access to quality childcare, education, healthcare, and careers.

Assessing the College's effectiveness in fulfilling its Mission is incorporated into the College's strategic planning, budgeting, and operational processes. The College's strategic planning process is aligned closely with the Commission's accreditation process. In preparation for the Mission and Core Themes Report, the College adopted its new seven-year Strategic Plan in Spring 2019 after a 10-month process (see **Appendix 1: 2019-2026 Strategic Plan**). The Plan includes the College's 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.

The College also adopted a seven-year Strategic Enrollment Management (SEM) Plan in 2019. The development of the SEM Plan followed a 10-month process that included: an in-depth environmental scan of community demographics, economic and employment trends, and community needs; analysis of the College's recruitment, admissions, and retention data; and extensive feedback from College faculty, administration, and staff (see **Appendix 2: 2019-2026 Strategic Enrollment Management Plan**). The College's SEM Plan provides a holistic blueprint and the creation of meaningful instructional programming and student support services to promote Equity in Access, Equity in Achievement, and Equity in Community.

The College implements its seven-year Strategic Plan and seven-year Strategic Enrollment Plan through the College's biannual **Operational Plan**. The two-year operational planning cycle mirrors Washington State's two-year budgeting process, with major programs and initiatives developed in odd numbered years that align with the State's two-year operating budget. The planning cycle also allows for the Operational Plan to be reviewed and updated in even-numbered years, and the College reviews emergent needs in alignment with the State's supplemental budget (see **Appendix 3: 2019-21 Operational Plan**). The emergent needs criteria include: new legislative mandates, third-party or compliance mandates; policies implemented that were unfunded or have unforeseen implementation costs; data or assessment information that creates concerns and requires mid-course correction; and needs in which not acting would potentially cause harm to a program or the institution.

The operational planning process incorporates **program assessment** and review of student success data, both of which include student learning assessment. Faculty, administrators, and staff review an Annual Program Effectiveness Report to assess program enrollment, student achievement, student learning outcomes, and student feedback. Faculty are prompted to set program goals and to implement strategies to improve student access, success, and learning; and these strategies feed into and are prioritized through the College's overall operational planning process. During the last year of the four-year program review cycle, programs conduct a comprehensive review of the data to inform and develop long-term plans.

INTERPRETATION OF MISSION FULFILLMENT

Skagit Valley College defines its 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, all 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 (see **Appendix 4: 2019-20 Core Theme 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 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 for Adults, 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 (see **Appendix 5: Monthly Meetings Scorecards**). 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 College 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 the reports remain meaningful, relevant, concise, and easily understandable. If needed, indicators are updated during the academic year.

Section 2: Student Achievement

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, as well as with our community partners. A major component of this initiative was to change the long-standing culture of the College from "students have the right to fail" to "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. The College's Equity Framework provides an illustration of the cultural, strategic, and operational aspects of the Student Achievement Strategy and its role in achieving Equity in Access, Equity in Achievement, and Equity in Community (see **Appendix 6: 2020 Equity Scorecard**).

Much of the data used to measure progress of the Student Achievement Strategy (SAI) is collected for the State Board for Community and Technical College's (SBCTC) Student Achievement Initiative. The nationally recognized SAI framework allows the College to use reliable and comprehensive data 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.

The key benchmarks used by the College to measure student achievement are also used in part to measure Mission fulfillment for the Equity in Achievement Core Theme. These include:

- Fall-to-Winter retention for Transfer and Workforce students;

- Fall-to-Fall retention for Transfer and Workforce students;

- Student Achievement Initiative cohort success measures for Transfer and Workforce students, such as completion of college-level English, completion of college-level Math, and completion of 45 credits;

- Degree completion for Transfer and Workforce students;

- Transition to college-level courses for Basic Education for Adults students.

Data measuring the above indicators are disaggregated by race/ethnicity (White and LatinX) and instructional program (Transfer, Workforce, and Basic Education for Adults) for Core Theme Reports and Equity Scorecard updates.

Skagit Valley College's commitment to its Mission requires that the College compare itself to leaders in achievement and access in our state. Five other Washington State Community and Technical Colleges are used to benchmark the College's student achievement efforts: Walla Walla Community College, Yakima Valley College, Edmonds College, Everett Community College, and Whatcom Community College. Walla Walla Community College was selected because it is a top performing community college and is an ASPEN award winner. Yakima Valley College was included because it is a Hispanic Serving Institution and is of similar size to Skagit Valley College. Edmonds College, Everett Community College, and Whatcom Community College were selected because of their close proximity to Skagit Valley College's service district and similar mix of student populations and instructional programming.

Longitudinal and comparative data indicate that the College's commitment to Equity in Achievement is improving student achievement outcomes (see **Appendix 6: Student Achievement Initiative Data**). For example, the College's First Quarter Experience program has resulted in increased retention rates, especially in the first year of attendance. **Fall-to-Winter**

retention among degree-seeking SVC students improved to 85 percent for the 2018 cohort (a six-percentage point increase compared to the 2014 cohort).

In addition, improved advising procedures have led to more SVC students completing key gateway courses sooner in their academic path. The percentage of students completing **college-level English** in their first year has increased from 44 percent (in 2014) to 58 percent (in 2018). The percentage of LatinX students completing college-level English in their first year has also increased since 2014.

The College's longitudinal and comparative data also indicate areas for improvement. For example, the percentage of students completing **college-level Math** within their first year improved steadily for several years, but recently fell back to 2014 levels. The College's Math completion rate remains slightly below the average of its peer institutions. The percent of LatinX students completing Math within their first year has increased steadily since 2014. However, an equity gap remains, and the College's Math completion rate for LatinX students remains lower than the completion rate for other students. The College's Math department and instructional leadership are conducting a multi-year review of Math curriculum as part of the College's program assessment and student achievement strategy.

Despite a District-wide effort to improve **Fall-to-Fall retention**, the percent of students retained for a second academic year has not improved significantly since 2014 and is average in comparison to the College's peer institutions. LatinX students track closely with the College average in this category, with the Fall-to-Fall retention rates of LatinX students meeting or exceeding the rates by all students in three of the last five years. The College continues to invest significant resources into advising, financial aid, and instructional programming to improve this key measure of student achievement.

Another measure of college persistence shows some minor improvement. The percent of students completing **45 credits within two years** has improved slightly since 2014, and this benchmark is marginally better than average in comparison to the College's peer institutions. Disaggregated data also shows a continued equity gap among LatinX students for this measure, but the percentage of LatinX students completing 45 credits has improved over the past four years.

Finally, the percentage of students **completing their degree within three years** has steadily increased, from 20 percent for the 2012 cohort to 30 percent for the 2016 cohort. In 2012, the completion rate for the 2012 Skagit Valley College cohort was last in relation to the comparison group. However, the completion rate for the 2015 and 2016 Skagit Valley College cohorts is in the upper half of the comparison group. Likewise, the completion rate for Skagit Valley College's LatinX students has improved over five years by seven percentage points (from 21 percent for the 2012 cohort to 28 percent for the 2016 cohort).

Section 3: Programmatic Assessment

In addition to Student Achievement Initiative data, the College uses a host of other disaggregated data to measure mission fulfillment. Since the Year Seven Self-Evaluation Report, much of the College's Student Achievement Strategy efforts have centered on comprehensive **program review and assessment**. As part of the annual planning process, College departments continuously review student achievement data at the programmatic level to assess of mission fulfillment for Equity in Access and Equity in Achievement.

This program review data is disaggregated by race/ethnicity (White, LatinX, and underrepresented minority groups), gender, enrollment status (part-time and full-time), and age. Disaggregated data on Pell status is also available to departments via easily accessible Tableau tables. To examine Equity in Access mission fulfillment, Workforce and Transfer programs also track the percentage

of students entering the program from the College's Basic Education for Adults (BEdA) programs. To examine Equity in Achievement mission fulfillment, departments analyze disaggregated data to determine which students are most likely to succeed, be retained, and to complete the program. Departments also examine data from the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory to assess the student experience. Finally, departments analyze data from Program Learning Outcomes to assess student learning.

Two excellent examples of the College's use of the program review and assessment to achieve a continuous process of improvement are the **English Program** and **Math Program**. Each of these programs is aligned closely with a General Education Learning Outcome (GELO); the English Program is grounded in the *Communicate* GELO, and the Math Program is central to the *Quantify* GELO. Both programs are critical to students enrolled in Transfer programs and Workforce programs and play an important role in the pathways from the College's Basic Education for Adults and into the Bachelor of Applied Science programs.

English Program

In 2016, only 43 percent of Skagit Valley College students achieved satisfactory English 101 learning outcomes within one year of enrollment. Data analyses revealed that the majority of these students were enrolled in Workforce program pathways and/or were placed into developmental English before taking the required college-level English course. These students also tended to be low-income and/or students of color. A review of the data demonstrated that majorities of these students either did not make it into the college-level English course or did not satisfactorily achieve the learning outcomes for the course.

Based on the findings from the Program Review in 2018, the faculty:

- Eliminated stand-alone developmental English courses;

- Changed degree requirements in Workforce programs so that all students must complete English 101;

- Rewrote English 101 course outcomes using backward design to ensure the outcomes were clear, measurable, and attainable for first quarter college students;

- Implemented and expanded Integrated Basic Education and Skills Training (I-BEST) English 101 courses with contextualized content.

In addition, full-time and associate faculty received extensive training in: a) backward design and planning, b) equity-minded curriculum, pedagogy, and assessment, and c) learning outcomes creation, assessment, and revision.

As a result of these changes and improvements, the overall percentage of students who successfully complete English 101 learning outcomes within one year of enrollment has increased from approximately 43 percent in 2016 to 59 percent in 2020. Faculty have (and continue to) update their pedagogy, curriculum, and assessments to be more equity minded and student centered. More than 70 percent of students are enrolling in English 101 in their first year, and of those just over 75 percent are successful in meeting or exceeding course-learning outcomes. Equity gaps do remain in the overall achievement of English 101 learning outcomes within one year of enrollment. However, of students who actually attempt the course, racial and income equity gaps have been eliminated. In addition, gender equity gaps (males have lower success rates compared to females) have been attenuated.

Math Program

In 2018, 77 percent of students failed to achieve college-level or program-level Math learning outcomes within one year of enrollment. The vast majority of these students placed below college-level Math when enrolling at the College. Data analyses showed that students of color and low-income students are more likely to place below college-level Math. These students are also less likely to eventually enroll and achieve college-level Math learning outcomes. A more recent review of the *Quantify* General Education Learning Outcome indicated that Workforce students and students of color are less likely to achieve the outcome.

Based on the findings from the Program Review in 2019, the Math faculty:

- Eliminated stand-alone developmental Math courses for students who place 1.5 levels below college/program level Math;

- Enrolled students into accelerated BEdA Math courses, especially for those students who placed farther below college-level Math;

- Designed co-requisite Math courses to provide students with only the knowledge and skills to be successful in specific college-level math courses (e.g., Statistics, pre-Calculus, Liberal Arts Math);

- Redesigned WMath (Workforce program Math) to be taught in an I-BEST model and better integrate into other college-level math pathways.

In addition, Math faculty completed a year-long equity-minded practitioner training program, including research on systemic racism, equity-based program and course design, and research showing the most successful Math achievement models. Faculty also received extensive training on learning outcome creation, assessment, and revision.

Other Programs

All degree programs analyze the results of student access, success, and learning on an annual basis using Annual Effectiveness Reports, which serve as the prompt to plan strategies for improvement on a continuous cycle. A more detailed description of the comprehensive program review process—as well as some selected examples, including the Diesel Power Technology program, Marine Maintenance program, Automotive Technology program, and Early Childhood Education program—can be found in the **Addendum to the 2021 Mid-Cycle Report**.

Section 4: Moving Forward

Skagit Valley College intentionally grounds its mission and culture in a deep commitment to equity. This commitment is reflected in the College's Core Themes of Equity in Access, Equity in Achievement, and Equity in Community. The College's Strategic Plan, Strategic Enrollment Management Plan, and biannual Operational Plans provide the frameworks to guide our efforts to fulfill the College's Mission.

Embedded in the College's Mission is a commitment to lead with racial equity as a central focus. The College has engaged in a holistic approach to evaluate how its policies, practices, and pedagogy affect student learning and completion. Faculty, staff, and administrators collaborated to create generative spaces for inquiry and learning, such as the Inclusive Pedagogy Faculty Learning Group, the Inclusive Excellence Administrative Retreat, and the Student Services Inclusive Excellence Learning Group. These groups focused heavily on increasing institutional

capacity to reduce student inequities by developing shared knowledge, skills, and abilities across the College. Our work to identify systemic, institutional, and cultural barriers to achieving equity is challenging under ideal conditions, and the College has continued this important effort during the COVID-19 pandemic.

The College has also continued to define and implement a Program Review process to address inequities in student learning and to improve the quality of its programs. Since the introduction of a District-wide operational planning process in 2013, the Program Review process has intentionally evolved to ensure that the process is meaningful, more systematic, comprehensive in nature, and attentive to measuring equity gaps across all programs. In addition, a systematic approach to student learning outcomes assessment has been implemented to inform planning and identify strategies for improvement.

These interrelated initiatives have continued and, in many ways, have even been strengthened during the COVID-19 pandemic. To address the sudden shift to remote instruction for Spring Quarter 2020, the Center for Participatory Excellence—one of the College's key resources in designing and providing professional development to both the College and external communities—partnered with the eLearning department, counselors, and the Libraries to support faculty and ensure student learning. An Online Excellence Course was developed to assist and guide faculty in equitable course design, assessment, community building and inclusion. More than 145 faculty utilized the course to improve their online instruction, and faculty continue to register for the course. The Center for Participatory Excellence is also facilitating an Inclusive Online Ecosystems Faculty Learning group to address racial equity in online learning, self-care for instructors, trauma-based online instruction, and online strategies that promote student success.

In addition, as faculty moved courses to a fully online delivery format, they were extensively supported by eLearning faculty mentors. Faculty mentors helped facilitate 42 training sessions over a six-week period. Training topics ranged from Zoom, Basic and Advanced Canvas Features, Canvas Course Design, Building Vibrant Online Community, Panopto, Making Canvas Courses Accessible, Integration of Library and Open Educational Resources, Secure Online Testing, Universal Design for Learning, Google Apps, Canvas Efficiency Strategies to Assessing General Education and Program Level Learning Outcomes, and Transparency in Learning and Teaching (TILT) assignments. Throughout group trainings and one-on-one sessions, mentors advanced quality, diversity, inclusion and equitable instruction, and provided feedback for continuous improvement. Mentors continue to be available to help faculty with their online needs.

These efforts provide continuous opportunities for departments and programs to assess mission fulfillment and equitable achievement of student learning.

Appendices

Appendix 1: 2019-2026 Strategic Plan:
https://www.skagit.edu/wp-content/uploads/2019/05/StrategicPlan2019-26-final.pdf

►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.

►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.

►Guiding Principles

- ► Respect
- ► Integrity
- ► Open & Honest Communication
- ► Collaboration
- ► Compassion
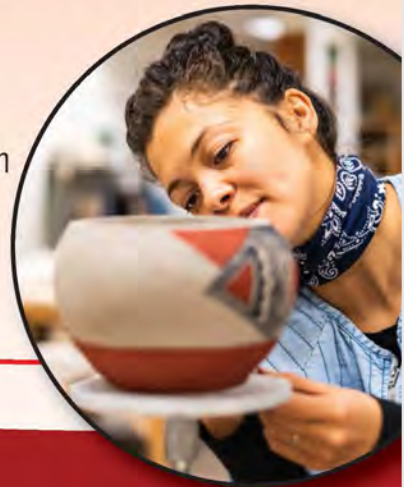
2019-2026
STRATEGIC
PLAN

▶ 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.

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)

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.

SVC
Skagit Valley College

SVC
Skagit Valley College

www.skagit.edu
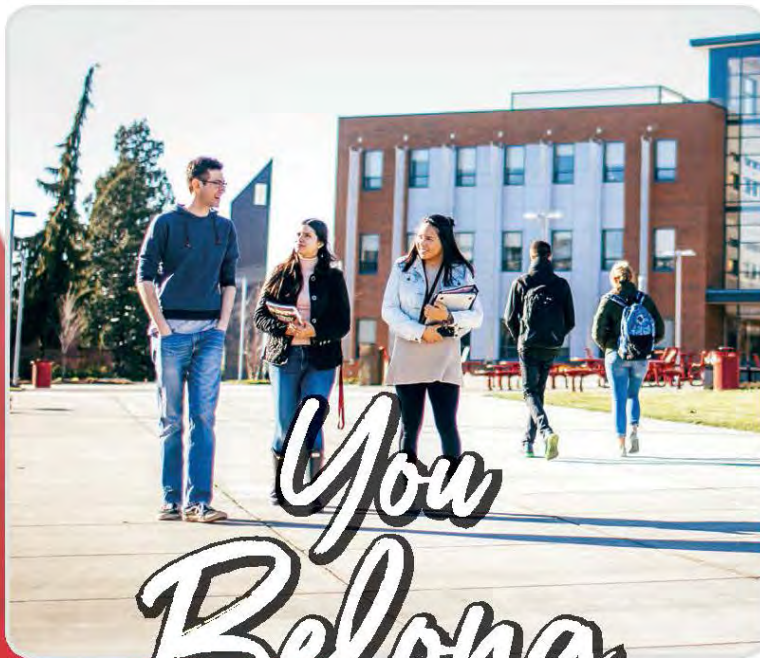
Strategic Enrollment Management Plan Vision

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.

3

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.*

4

Appendix 3: 2019-21 Operational Plan
https://www.skagit.edu/wp-content/uploads/2019/07/2019-Op-Plan-Final.pdf

2019-21 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.

2

2019-21 OPERATIONAL PLAN

- 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:
  - o Increase nationwide advertising and/or attendance at diversity job fairs;
  - o 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.

3

Appendix 4: 2019-20 Core Theme Reports https://www.skagit.edu/about/president-board-of-trustees/board-trustees-core-theme-progress-reports/

Appendix 5: Monthly Meetings Scorecards
https://www.skagit.edu/wp-content/uploads/2021/02/Equity-and-Scorecard.pdf

Appendix 6: 2020 Equity Scorecard
https://www.skagit.edu/wp-content/uploads/2021/02/Equity-In-Action-rev4-19.pdf

Appendix 7: Student Achievement Initiative Data

FALL TO FALL RETENTION – ENTIRE COLLEGE

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	45%	45%	45%	52%	49%
EVERETT	47%	51%	52%	50%	55%
SKAGIT	52%	51%	46%	52%	51%
WALLA WALLA	60%	62%	61%	58%	62%
WHATCOM	57%	50%	55%	51%	55%
YAKIMA	51%	54%	52%	57%	58%

FALL TO FALL RETENTION - LATINX

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	50%	39%	45%	56%	42%
EVERETT	49%	47%	54%	42%	46%
SKAGIT	54%	50%	53%	51%	51%
WALLA WALLA	66%	61%	62%	52%	63%
WHATCOM	63%	54%	56%	47%	56%
YAKIMA	56%	54%	51%	60%	59%

FALL TO FALL RETENTION – HISTORICALLY UNDER SERVED (HU) STATUS

COLLEGE	2014	2015	2016	2017
EDMONDS				
HU	49%	41%	39%	55%
NON-HU	48%	47%	47%	50%
EVERETT				
HU	47%	42%	45%	40%
NON-HU	48%	53%	55%	55%
SKAGIT				
HU	50%	48%	48%	52%
NON-HU	53%	52%	46%	53%
WALLA WALLA				
HU	65%	61%	60%	47%
NON-HU	58%	63%	62%	62%
WHATCOM				
HU	55%	48%	59%	46%
NON-HU	58%	50%	54%	52%
YAKIMA				
HU	54%	52%	50%	58%
NON-HU	48%	59%	57%	56%

FALL TO WINTER RETENTION – ENTIRE COLLEGE

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	69%	69%	73%	81%	82%
EVERETT	78%	78%	81%	80%	79%
SKAGIT	79%	77%	81%	82%	85%
WALLA WALLA	83%	85%	83%	82%	86%
WHATCOM	82%	80%	81%	81%	77%
YAKIMA	83%	81%	83%	81%	83%

FALL TO WINTER RETENTION - LATINX

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	73%	65%	68%	87%	76%
EVERETT	75%	78%	84%	72%	74%
SKAGIT	80%	75%	80%	75%	82%
WALLA WALLA	82%	83%	82%	81%	84%
WHATCOM	83%	83%	83%	77%	75%
YAKIMA	83%	79%	81%	81%	83%

FALL TO WINTER RETENTION – HISTORICALLY UNDER SERVED (HU) STATUS

COLLEGE	2014	2015	2016	2017
EDMONDS				
HU	72%	65%	68%	84%
NON-HU	76%	70%	76%	81%
EVERETT				
HU	72%	72%	78%	70%
NON-HU	80%	79%	82%	84%
SKAGIT				
HU	79%	72%	80%	76%
NON-HU	79%	80%	82%	84%
WALLA WALLA				
HU	80%	85%	83%	80%
NON-HU	84%	86%	83%	82%
WHATCOM				
HU	78%	83%	84%	80%
NON-HU	83%	79%	80%	81%
YAKIMA				
HU	83%	80%	83%	81%
NON-HU	83%	84%	85%	80%

COLLEGE LEVEL ENGLISH BY 1ST YEAR – ENTIRE COLLEGE

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	44%	41%	42%	50%	46%
EVERETT	47%	46%	50%	49%	45%
SKAGIT	44%	51%	60%	58%	58%
WALLA WALLA	46%	46%	45%	51%	38%
WHATCOM	55%	56%	55%	60%	60%
YAKIMA	54%	48%	49%	58%	59%

COLLEGE LEVEL ENGLISH BY 1ST YEAR – LATINX

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	42%	31%	34%	51%	38%
EVERETT	58%	45%	52%	46%	39%
SKAGIT	45%	48%	59%	53%	53%
WALLA WALLA	50%	41%	44%	58%	42%
WHATCOM	55%	60%	53%	54%	60%
YAKIMA	52%	46%	51%	57%	60%

COLLEGE LEVEL ENGLISH BY 1ST YEAR – HISTORICALLY UNDER SERVED (HU) STATUS

COLLEGE	2014	2015	2016	2017
EDMONDS				
HU	39%	35%	35%	45%
NON-HU	51%	43%	45%	53%
EVERETT				
HU	48%	41%	48%	44%
NON-HU	47%	48%	51%	52%
SKAGIT				
HU	43%	47%	58%	53%
NON-HU	45%	53%	61%	61%
WALLA WALLA				
HU	50%	41%	44%	53%
NON-HU	44%	49%	45%	49%
WHATCOM				
HU	47%	58%	54%	51%
NON-HU	56%	55%	54%	63%
YAKIMA				
HU	51%	44%	49%	56%
NON-HU	59%	54%	50%	63%

COLLEGE LEVEL MATH BY 1ST YEAR – ENTIRE COLLEGE

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	26%	26%	26%	30%	25%
EVERETT	18%	21%	23%	25%	27%
SKAGIT	25%	24%	28%	30%	25%
WALLA WALLA	32%	33%	34%	41%	39%
WHATCOM	23%	21%	26%	27%	29%
YAKIMA	17%	17%	18%	23%	22%

COLLEGE LEVEL MATH BY 1ST YEAR – LATINX

COLLEGE	2014	2015	2016	2017	2018
EDMONDS	24%	17%	21%	32%	17%
EVERETT	9%	14%	13%	19%	25%
SKAGIT	17%	18%	23%	25%	23%
WALLA WALLA	30%	30%	25%	41%	35%
WHATCOM	13%	23%	31%	18%	24%
YAKIMA	14%	10%	12%	21%	20%

COLLEGE LEVEL MATH BY 1ST YEAR – HISTORICALLY UNDER SERVED (HU) STATUS

COLLEGE	2014	2015	2016	2017
EDMONDS				
HU	21%	21%	19%	26%
NON-HU	30%	28%	28%	33%
EVERETT				
HU	13%	16%	18%	19%
NON-HU	21%	23%	25%	27%
SKAGIT				
HU	18%	17%	23%	25%
NON-HU	28%	26%	31%	32%
WALLA WALLA				
HU	27%	28%	28%	36%
NON-HU	33%	35%	35%	44%
WHATCOM				
HU	10%	20%	29%	19%
NON-HU	26%	21%	25%	29%
YAKIMA				
HU	13%	10%	13%	21%
NON-HU	24%	29%	28%	28%

45 CREDITS BY 2ND YEAR – ENTIRE COLLEGE

COLLEGE	2014	2015	2016	2017
EDMONDS	34%	33%	33%	39%
EVERETT	32%	36%	37%	35%
SKAGIT	38%	40%	40%	40%
WALLA WALLA	56%	55%	58%	58%
WHATCOM	41%	34%	40%	36%
YAKIMA	35%	38%	37%	40%

45 CREDITS BY 2ND YEAR – LATINX

COLLEGE	2014	2015	2016	2017
EDMONDS	35%	18%	30%	45%
EVERETT	29%	29%	36%	27%
SKAGIT	32%	33%	39%	36%
WALLA WALLA	61%	51%	57%	53%
WHATCOM	37%	33%	35%	25%
YAKIMA	35%	31%	35%	39%

45 CREDITS BY 2ND YEAR – HISTORICALLY UNDER SERVED (HU) STATUS

COLLEGE	2014	2015	2016	2017
EDMONDS				
HU	31%	25%	26%	39%
NON-HU	40%	36%	35%	39%
EVERETT				
HU	28%	29%	29%	26%
NON-HU	34%	39%	41%	39%
SKAGIT				
HU	30%	32%	37%	35%
NON-HU	41%	43%	41%	43%
WALLA WALLA				
HU	59%	50%	56%	49%
NON-HU	54%	57%	60%	61%
WHATCOM				
HU	33%	32%	36%	24%
NON-HU	43%	35%	42%	39%
YAKIMA				
HU	33%	30%	34%	38%
NON-HU	37%	53%	41%	47%

COMPLETION WITHIN 3 YEARS – ENTIRE COLLEGE

COLLEGE	2012	2013	2014	2015	2016
EDMONDS	23%	25%	33%	29%	26%
EVERETT	24%	22%	24%	26%	23%
SKAGIT	20%	21%	26%	30%	30%
WALLA WALLA	45%	37%	43%	40%	44%
WHATCOM	23%	23%	28%	23%	26%
YAKIMA	27%	25%	26%	33%	29%

COMPLETION WITHIN 3 YEARS – LATINX

COLLEGE	2012	2013	2014	2015	2016
EDMONDS	21%	27%	28%	16%	28%
EVERETT	22%	17%	18%	21%	21%
SKAGIT	21%	15%	22%	26%	28%
WALLA WALLA	41%	34%	42%	38%	43%
WHATCOM	16%	18%	28%	19%	26%
YAKIMA	27%	24%	28%	33%	33%

COMPLETION WITHIN 3 YEARS – HISTORICALLY UNDER SERVED (HU) STATUS

COLLEGE	2012	2013	2014	2015	2016
EDMONDS					
HU	21%	24%	27%	18%	21%
NON-HU	26%	28%	39%	33%	28%
EVERETT					
HU	20%	15%	20%	20%	17%
NON-HU	25%	25%	25%	27%	27%
SKAGIT					
HU	18%	14%	22%	25%	26%
NON-HU	21%	23%	28%	32%	31%
WALLA WALLA					
HU	38%	33%	39%	38%	42%
NON-HU	47%	39%	42%	41%	45%
WHATCOM					
HU	19%	16%	24%	18%	25%
NON-HU	25%	24%	29%	24%	26%
YAKIMA					
HU	25%	23%	25%	31%	31%
NON-HU	29%	27%	26%	35%	27%

Appendix 8: Addendum to the 2021 Mid-Cycle Report
https://www.skagit.edu/wp-content/uploads/2021/02/SVC-Mid-Cycle-Report-Addendum.pdf