Year Three Report
Skagit Valley College   March 1, 2013
Northwest Commission on Colleges and Universities

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Institutional Overview

Skagit Valley College was established in 1926, operating in an upstairs room in Mount Vernon High School. Today, the College has two campuses and two centers. The main campus in Mount Vernon is nestled between the Cascade Mountains and Puget Sound in the northwest corner of Washington State. The Whidbey Island Campus (WIC) is located in Oak Harbor and the South Whidbey Center is located in the town of Clinton on Whidbey Island. The San Juan Center, located in Friday Harbor, is accessible only by boat or air.

In Fall 2012, the College served 5,660 students who generated 3,950 full-time equivalent students (FTES). Forty-four percent (44%) were enrolled in university transfer programs of study, 37% reported working toward professional-technical degrees or certificates, and 8% were taking basic skills courses. The remaining students (11%) were enrolled at the College for personal interest.

Half of the students enrolled in Fall 2012 were attending part-time (less than 12 credits) and 58% were female. The average age of females was 29 while the average age for males was 28. Of the students enrolled in Fall 2012, 165 were international students and 540 were enrolled as Running Start students (dual-enrolled in high school and college). The majority of the students were white (70%), 16% were Hispanic, and 5% identify themselves as Asian/Pacific Islander. African American students accounted for 3% of enrollments and 1% of the students were Native American.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

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

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Skagit Valley College

Address: 2405 E. College Way

City, State, ZIP: Mount Vernon, WA 98273

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☐ Other

 If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Automotive Technology	Associate	NATEF	2010-11
Culinary Arts/Hospitality Management	Associate	ACCF	2010-11
Marine Maintenance Technology	Associate	ABYC (American Boat and Yacht Council), Marine League of Schools	2009-10
Medical Assistant	Associate	CAAHEP	2006-07
Practical Nursing/Nursing	Certificate/Associate	NLNAC	2007-08
Parks Law Enforcement Academy	30-cr certificate	National Park Service and FLETC (Federal Law Enforcement Training Center)	2011-12

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: The quarterly FTE for the student in a course is calculated by dividing credit equivalency by 15.

Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2012	One Year Prior Dates: 2011	Two Years Prior Dates: 2010
Undergraduate	3,960	4,210	4,546
Graduate			
Professional			
Unclassified			
Total all levels			

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

Official Fall 2012 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2012	One Year Prior Dates: 2011`	Two Years Prior Dates: 2010
Undergraduate	5,464	5,763	6,445
Graduate			
Professional			
Unclassified			
Total all levels			

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

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

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	103	181	2	5	8	75		13
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

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

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	60,255.00	14

Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:	July 1 through June 30			
Reporting of income:	Accrual Basis	X	Accrual Basis	
Reporting of expenses:	Accrual Basis	X	Accrual Basis	

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:2011/12	One Year Prior to Last Completed FY Dates:2010/11	Two Years Prior to Last Completed FY Dates:2009/10
Current Funds			
Unrestricted			
Cash	646,237	1,314,989	2,404,323
Investments	0	0	0
Accounts receivable gross	2,690	2,690	2,690
Less allowance for bad debts	-73	-73	-73
Inventories	0	0	0
Prepaid expenses and deferred charges	0	0	0
Other (identify)	0	0	0
Due from	10	10	266,435
Total Unrestricted	648,863	1,317,616	2,673,375
Restricted			
Cash	13,155,027	10,819,061	7,625,365
Investments	12,756,507	13,569,467	14,447,641
Other – Accounts Receivable, inventories, etc.	998,063	906,253	782,725
Due from	1,151,158	763,608	1,190,810
Total Restricted	28,060,754	26,058,388	24,046,541
Total Current Funds	28,709,617	27,376,003	26,719,916
Endowment and Similar Funds			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Endowment and Similar Funds	0	0	0
Plant Fund			
Unexpended			
Cash	6,929	439,462	171,425
Investments	0	0	0
Other – Due From	76,905	39,692	23,833
Total unexpended	83,834	479,153	195,258
Investment in Plant			
Land	1,660,785	1,420,195	1,420,195
Land improvements	1,472,743	1,417,747	1,417,747

Buildings	74,669,020	74,653,794	73,590,797
Equipment	5,023,956	4,894,759	5,133,082
Library resources	3,149,176	3,119,613	3,096,030
Other – construction in progress	1,662,811	1,283,245	515,605
Total investments in plant	87,638,491	86,789,353	85,173,456
Due from			
Other plant funds (identify)	0	0	0
Total Plant Funds	87,722,325	87,268,506	85,368,714
Other Assets (identify)	0	0	0
Total Other Assets	0	0	0
Total Assets	116,431,942	114,644,509	112,088,630

BALANCE SHEET DATA

LIABILITIES	Last Completed FY Dates:2011/12	One Year Prior to Last Completed FY Dates:2010/11	Two Years Prior to Last Completed FY Dates:2009/10
CURRENT FUNDS			
Unrestricted			
Accounts payable	323,938	100,857	69,585
Accrued liabilities	475,546	618,571	481,225
Students' deposits	0	0	0
Deferred credits	0	0	0
Other liabilities (identify)	0	0	0
Due to	29,752	26,761	18,908
Fund balance	9,991,202	9,050,041	4,929,210
Total Unrestricted	10,820,437	9,796,230	5,498,928
Restricted			
Accounts payable	88,331	82,422	181,620
Other – deferred revenue	517,897	593,895	654,552
Due to	62,137	140,320	31,823
Fund balance	13,264,140	10,347,214	8,027,753
Total Restricted	13,932,505	11,163,851	8,895,749
TOTAL CURRENT FUNDS	24,752,943	20,960,080	14,394,677
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	32,962	1,800	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	1,404	0
Fund balance	65,071,051	65,427,508	65,793,820
Total unexpended	65,104,013	65,430,712	65,793,820
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0

	Last Completed FY Dates:2011/12	One Year Prior to Last Completed FY Dates:2010/11	Two Years Prior to Last Completed FY Dates:2009/10
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	0	0	0
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	1,530,562	1,566,030	1,437,714
FUND BALANCE	88,326,393	84,824,763	78,750,783

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	**Last Completed FY Dates:2011/12**	**One Year Prior to Last Completed FY Dates:2010/11**	**Two Years Prior to Last Completed FY Dates:2009/10**
Tuition and fees	8,285,558	9,470,162	7,762,172
Federal appropriations	0	0	0
State appropriations	16,503,047	19,644,641	23,558,306
Local appropriations	0	0	0
Grants and contracts	20,719,007	19,273,168	16,646,975
Endowment income	0	0	0
Auxiliary enterprises	2,918,420	3,086,480	3,356,257
Other – investment income, other misc.	369,236	424,536	436,649
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	27,138,983	27,930,467	28,084,050
Research	0	0	0
Public services	0	0	0
Academic support	2,807,259	3,001,683	2,992,713
Student services	5,318,918	5,501,321	5,330,840
Institutional support	4,502,230	4,361,437	4,535,014
Operation and maintenance of plant	0	0	0
Scholarships and fellowships	3,922,338	4,663,519	3,606,462
Other	521,760	415,665	381,465
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	44,211,488	45,874,092	44,930,544
Auxiliary Enterprises			
Expenditures	3,735,328	4,132,756	4,129,131
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	3,735,328	4,132,756	4,129,131
TOTAL EXPENDITURE & MANDATORY TRANSFERS	47,946,816	50,006,848	49,059,675
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	848,452	1,892,139	2,700,684

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:2011/12	One Year Prior to Last Completed FY Dates:2010/11	Two Years Prior to Last Completed FY Dates:2009/10
For Capital Outlay	2,445,522	2,680,220	2,930,585
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

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

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

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

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				

Preface

Institutional Changes Since the Last Report

In March 2012, the College hired Dr. Thomas Keegan as the College President following the retirement of Dr. Gary Tollefson after nine years of service in that role. Dr. Keegan has worked in the Washington community and technical college system for 34 years, the last 11 as President of Peninsula College.

Upon his arrival, Dr. Keegan assessed the administrative structure and instituted the following changes: (1) reinstituted the full-time District Vice President for Instruction; (2) reinstituted the full-time Vice President for WIC and college centers; (3) assigned the Dean for Student Services to a direct reporting relationship with the President (prior to these changes, the Executive Vice President was responsible for District-wide instruction, WIC, centers, and Student Services); (4) restored the library administrator position and the reporting line to the Vice President for Instruction (prior to this change the individual reported directly to the Dean for Technology); (5) assigned the Executive Director of Human Resources to a direct reporting relationship with the Vice President for Administrative Services (prior to this change, the Executive Director reported to the President); and, (6) reinstituted the position of Director of Nursing. In addition, the College created a new position reporting to the President – Director of Planning and Institutional Effectiveness – to build more capacity for research efforts and to promote a shift in culture from compliance to an increased focus on planning and institutional assessment.

The College was named as an *Achieving the Dream (ATD)* institution in 2011. This effort shows promise in supporting the development of targeted student success initiatives based on local student progression data, particularly aimed at low-income students and students of color.

Year One Evaluation Response

The Year One evaluation was conducted in Spring 2011 (http://www.skagit.edu/files.asp_Q_pagenumber_E_2590). With regard to the requested addendum in response to Recommendations 1, 2 and 3 from the April 2009 Evaluation, "the evaluation panel compliments the college on the changes that have been made at the institution since the 2009 visit and encourages the College to continue this work and to gather verifiable evidence of this work prior to its year three visit." In addition, the committee stated that although it was "clear the College worked hard to establish clarity in this process as it goes forward," they found "this focus to be stronger and more complete with regard to Core Theme One than for Core Themes Two and Three."

Beginning in the Spring of 2012, the new President led the development of a new Strategic Plan http://www.skagit.edu/news.asp_Q_pagenumber_E_1830 that includes the following components: College Mission, Vision, Core Themes and Strategic Priorities. This work included a review and revisions to the Core Theme Objectives, Indicators, and Thresholds, as encouraged by the 2011 Evaluation Committee. The goal was to develop elements that are: meaningful and relevant; concise and non-duplicative; and simple and understandable.

The Board of Trustees reviewed all planning and assessment components during a study session in June and at its annual retreat in August. The President engaged the entire College community in discussions during the 2012 Fall In-Service Day and in his subsequent monthly meetings with faculty and staff. This ten-month process culminated with Board approval of the revised Mission Statement, Core Themes, Objectives and Thresholds in January 2013. The revised Core Themes, Objectives, Indicators, and Thresholds are included in "Chapter One – Mission and Core Themes Expectations" on Page 10.

The revised Core Themes, Objectives, Indicators, and Thresholds guide the College's planning and assessment efforts. The College's planning and assessment process includes: operational plan, instructional plan, enrollment plan, recruitment plan, progress and completion plan, and facilities master plan. These plans are designed to align activities at all levels with the College's Mission, Core Themes, and Strategic Priorities. In addition, an annual and seven-year planning calendar was developed. These planning tools were implemented in Winter Quarter 2013.

Chapter One: 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 and associate degrees and as a higher education institution under the Revised Code of Washington (RCW 28.B.50).

ER 3. Mission and Core Themes

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

Standard 1.A. Mission

Mission 1.A.1 & 1.A.2

Institution's Mission Statement

Culminating a 10-month strategic planning process on January 8, 2013, the College's Board of Trustees adopted the following Mission Statement:

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

Skagit Valley College is a public, two-year comprehensive community college. Its Mission Statement is consistent with the authority granted by the Washington State Legislature to offer transfer, workforce, basic skills and continuing education programs.

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

Interpretation of Mission Fulfillment

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

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

Units throughout the College develop action plans with Objectives that align with the Core Theme Objectives, creating a scaffold for mission fulfillment. As the College pursues mission fulfillment, the President's Cabinet and the Board of Trustees review progress on a monthly basis through Core Theme Progress Reports. This ongoing review of Core Themes, Objectives, Indicators, and Thresholds provides data to measure mission fulfillment.

Table 1-1 illustrates the relationships among Mission, Core Themes, and Objectives.

Table 1-1 Mission, Core Themes, Objectives

Mission

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

Core Themes

ACCESS	ACHIEVEMENT	COMMUNITY

Objectives

ACCESS	ACHIEVEMENT	COMMUNITY
1. The College will meet or exceed Strategic Enrollment Management targets.	1. Students will successfully progress and accomplish their educational goals.	1. Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society.
2. The College will meet or exceed the statewide participation rates.	2. Students will demonstrate significant learning related to general education requirements.	2. The College will collaborate with its communities through the exchange of knowledge and resources.
3. College enrollment will reflect District demographics.	3. Students will successfully transition to the workforce.	

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

Mission fulfillment is achieved when the College is meeting or exceeding the Thresholds for the Objectives within each of the three Core Themes: Access, Achievement, and Community.

A scorecard is used for each of the Core Themes so performance of the College can be evaluated at a glance. The Core Theme Progress Reports include an analysis of threshold attainment, including disaggregated data by ethnicity and a trend analysis of longitudinal data. The Scorecard and Core Theme Progress Reports for 2012-13 provided to the Board thus far (Access, Achievement- Transfer, Achievement – Workforce) are included in the Appendix.

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

> _Mission_ defines the fundamental purpose the College, succinctly describing why it exists and what it does.

> _Vision_ provides a vivid description of the College as it effectively carries out its operations.

> _Core Themes & Objectives_ manifest the essential elements of our Mission and _collectively_ encompass our Mission.

> _Indicators_ are meaningful, assessable, and verifiable measures of achievement; the basis for evaluating accomplishment of our Core Theme Objectives.

> _Thresholds_ define the acceptable minimums for mission fulfillment.

> _Core Theme Progress Reports_ are institution/Board-level summary reports showing progress toward Core Theme achievement.

> _Institutional Strategic Priorities_ represent time-sensitive focus areas for the College derived from the Mission, Vision, Core Themes, and Environmental Scan.

Standard 1.B. Core Themes

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

As noted in the Preface, the College actively engaged in a strategic planning process that included a review of the College's Core Themes based on feedback from the NWCCU Year One Report. The process included clear guidelines to ensure that all components of the plan, including the Core Themes are: (1) meaningful, (2) relevant, (3) concise, and (4) easily understood.

Core Theme: Access

Skagit Valley College is an open-door comprehensive community college. Access is a fundamental tenet of the College. The Access Core Theme informs both planning and assessment efforts to ensure the College is serving its diverse population at an acceptable level.

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

Core Theme Objectives: Access

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

    A. Indicator/Threshold: State-supported enrollment will meet or exceed the state allocation.

    B. Indicator/Threshold: International student enrollment will meet or exceed the College's annual target.

    C. Indicator/Threshold: Running Start student enrollment will meet or exceed the College's annual target.

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

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

Objective 3. The College's enrollment will reflect District demographics.

    A. Indicator/Threshold: Latino student enrollment as a percentage of overall enrollment will meet or exceed the District Latino population as a percentage of the overall District population.

    B. Indicator/Threshold: African American student enrollment as a percentage of overall enrollment will meet or exceed the District African American population as a percentage of the overall District population.

    C. Indicator/Threshold: Asian American student enrollment as a percentage of overall enrollment will meet or exceed the District Asian American population as a percentage of the overall District population.

    D. Indicator/Threshold: Native American student enrollment as a percentage of overall enrollment will meet or exceed the District Native American population as a percentage of the overall District population.

Rationale:

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

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

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

The SEM enrollment targets are grounded in data produced by the annual Environmental Scan. In setting enrollment targets, the College provides both a vision of its student body profile and a measurable picture of opportunity. The current Environmental Scan (November 2012) is provided on the Exhibits webpage.

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

While measuring access by enrollment targets is meaningful, it does not provide the full picture of mission fulfillment. Participation rates illustrate the degree to which the College is providing opportunities to the District. Comparing the College's participation rate to the statewide participation rate provides a context for assessment as well as a benchmark for success.

Objective 3. The College's enrollment will reflect District demographics.

The College is committed to equity, as presented in its Vision Statement. To ensure the College is providing opportunities to the District, it is essential that all members of the District population are represented in the student body, especially students of color. Thus, the demographics of the student body should reflect the diversity of the District population and are a critical measure of mission fulfillment.

Core Theme: Achievement

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

Objectives for the Achievement theme are: (1) students will successfully progress and meet their educational goals; (2) students will successfully transition to the workforce; (3) students will experience significant learning related to general education requirements. The State Board's Student Achievement Initiative cohort database provides a stable, shared database for measuring the first Objective for the Achievement Core Theme.

Associated indicators and thresholds for measuring achievement are detailed below:

Core Theme Objectives: Achievement

Objective 1. Students will successfully progress and meet their educational goals

    A. Indicator/Threshold: Transfer students will meet or exceed the system average for achievement outcomes.

    B. Indicator/Threshold: Latino Transfer students will meet or exceed the system average for achievement outcomes.

    C. Indicator/Threshold: Asian American Transfer students will meet or exceed the average system for achievement outcomes.

    D. Indicator/Threshold: Native American, African American, Multi-racial and Other Transfer students will meet or exceed the system average for achievement outcomes.

    E. Indicator/Threshold: Workforce students will meet or exceed the system average for achievement outcomes.

    F. Indicator/Threshold: Latino Workforce students will meet or exceed the system average for achievement outcomes.

    G. Indicator/Threshold: Asian American Workforce students will meet or exceed the system average for achievement outcomes.

    H. Indicator/Threshold: Native American, African American, Multi-racial and Other Workforce students will meet or exceed the system average for achievement outcomes.

    I. Indicator/Threshold: Basic Skills students enrolled in Adult Basic Education (ABE) will meet or exceed the system average for achievement outcomes.

    J. Indicator/Threshold: Basic Skills students enrolled in English as a Second Language (ESL) will meet or exceed the system average for achievement outcomes.

Objective 2. Students will successfully transition to the workforce.

    A. Indicator/Threshold: Students who complete Workforce program certificates or degrees will meet or exceed the system employment rates for similar students, nine months after leaving college.

    B. Indicator/Threshold: Students who leave the Workforce program without earning certificates or degrees will meet or exceed the system employment rates for similar students, nine months after leaving college.

Objective 3. Students will experience significant learning related to general education outcomes.

    A. Indicator/Threshold: Transfer students will have a Community College Survey of Student Engagement (CCSSE)/General Education Learning Index equal to or above similar-sized colleges in the CCSSE cohort. The Index includes the following CCSSE survey items:

        1. Acquiring a broad general education

        2. Writing clearly and effectively

3. Speaking clearly and effectively
4. Thinking critically and analytically
5. Solving numerical problems
6. Using computing and information technology

Rationale:

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

Objective 1. Students will successfully progress and meet their educational goals.

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

Utilizing the Student Achievement Initiative framework, the College has identified Thresholds regarding student progress in transfer, workforce, and basic skills education. In each of these instructional areas, the Threshold sets an expectation that the progress rate of Skagit Valley College students will meet or exceed the progress rate of the community and technical college system. These same Thresholds are applied to the success rates for Latino, Asian American, Native American, African American, and Multi-racial students to ensure a focus on equity. This framework links directly to the College Mission, which supports students meeting their educational goals.

Objective 2. Students will successfully transition to the workforce.

The College Mission states in part "Skagit Valley College provides opportunities for students in pursuit of their … **employment goals**…" The College is focused on achieving employment rates for SVC students that are equal to or greater than the community and technical college system.

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

Objective 3. Students will experience significant learning related to general education outcomes.

Regardless of a student's particular educational goal, SVC's curriculum is designed to engage students in transformative learning. The College's General Education Learning Outcomes help to define the specific types of skills and knowledge that are at the foundation of this effort to contribute to student growth and development. The College's General Education Learning Outcomes include the ability to integrate disciplines, apply knowledge, effectively use information literacy, think critically, communicate effectively, recognize community and cultural diversity, express global, local and individual awareness and responsibility, demonstrate aesthetics and creativity, show mathematical reasoning, demonstrate scientific literacy, and understand the role of technology. The College measures achievement in this area by assessing student perception of gains via the CCSSE and comparing them to similar-sized colleges.

Core Theme: Community

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

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

Associated indicators and thresholds for measuring achievement are detailed below:

Core Theme Objectives: Community

Objective 1. Students and employees will engage in a culture of mutual respect and acceptance that embraces diversity and promotes a civil society.
   A. Indicator/Threshold: The CCSSE Pluralism Index score will be equal to or exceed the Index score for similar-sized colleges.

   B. Indicator/Threshold: The Pluralism Matrix score will average at least 75% of the maximum.

   C. Indicator/Threshold: Biennial SVC Vision Survey scores will average at least 75% of the maximum.

Objective 2. The College will collaborate with the local community through the exchange of knowledge and resources.
   A. Indicator/Threshold: The Gelmon Community Engagement Rubric scores will average at least 75% of the maximum.

   B. Indicator/Threshold: The Carnegie Community Engagement Classification scores will average at least 75% of the maximum.

Rationale:

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

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

The two objectives are measureable and focus the College on progress toward achievement of the Community Core Theme. Further, the Pluralism Matrix, Gelmon Community Engagement Rubric, and the Carnegie Community Engagement Framework bring students, faculty, and staff together in a reflective exercise that itself builds community.

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

Students and employees alike have the ability to work together to create a culture on campus that fosters mutual respect, diversity and civility. Through the CCSSE survey, students report their perceptions of their experiences in the learning environment. To assess employees' contribution toward creating this culture, the College utilizes two in-house instruments – the biennial Vision Survey and a pluralism matrix. The Pluralism Rating Matrix was adapted from the Civil Institutional Matrix developed through the Association of American Colleges & Universities initiative, Civic Learning and Democratic Engagement. The matrix is a reflective, self-assessment designed to evaluate the College's overall commitment to pluralism.

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

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

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

The College utilizes two national assessment tools to evaluate success in meeting the Objectives for this Core Theme. The Gelmon Community Engagement Rubric is a self-assessment tool that helps the institution evaluate its level of engagement with the community. The Carnegie Community Engagement Framework is a self-assessment tool that addresses the institution's commitment and activities regarding community engagement.

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

ER 4 Operational Focus and Independence
Skagit Valley College operates under the statutory authority of the Community and Technical Colleges Act of 1991, codified in RCW 28B.50. The College is governed by a five-member Board of Trustees appointed by the Governor. The College independently establishes and manages its program and services and operates as a public institution of higher education with primary emphasis on transfer programs, workforce programs, and basic skills education.

ER 5 Non-Discrimination
SVC is an Equal Opportunity Employer. The College does not discriminate on basis of race, color, national origin, sex, disability, sexual orientation, or age in its programs and employment. This policy applies to all programs, services and facilities. Institutional compliance for efforts for equal opportunity, and non-discrimination policies is assigned to the Executive Director of Human Resources.

ER 6 Institutional Integrity
Skagit Valley College is governed and operates in a non-discriminatory manner. Stakeholders most affected by decisions are informed and provided opportunities for suggestions and feedback. The College publishes its policies and procedures, and updates them regularly to assure they comply with state and federal law.

ER 7 Governing Board
The College's Board of Trustees is comprised of five unpaid members appointed by the Governor for five-year terms. The Board sets policy and approves the budget, but delegates operational policy- and decision-making to the College President. No voting Board Member has any contractual, employment, or personal financial interest in the College.

ER 8 Chief Executive Officer
The College President, appointed by the Board of Trustees, serves as the CEO. His full-time responsibility is to the institution. The President serves as the Secretary to the Board of Trustees. The Board of Trustees evaluates the College President's performance annually.

ER 9 Administration
Skagit Valley College maintains administrative and support services necessary to achieve its Mission and goals. Administrators provide effective leadership and oversee the day-to-day operations of the College, with oversight from the College President.

ER 10 Faculty
The College employs 103 full-time, professionally qualified faculty to deliver instruction, library services, and counseling. Faculty contracted workloads, evaluations, and opportunities for professional development are consistent with the faculty Collective Bargaining Agreement. Faculty are involved in academic planning, curriculum development and review, student academic advising, outcomes assessment, and institutional governance.

ER 11 Educational Program
Consistent with its Mission, the College offers a wide range of high-quality educational programs, many of which lead to degrees and certificates. All degree programs are based on recognized fields of study and are approved by the State and the College's Board of Trustees. Degree programs require learners to be effective users of library and information resources. The College's emphasis on building community encourages strong student-faculty interaction in onsite and online courses.

ER 12 General Education and Related Instruction
At Skagit Valley College, all degrees and professional-technical certificates of 45 or more credits include a general education component. Professional-Technical programs meet the general education/related education requirements set forth by the NWCCU. General education learning outcomes are incorporated into course outlines, syllabi, and learning outcome assessment plans. Transfer degree programs meet the guidelines set forth by the Higher Education Coordinating Board and the State Board for Community and Technical Colleges.

ER 13 Library and Information Resources
The College libraries provide onsite and online resources, instruction, and reference assistance for students in all programs as well as for College employees. The library facilities provide computer access and study spaces for students. The Information Technology department provides and maintains the technology infrastructure to support all instructional and administrative operations.

ER 14 Physical and Technological Infrastructure
The College maintains two campuses and two centers. The main campus is located on 100 acres in Mount Vernon. In addition to its Mount Vernon Campus, the College owns and operates a 10,262 square foot building in downtown Mount Vernon. SVC also owns and operates a second campus in Oak Harbor, which is situated on 9.75 acres The centers are located in Friday Harbor on San Juan Island and at the southern end of Whidbey Island in Clinton. The College also offers its Marine Technology Program in Anacortes in conjunction with six regional school districts.

ER 15 Academic Freedom
Skagit Valley College maintains a learning environment that fosters academic freedom, creative activity, and innovation. Academic freedom is addressed in the Collective Bargaining Agreement.

ER 16 Admissions
Skagit Valley College has an open-door admissions policy. Certain programs, such as Nursing, have their own admissions requirements, which are articulated in the College catalog and on the College website.

ER 17 Public Information
Skagit Valley College publishes a printed catalog every two years. The web-based version of the catalog is regularly updated and considered in effect at all times. The Catalog provides information on admissions; academic rules and regulations; costs and refund policies; attendance and withdrawal policies; and degrees, programs, and courses. The College's

Public Information Office coordinates with other College offices to create consistent and accurate information in print and on the College's website.

ER 18 Financial Resources
The College's funding comes primarily from the Washington State Legislature and from student tuition. Additional sources of funds include grants and contracts. The College has a stable financial status and reserves.

ER 19 Financial Accountability
The College's finances are externally audited by the Washington State Auditor's Office (SAO). The College meets all auditing and accounting requirements. Since the College's last accreditation visit in 2008, SAO has audited the College twice – an accountability audit for the period from July 1, 2007 through June 30, 2009 and a compliance audit for 2011.

ER 20 Disclosure
Skagit Valley College has disclosed and made public all information, documentation, and materials requested by the Commission in order to carry out its evaluation and accreditation functions.

ER 21 Relationship with the Accreditation Commission
Skagit Valley College accepts and subscribes to the standards and policies set forth by the Northwest Commission on Colleges and Universities. The College makes available all information requested by the Commission.

Standard 2.A Governance

Governance System (2.A.1)

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

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

      Section 1000 – Executive
      Section 2000 – Operational Governance
      Section 3000 – Human Resources
      Section 4000 – Educational Programs
      Section 5000 – Student Services
      Section 6000 – Administrative Services

    Section 7000 – Facilities
    Section 8000 – Information Access & Responsibility

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

In addition to paper copies available in each administrative office and the College libraries, operational policies and procedures are posted on the College's public website (http://www.skagit.edu/files3.asp_Q_pagenumber_E_2650).

Requests for changes to policy and procedures may be submitted by any member of the College community. Such requests are submitted to the Governance Steering Committee (GSC) which receives and determines the disposition of the request. The GSC serves a clearinghouse function and routes requests to one of the standing committees for consideration. Significant changes to policies and procedures are subject to public hearings as outlined in OPPM Section 2000.

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

Students have a number of opportunities to be involved in leadership across the District, including student government and serving on governance committees. The President of the Student Body Association reports to the Board of Trustees each month as a standing agenda item.

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

Delineation of authority and responsibility (2.A.2)

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

SVC operates its main campus in Mount Vernon, a satellite campus in Oak Harbor, a center in Friday Harbor on San Juan Island, and a center at Clinton at the south end of Whidbey Island. The College also offers its Marine Technology Program in Anacortes. All District locations administer and adhere to the same policies, regulations, and procedures.

SVC is one of 30 Washington community and technical college districts. The statewide system

is governed by the State Board for Community and Technical Colleges. The SBCTC, governed by a nine-member governor-appointed Board, is required to provide "general supervision and control over the state system of community and technical colleges." Among its specific responsibilities are to:

- Prepare a single system operating budget request and capital budget request for consideration by the Legislature.
- Disburse capital and operating funds appropriated by the Legislature to the college districts.
- Ensure that each college maintains an open door policy and offers the educational, training, and service programs specified by law.
- Administer criteria for establishment of new colleges and for the modification of district boundary lines.
- Establish minimum standards for the operations of community and technical colleges with
  respect to personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support.
- Prepare a comprehensive master plan for community and technical college education.
- Encourage innovations, coordinate research, and disseminate research findings.

Monitoring of Standards Compliance (2.A.3)

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

Governing Board (2.A.4 –2.A.8)

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

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

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

confidentiality appropriate to issues of a sensitive nature; and ensuring that public funds, including those related to board expenses, are spent wisely and legally.

Members of the Board of Trustees, according to Board Policy GP-3, "deliberate in many voices, but govern in one; the Board of Trustees of the College can legally function only as a unit; individual acts of a Trustee in relation to College matters are considered those of a private citizen."

Under the governance model adopted by the Board in July 2000, the BOT is a policy-making Board responsible for defining institutional Mission, setting broad institutional policies, and monitoring progress in the achievement of Core Theme Objectives, while the College President is responsible for operational policy. The BOT employs the College President as the institutional leader to whom they delegate operational responsibilities.

Board policies are posted on the College website:
http://www.skagit.edu/files3.asp_Q_pagenumber_E_1319.

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

Board Policy BSL-4 requires that the performance of the College President be reviewed on an annual basis and that his "performance will be considered to be synonymous with organizational performance as a whole." The evaluation is based on three items:

1.   The policies and ends monitoring data provided during the evaluation cycle;

2.   Specific goals and expectations set for the President by the Board at the beginning of the evaluation cycle; and,

3.   Overall adherence to SVC Board policies.

Each summer, at its annual retreat, the BOT conducts an annual self-evaluation of their performance. Accordingly, the most recent evaluation was conducted in Summer 2012.

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

Skagit Valley College has an effective system of leadership, staffed with highly qualified administrators with appropriate levels of responsibility and accountability. The President's Cabinet serves as the College's Leadership team, and is responsible for leading the planning, management, and assessment of the College's operations.

The President's Cabinet members include the Vice President of Administrative Services, Vice President of Instruction, and Vice President for the Whidbey Island Campus. The Deans for Basic Skills and Academic Programs, Workforce Programs, Student Services, and Instructional Technology each serve on the Cabinet as well as the Director for College Advancement and the Director of Planning and Institutional Effectiveness. The Cabinet generally meets once each

week following an agenda prepared in advance by the President with input from Cabinet members.

The College is led by President Thomas Keegan who assumed the presidency in March 2012. Dr. Keegan came to Skagit Valley College from Peninsula College, where he held the presidency for 11 years. Prior to Peninsula College, Dr. Keegan served in a number of administrative positions in community college education. Altogether, Dr. Keegan has 34 years of experience in the Washington Community and Technical College system.

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

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

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

Policies and Procedures

Academics (2.A.12)

All academic policies are clearly communicated to faculty, administrators, and staff through the faculty Collective Bargaining Agreement, faculty guidelines, and the College's Operational Policies and Procedures, Section 4000 – Educational Services. The faculty Collective Bargaining Agreement (CBA) and faculty guidelines are available to the College community on the College's portal (intranet). The OPPM is available on the College's website (http://www.skagit.edu/files3.asp_Q_pagenumber_E_2650).

Students learn about the College's academic policies through the Student Policies Handbook (http://www.skagit.edu/directory.asp_Q_pagenumber_E_415), the College Catalog (http://www.skagit.edu/images/Cat12_13_final-web2.pdf), and course syllabi.

Library and Information Resources Policies (2.A.13)

The library Mission Statement, policies, contact information, hours of operation, and maps are published on the library website, http://library.skagit.edu, under "About the Library." The library website provides multiple ways for patrons to get library assistance, including in-person, by phone, by email, and through ASK-WA, the 24/7 live chat reference service.

Transfer-of-Credit Policy (2.A.14)

SVC transfer-of-credit policies are based on the Transfer Student Bill of Rights endorsed by the Student Services Commission of the Washington State Board for Community and Technical Colleges (https://www.skagit.edu/news.asp_Q_pagenumber_E_3262). The transfer policy is designed to ensure that students receive appropriate credit for courses completed at other accredited institutions, while maintaining the integrity of its degree programs. The transfer policy is provided in the College's Catalog and the student transfer website (https://www.skagit.edu/news.asp_Q_pagenumber_E_3261).

New SVC students learn about transfer resources during mandatory small-group advising or an online new student advising video. The Counseling and Advising Offices support entering students, including students transferring from other institutions who, if they transfer in with 15 or more credits, meet individually with advisors. Transfer specialists are available at each campus and center to provide students with information and resources to help them plan for transfer to a four-year college or university. SVC's student homepage, MySVC, includes valuable resources for students considering transfer to institutions in-state and nationwide. Students can use secure online and registration tools to view their courses and perform a degree audit in preparation for transferring courses.

Student Rights and Responsibilities (2.A.15)

SVC's student rights and responsibilities policies and procedures are designed to promote a safe and effective learning environment for students and College personnel. The *Student Rights and Responsibilities* underwent a total review and revision in 2008-09. Changes went into effect in November 2009, including necessary revisions to the Washington Administrative Code (WAC). *The Student Rights and Responsibilities* and other student-related policies are located on the College website (https://www.skagit.edu/directory.asp_Q_pagenumber_E_415) and are available in print in the Office of the Dean of Student Services.

The College annually revises and distributes a code of Student Rights and Responsibilities that includes the Code of Student Conduct as well as policies and procedures regarding disabilities services, grievances, controlled substances, anti-discrimination, sexual harassment, children on campus, smoking, posting materials, educational records, and academic integrity. The Code of Student Conduct also contains the definitions and processes for College disciplinary actions. The current Student Rights and Responsibilities document is available on the College website at http://www.skagit.edu/images/studentrights.pdf .

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

The College has a grievance policy and procedure. In the event a student grievance is not resolved informally, students may take grievances directly to a formal grievance process. The Grievance Committee is composed of students, staff, faculty, and administration. Various appeal mechanisms have been established with regard to academic suspension and dismissal, financial aid eligibility, residency issues, grades, and other such matters. Support for mediated problem solving is available through the Dean of Student Services office and Counseling and Career Services office. The procedure for student grievances is outlined in the SVC Catalog and detailed on the SVC website (https://www.skagit.edu/images/studentrights.pdf).

Admission and Placement Policies (2.A.16)

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

The College requires students seeking a certificate or degree, or enrolling in 10 or more credits to take the COMPASS placement test. COMPASS is not required for students who provide transcripts from other colleges showing they have successfully completed the requisite math and English composition courses. COMPASS placement cut-off scores are determined jointly by department faculty, counselors, and administrators.

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

SVC also provides for reciprocity of pre-college students' placement upon transfer to SVC, consistent with SBCTC policy (http://www.sbctc.ctc.edu/college/education/placement_reciprocity_proposal_to_atc_winter2012.pdf)

> A student who places into math, English, or reading either through course completion or local skills assessment and enrolls at any Washington CTC can expect to have that placement level honored upon transfer to SVC if the student so requests, even if the courses may not be exact equivalents. Students requesting reciprocity must initiate the process within one year of their initial placement assessment.

The College has created a single point of contact for new degree-seeking students to coordinate admission, placement assessment, and the initial advising process. After applying for admission, College staff schedule students for their placement assessment and a mandatory small-group

advising session where they review their assessment results and the Math and English sequence; receive an overview of College programs, degrees and requirements; are introduced to student support services and student success strategies; and receive help in planning their first quarter class schedule.

Requirements for maintaining good academic standing and continued enrollment, Honor Roll, and the policy and procedures regarding possible dismissal from the College for low grades are outlined in the College Catalog and website. Some specialized programs (including but not limited to Nursing and Allied Health programs) maintain additional admission, continuation, and termination policies, which are published in program-specific student handbooks and program websites, and explained to students during specialized program orientations. Student policies and procedures related to academic progress are administered in an equitable and consistent manner within specified timeframes. Committees composed of representatives from faculty and administration make decisions regarding student grievances, academic suspension, and specialized program dismissal.

Co-Curricular Activities (2.A.17)

Personnel in the Dean of Student Services Office oversee co-curricular activities for both campuses, including student government, the Cardinal Newspaper, student clubs, College radio stations, and student athletics. Information for each of these areas is available on the SVC Student Life website (https://www.skagit.edu/directory.asp_Q_pagenumber_E_295).

The College's use of student fees to support student activities and programs complies with the Revised Code of Washington (RCW 28B.15.041 and RCW 28B.15.045). SVC's policies and procedures clearly state the roles and responsibilities of students and the College with regard to student activities and fees: the *Guidelines for Permissible Use of S&A* and *ASSVC Financial Code* are posted on the SVC District Services and Activities Committee website, under the Student Government web page (https://www.skagit.edu/directory.asp_Q_pagenumber_E_295).

The College belongs to the Northwest Athletic Association of Community Colleges (NWAACC) and complies with the Conference's regulations as provided in the NWACC Codebook (http://www.nwaacc.org/nwaacc_documents/2012-13-CODEBOOK.pdf).

Human Resources Policies and Procedures (2.A.18)

Human Resources policies and procedures are approved through the College's governance process and are published as part of the College's Operational Policies and Procedures, which are included on the College's public website (http://www.skagit.edu/files.asp_Q_pagenumber_E_2650). Human Resources policies and procedures, Section 3000, were last reviewed and updated in July 2011 and are currently under review. The current review will result in the addition of new policies and procedures, including those related to employment practices, nepotism, child abuse and neglect reporting, volunteers, exempt employee contracts, exempt employee performance evaluations, and training/professional development. The Human Resources Office has internal procedures in place for most of the expected new additions. The current update process, conducted through the governance structure, will provide increased visibility and College-wide input as these policies

and procedures are further developed.

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

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

Conditions of Employment (2.A.19)

When hired, new employees are provided with information related to their work conditions, assignments, rights and responsibilities, performance evaluation materials, and applicable collective bargaining agreements. Conditions of employment for faculty members are established in the Collective Bargaining Agreement. Conditions of employment for administrative exempt employees are provided in their job description.

Faculty hired on a tenure track are provided with information about the tenure process by the Office of Instruction and required to attend a meeting on the probation process during the first quarter of employment. Classified staff meet with their supervisor to review the duties and responsibilities of the job description and performance expectations for the six-month probationary period prior to attainment of permanent classified status.

Both the faculty and classified staff collective bargaining agreements address evaluation, retention, promotion, and the steps taken prior to termination for cause. The agreements are generally for a two-to three-year period and after a successful agreement is bargained, the staff is provided information about changes in any agreement during informational sessions.

Administrative/Exempt staff members are "at-will" employees, and the current contract provides for a 90-day notice prior to termination.

Human Resources Records (2.A.20)

Careful attention is paid by staff to ensure confidentiality of records, and staff members are regularly reminded of their duty to keep all matters within the Human Resources Office confidential. The Human Resources Office is located in the Administrative Annex Building with a security alarm system. The Human Resources Office has an additional security alarm system. Personnel and benefits files are stored in locked file cabinets. All electronic information is stored on password-protected computer systems. Access is restricted to personnel who need the information to perform a particular duty or responsibility.

Publications (2.A.21)

All College publications and statements – print and electronic – are reviewed to assure they are accurate and consistent. Statements to the public are coordinated through the Public Information Office and are reviewed by appropriate College personnel prior to release. Communications and publications for current and prospective students regarding course descriptions, program requirements, and services are accurate and use consistent terminology. Professional/Technical departments maintain individual planning guides with suggested sample schedules to enable students to earn certificates or degrees in a timely, efficient manner.

The College Catalog, quarterly class schedules, and other program publications are maintained on the College website. Dissemination of course and enrollment information (WAC 131-32-040) is the guiding regulation under which the College prepares and disseminates information to the public. Website information is updated on an ongoing basis, making information about programs and classes accurate and timely. College print materials encourage students to visit the website for the most up-to-date information.

Ethical Standards (2.A.22)

The College's Guiding Principles establish the tone of interactions within the College community and in dealings with external constituents. Developed in a collaborative manner over the course of nine months in 2012, the Guiding Principles establish jointly-held expectations that members of the College community will: treat others with respect; act with integrity; engage in open and honest communication; and, utilize collaborative decision-making processes.

The principles guide decision-making, planning, evaluation, policy-making, and program development, as well as day-to-day interactions. Beginning in the Fall of 2013, a biennial survey of employees will assess the degree to which the College community embraces the Guiding Principles.

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

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

including those related to Board expenses, are spent wisely and legally.

Conflict of Interest (2.A.23)

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

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

Ethics in the use of College computers and computing facilities is addressed in the Operational Policies and Procedures Manual (OPPM), which states that "computing resources should be used appropriately in accordance with the high ethical standards of the College. College networks and equipment must comply with the standards of state ethics laws and use policies of those networks which provide service."

The Center for Learning and Teaching has sponsored several ethics training workshops over the past several years. These workshops have been open to all employees District-wide and have been well attended.

Intellectual Property (2.A.24)

Article IV, Section 9 of the CBA between the College and the SVCFT delineates a clear process for determining the ownership of intellectual property. The CBA states that:

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

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

Accreditation Status (2.A.25)

The College Catalog and other publications accurately use the term "Accreditation" and

accurately reflect the current status of Skagit Valley College in that regard. The current Catalog includes the statement: "Skagit Valley College is accredited by the Northwest Commission on Colleges and Universities." Information on the College's accreditation status is included on the website (http://www.skagit.edu/files.asp_Q_pagenumber_E_2590).

Contractual Agreements (2.A.26)

SVC employs a carefully planned and closely monitored process for its contractual agreements. Contracting procedures are based upon requirements and advice from the Office of Financial Management and State Attorney General. All contracts are approved as to form by the College's assistant attorney general. Standardized templates are used for most contracts. The College posts these templates and instructions on its internal website and they are provided in the Exhibits. Contract processing and approval is guided by a standard contract routing form to ensure approvals by the appropriate College administrators for contract scope, appropriateness, cost, and form. The routing form is available on the Exhibits web page. Prior approval from the Vice President for Administrative Services must be obtained before a contract can be signed. The delegation of signature authority is included in the Exhibits web page.

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

SVC values and supports academic freedom through faculty rights delineated in the Collective Bargaining Agreement (CBA). The Academic Freedom section of the CBA states:

> Academic freedom is fundamental for the advancement of truth in all institutions of higher education conducted for the common good. The common good is best achieved when faculty are free to pursue scholarly inquiry without undue restriction, and to voice and publish conclusions that the faculty member considers relevant.

> The faculty member's right to select materials and the right to freedom of discussion is fundamental in the search for truth. Therefore, the District guarantees that faculty members shall have freedom of discussion and expression. Nevertheless, this right is not to be construed as license to introduce inappropriate material unrelated to the subject. Materials related to the topic shall not be censored on the grounds of controversy.

Students are ensured of the right to academic freedom. The introduction to the SVC Student Rights and Responsibilities (SRR) states:

> As a center of learning, Skagit Valley College has the obligation to maintain conditions that are conducive to freedom of inquiry and expression in the maximum degree, compatible with the orderly conduct of its functions. For these purposes, Skagit Valley College is governed by regulations and procedures that safeguard its functions and which, at the same time, protect the rights and freedoms of all members of the academic community.

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

- Students are guaranteed the rights of free inquiry, expression and assembly upon and

within College facilities that are generally open and available to the public.

- Students are free to pursue appropriate educational objectives from among the College's curricula, programs and services, subject to the limitations of RCW 28B.50.090 (3)(b).

- Students shall be protected from academic evaluation that is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors

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

Academic freedom for students is also ensured by the Student Complaints Policy (WAC 132D-120-230) in the SVC SRR which states:

> The purpose of this section is to protect each student's freedom of expression in the classroom; to protect each student against improper disclosure of the students' views, beliefs and political associations; to protect each student from improper, arbitrary or capricious academic evaluation as evidenced by the student's course grade; and to afford each student reasonable protection against arbitrary or capricious actions taken outside the classroom by other members of the College community.

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

Finance (2.A.30)

SVC follows clearly defined policies regarding oversight and management of financial resources. Board Policy EF-1 Fiscal Health and Stability, Budget Review (http://www.skagit.edu/imageuploads/file376.pdf) includes requirements regarding budget preparation, reviews and approvals, regular revenue and expense reporting, and end of year reporting. End of year reporting includes a detailed summary of cash reserves and changes from the prior fiscal year. The 2011-12 year-end reports are provided on the Exhibits web page.

Standard 2.B. Human Resources

Qualified Personnel (2.B.1)

Skagit Valley College employs 103 full-time faculty, 181 part-time faculty, 58 administrative/exempt staff, 185 classified support staff, 91 student workers, and 325 temporary hourly support staff. The administrative/exempt staff, faculty, and classified staff have been selected based on qualifications for each position and have the requisite educational background, experience, and skills to perform the primary responsibilities of their positions. The College employs sufficient personnel to carry out the mission and instructional needs of the institution.

The Human Resources staff works closely with supervisors to ensure that recruitment efforts are clear, consistent and accurately reflect the requirements and qualifications for open positions. New position openings are carefully reviewed by the appropriate supervisor and Human Resources staff prior to recruitment. As part of the review process, the Human

Resources staff compares job descriptions and qualifications of similar positions in the state's community and technical college system and the Washington State general government. Faculty and administrative positions are advertised in industry-specific publications, such as the *Chronicle of Higher Education.*

Requirements for administrative/exempt positions are specific to each position, but generally require a minimum of a bachelor's degree and three to five years of experience. Individuals who are employed in an administrative/exempt position generally exceed the minimum qualifications for the position.

Full-time faculty positions in academic transfer departments require a master's degree within the discipline as a minimum requirement. Among workforce and Adult Basic Education programs, faculty members frequently have a bachelor's degree within their discipline or maintain specialized certifications necessary to accomplish their instructional role. The educational requirements for faculty are established in accordance with the Washington Administrative Code (WAC) 131-16 (http://apps.leg.wa.gov/wac/default.aspx?cite=131-16).

Classified staff members are represented by the Washington Public Employees Association (WPEA) and employment practices are covered under a collective bargaining agreement which has been negotiated by the State Labor Relations Office. The WPEA agreement includes specific requirements for the selection of classified staff.

Administrative/exempt, faculty, and classified staff are provided a copy of their job description that identifies the scope and responsibilities of their position. Job descriptions are reviewed periodically by Human Resources personnel and supervisors for consistency and accuracy in meeting the current needs and requirements for each position. The review process typically takes place in conjunction with the annual evaluation process. If the scope of duties and responsibilities are changed, an updated job description is provided to the employee.

Evaluations (2.B.2)

Skagit Valley College has established standardized evaluation processes that are used to conduct performance evaluations for classified employees as identified in the WPEA Agreement. Reviews occur for probationary staff during their first six months and annually thereafter. It is the responsibility of the supervisors of classified staff to conduct regular evaluations and to provide copies to the employee and to the Human Resources office for inclusion in employees' personnel files. The Human Resources office posts information on the College's internal website as a resource for supervisors on the forms, process and timing of evaluations. In 2011, the College implemented a new evaluation process for all administrative/exempt staff. This process includes a self-evaluation and a supervisors' evaluation. Supervisors are responsible for conducting regular evaluations. The templates for development plans and reviews are posted on the Human Resources internal website and are available on the Exhibits web page.

Professional Development (2.B.3)

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

In accordance with the faculty CBA full-time faculty are required to submit a five year professional development plan outlining activities that they intend to pursue during that period. Professional Development Plan templates are included on the Exhibits web page. Part-time faculty at Step 2 and Step 3 of the part-time faculty salary schedule are required to engage in either one or two professional development activities annually. These activities include but are not limited to: workshops, conferences, back-to-industry experiences, research, projects, or college coursework.

Faculty professional development activity funds are made available from a variety of sources, including the College operating budget, the SVC Foundation, and division budgets. The CBA provides for an annual allocation of $60,000 for activities such as "attending workshops, seminars, and schools, or visiting industries or official or private institutions or conferences designed primarily to benefit the College." In addition, a variety of workshops are offered through the Center for Learning & Teaching and by the District General Education Committee. A list of faculty professional development activities for the past several years, including Exceptional Faculty Awards, is included on the Exhibits webpage.

The College supports a faculty member to coordinate the Center for Learning and Teaching (CLT) activities and website. The Center offers staff and faculty members monthly professional development training and resources on a variety of topics. As a result of these multiple professional development opportunities, a majority of faculty members engage in some form of professional development.

In 2008, Dr. Keegan authored a paper titled, "A Conceptual Framework for the Professional Development of Community College Faculty" and later adapted it to address the professional development of staff. The classified staff has adopted the *Framework* for a mentoring program, which is in the early stages of development. During Spring Quarter 2013, efforts will begin to utilize the *Framework* for faculty and administrative development efforts.

College staff may take advantage of the state employee tuition waiver program by enrolling in college courses to increase skills or pursue degrees. Administrative exempt and classified staff members are also provided with funding for professional development on an as-needed basis to fulfill the requirements of the position and the Mission of the College.

Faculty Credentials (2.B.4)

SVC faculty are engaged in the development, delivery and oversight of all instructional programs. To carry out this work, the College employs over 280 faculty, 103 of whom are full-time. The ratio of full-time/part-time faculty is consistent with that of the Washington community college system. Skagit differs from the norm, however, in that over half of SVC's part-time

instruction is provided by senior part-time faculty with many years of teaching experience.

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

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

Adult Basic Education faculty hold a Bachelor's degree along with teaching certification, TESOL certification, and/or a post-baccalaureate degree.

Faculty Responsibility and Workload (2.B.5)

The faculty CBA covers workload standards, economic provisions, and other faculty responsibilities. According to the CBA, full-time faculty provide professional services within their individual area of competency according to their workload assignments. Faculty are required to comply with and perform non-teaching duties normally associated with the instructional process, including serving on committees, attending in-service training, engaging in non-teaching departmental activities, and advising. It is the responsibility of the instructional administrators, working with department/division chairs, to determine individual workload assignments on an annual basis. The CBA includes a provision for faculty to request flexibility in workload scheduling and calendars.

The tenure review process for probationary faculty members and the promotion process for senior tenured faculty members are described in the CBA, with clear criteria for both the award of tenure and promotion. Criteria for evaluating probationary faculty include skills in teaching, counseling or as a librarian, depending upon the appointment; ability to work with students and create an environment conducive to student learning; ability to work cooperatively with faculty, staff and administrators; knowledge or competence in discipline; and participation in professional development, curriculum development, and assessment. The criteria for promotion to senior status for tenured faculty include: years of service, leadership, faculty-related activities, and professional development.

Faculty Evaluations (2.B.6)

The CBA requires that all full-time tenured faculty members participate in an evaluation at least once every five years. Probationary faculty members are evaluated quarterly by their tenure review committee, department/division chair, and supervising administrator. The CBA also requires all part-time and full-time temporary faculty to be evaluated one out of every three quarters of employment for the first three years, at least once every five years thereafter. The supervising administrator oversees the evaluation process, which includes student feedback, and department/division chair evaluation by the supervising administrator. Faculty members may also choose to utilize and include peer evaluations or self-evaluation based on Small Group Instructional Diagnosis, videotape observations, portfolios, or other techniques.

The purpose of post-tenure evaluation is to assist the faculty member in strengthening his/her professional skills. Should deficiencies in the faculty member's performance become evident, he/she is responsible for remediating the deficiencies, and the College is expected to assist through development opportunities agreed upon by both parties. At the beginning of each academic year, the Vice President of Instruction sends a memo to all Deans detailing the evaluation process per the faculty contract.

Standard 2.C. Education Resources

Appropriate Content and Rigor (2.C.1)

The College's Mission to provide opportunities for students to achieve their educational and employment goals is reflected in SVC's General Education Learning Values and throughout the curricula. Multiple and varied assessments of SVC's instructional programs demonstrate that SVC provides comprehensive educational programs with appropriate content and standards to meet student and community needs. Examples of assessments, awards, and publications related to the quality of the College's educational program are provided on the Exhibits webpage.

Instructional programs at SVC lead to collegiate-level degrees or certificates consistent with program content in recognized fields of study. SVC transfer degree graduates are able to directly transfer to any Washington State college or university that subscribes to the Washington Council on High School-College Relations (ICRC) guidelines including all public and many independent baccalaureate institutions in Washington State. SVC also offers most of the courses on the Washington State First Year Transfer List of general education courses, ensuring SVC students of transferability. Additionally, academic credits earned at SVC are recognized by a number of colleges and universities around the country through Memoranda of Understanding including, but not limited to: City University, DeVry University, Montana State University, University of Phoenix, Trinity Western University-Bellingham, University of Cincinnati-College of Education, University of Idaho-College of Natural Resources, and Western Governors University.
All workforce certificate and degree programs are approved by the SBCTC. Several workforce certificates offered at SVC are accredited through professional entities to ensure graduates are well prepared for employment in their fields; these include Automotive Technology, Culinary Arts, Parks Law Enforcement Academy, Marine Maintenance Technology, and Welding Technology.
SVC's Allied Health and Nursing degree programs have national program accreditations that ensure

students are prepared to meet demanding professional standards.

SVC offers Adult Basic Education programs for students who do not have a High School Diploma or who do not have the academic or language skills needed to succeed in pre-college or college level coursework. This includes English as a Second Language (ESL) and Adult Basic Education (ABE) GED® exam preparation. The Integrated Basic Education and Skills (IBEST) program supports students in improving basic language and math skills while simultaneously earning credits toward a Professional/Technical certificate in selected programs. All Basic Skill instruction meets Learning Standards defined by the SBCTC (http://www.sbctc.ctc.edu/college/e-abe_learningstandards.aspx).

SVC's educational programs are evaluated using assessment data from individual courses as well as department/program-level review. The program review process, available on the Exhibits web page, provides for data collection and reporting, faculty response and review by President's Cabinet.

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

The College's instructional programs identify, assess, and revise degree and program learning outcomes every five years through the Program Review process, which can be found on the Exhibits web page. Degree learning outcomes in the academic areas are published on SVC's website. All Healthcare, Manufacturing and Welding learning outcomes are published on program websites. A plan to publish program-level learning outcomes for all professional/technical programs is currently being implemented. Course learning outcomes are provided in written form to enrolled students on the syllabus.

Course-level General Education Learning Outcomes are reviewed by faculty department/division chairs and revised as needed in the College's web-based course outline database system. This system also serves as the data source for published course information, including course objectives and learning outcomes for both the discipline and general education.

Awarding of Credit and Degrees (2.C.3, 2.C.4)

All credit-bearing courses in the College's course database are approved by the division/department chair, instructional Deans, and Vice President of Instruction. Courses are in compliance with the SBCTC's policies on instructional program and course development (RCW28B.50.090 (7) (c) and (e)), and use a SBCTC-approved course coding system. Credit hours and values assigned to courses and/or instructional activities follow SBCTC rules for setting credit value and equivalents. Each SVC course record identifies which of the 11 General Education learning outcomes are covered by the course, as well as learning outcomes specific to the discipline.

SVC's two-year transfer degrees adhere to the ICRC recommended degree structure (see 2.C.9) and SBCTC policies regarding acceptance of credits within the CTC system (http://www.washingtoncouncil.org/icrc.htm). Skagit Valley College offers an Associate of Arts

University and College Transfer (AAUCT) degree based on the statewide Direct Transfer Agreement, and the following Major Related Associate Transfer Degrees: Biology, Business, Pre-Nursing, and Science (Chemistry or Physics). These degrees are offered in accordance with the NWCCU accreditation standards and SBCTC standards for general education.

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

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

Breadth of content is maintained by offering SVC students a wide variety of courses within each distribution area in their degree program. Synthesis and depth is achieved by the College's innovative general education degree requirements, which include two different skills-intensive courses (from within the four areas of writing, speech, reading, and quantitative), two integrative learning experiences (one of which must be a learning community that combines two or more courses from different disciplines), and a diversity intensive course.

Academic transfer degree requirements and Professional/Technical degree and certificate completion requirements are easily accessed in the SVC Catalog. Degree and certificate requirements are also described at SVC's Programs website (http://www.skagit.edu/directory.asp_Q_pagenumber_E_507) which includes degrees and certificate requirements as well as links to program web pages and currently scheduled courses. Professional/Technical program advisory committees help the College align degree and certificate requirements with current industry standards. SBCTC workforce skills standards, external certification requirements, and articulation agreements with other colleges also inform the College about what is needed to prepare students for employment or additional education.

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

A brief description of the College's departments, programs, and support services that help students meet program and degree requirements is provided on the Exhibits web page.

Faculty and Curriculum Development (2.C.5)

SVC faculty members, following approved instructional policies and procedures, determine curriculum, course content and student learning objectives. Faculty members are actively involved in committees that ensure the quality of instructional programs through curriculum, faculty, and program development. These include:

- A campus-wide Instruction Committee made up of nine faculty (with representatives from each campus, instructional division, student services and the library), the Academic and Workforce Deans, and one student representative reviews and makes recommendations on changes to, or the creation of, new degree programs and certificates that are 45 credits or more in length.

- A District General Education Committee (DGEC) reviews and approves all integrative learning course proposals. The DGEC is co-chaired by faculty General Education Coordinators from each of the campuses; it provides professional development training related to integrative learning, and also maintains integrative learning course syllabi and other documentation.

- The General Education coordinators help to organize the General Education efforts on both campuses by working with the DGEC, Division/department Chairs, deans, and Planning and Institutional Effectiveness office. The Mount Vernon General Education Coordinator receives one-third annual reassignment, and the Whidbey Island Campus (WIC) Coordinator receives an annual stipend. The Coordinators disseminate information needed for assessment and advising to Deans, faculty, and staff, and serve as initial contact for faculty or staff with questions about general education scheduling, syllabus requirements, advising, and coordination.

- On the Mount Vernon Campus the Learning Community Advisory Committee comprised of faculty, Division Chairs, and the Dean for Academic Programs annually approves and schedules Learning Communities proposed by faculty for on-ground delivery on the Mount Vernon Campus. At the Whidbey Island Campus, the faculty and department chairs submit proposals to the General Education Coordinator for review. Final approval is provided by the Vice President for the Whidbey Island Campus.

- All workforce programs have an Advisory Committee that provides guidance to the program. Each new program also goes through an approval process at the SBCTC, which includes workforce needs analysis and focus group input.

- Where appropriate, many Professional/Technical programs maintain an external accreditation with faculty directly involved in the accreditation process. These include Automotive Technology, Culinary Arts, Marine Technology, Nursing and Allied Health, Parks Law Enforcement Academy, and Welding Technology.

Since 1999, SVC's Planning and Institutional Effectiveness Director, faculty Assessment Liaison, and the Instructional Deans have worked collaboratively with faculty to ensure that each academic and workforce program develops and periodically updates a learning outcomes assessment plan (LOAP). Faculty identify both disciplinary and general education outcomes and describe how they will be assessed. Faculty update their LOAP to include the results of the outcomes assessment and describe how the results are being used to improve their program.

Current LOAPs are posted on the College's website
(http://www.skagit.edu/files.asp_Q_pagenumber_E_2480).

The College's instructional programs are reviewed on a regular schedule by faculty, Division/Department Chairs, Instructional Deans and the President's Cabinet. The Director of Planning and Institutional Effectiveness facilitates this process by meeting with faculty and administrators and by collecting and reporting enrollment and student success data. The Cabinet reviews final program reports and may make commendations and recommendations. The Vice President of Instruction monitors program improvement efforts in response to these recommendations and reports back to Cabinet annually.

Full-time faculty are actively involved in the hiring of new faculty. Department/Division Chairs recommend the hire of part-time faculty to the Instructional Deans, and may include other full-time faculty in the interview and selection process. Department/Division Chairs and other full-time faculty sit on selection committees which recommend the hire of new full-time and tenure track faculty.

Faculty and Library Resources (2.C.6)

Library resources and services are integrated into the learning process in several ways. Librarians provide teaching faculty with instructional support in whatever format or forum is desired. This support includes providing information for faculty members to use in their classes, providing electronic research guides, and librarian-led instruction sessions tailored to student assignments. The library website is the gateway to library information resources and services, including: the *Information Literacy Tutorial* (TILT), a self-paced, student information literacy and academic integrity tutorial; *Citing and Writing*, a style and research citation tutorial; *Research Guides* created by library faculty for over 40 SVC courses; *Copyright Tutorial* for students and faculty; and *Ask a Librarian*, the 24/7 online reference librarian consortium for students and staff. SVC library web services also include: remote access to the library collections and subscription database services; articles and database descriptions and links; finding good websites guide, including useful websites by topic and/or organization; special collections, including both instructional area and media type; search for other academic and community libraries; and account access, where library patrons can check out and renew items, pay fines, or update contact information.

Credit for Prior Experiential Learning (2.C.7)

The College's Credit for Prior Learning program offers SVC students the opportunity to earn College credit from the knowledge and skills gained through work and life experience, military training, and formal and informal prior education and training from both in-state and out-of-state institutions. The SVC Prior Learning Assessment process determines whether a student's prior learning experience matches the knowledge, skills, and abilities a student would gain by successfully completing a specific SVC course. Information about credit for prior learning is available on the College's website (http://www.skagit.edu/news.asp_Q_pagenumber_E_3126) and in the SVC Catalog.

The SVC Dean of Workforce Education serves as the prior learning administrator responsible for initial student consultation and referral. To begin the process, students complete the *Petition for Non-Traditional Credit: For Prior Learning* form, and submit the form and all documentation supporting their request to the Department Chair for the program that oversees the course(s) the student is challenging. Each Department determines the evaluation method used to demonstrate a student's mastery of the course content. A maximum of 30 credits, or no more than 25% of total required degree or certificate credits, is allowed for this method. SVC makes no assurances regarding approval of credit for prior learning or the number of credits to be awarded prior to the completion of the assessment process.

Students seeking advanced standing credit do so upon entry to SVC by completing the *Petition for Non-Traditional Credit: Advanced Standing Request* form and submitting the form and all documentation (including appropriate transcripts, SMART Transcript, or industry training documents) supporting their request to the appropriate Department Chair. Once awarded, Advanced Standing may be used to satisfy any prerequisites for courses that are required for a certificate or degree. This option eliminates the requirement for the course but does not count as credits earned toward degree attainment.

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

Transfer Credit (2.C.8)

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

- A common course numbering system to facilitate ease and accuracy in the transcription process.

- For courses without a common course number, acceptance of transfer credit is determined by analyzing course descriptions and credit equivalencies provided by the Transfer Evaluation System database and College websites. When unable to determine equivalency, a course syllabus is requested and reviewed by SVC's transcript evaluator.

- Statewide transfer degrees – SVC offers the Arts University and College Transfer (AAUCT) degree, based on the Washington Direct Transfer Agreement (DTA), as well as specialized degrees based on the SBCTC models for Biology, Business, Pre-Nursing, and Science.

- Inter-college reciprocity that ensures students moving between colleges are not penalized by general education requirement differences.

Undergraduate General Education (2.C.9)

The College's Associate in (AAUCT) degree, modeled upon the statewide DTA Associate degree, has the following degree requirements: Communication Skills, Quantitative Skills, Health and Physical Education, Skills Designated Courses, Integrative Learning, Diversity, and 15 credits each in three distribution areas (Natural World – Mathematics and Natural Sciences; Culture – Social and Behavioral Sciences; and Arts). The degree requirements and distribution areas have an approved list of courses with discipline-specific and General Education learning outcomes. Any individual class placed on the skills-designated, diversity and distribution area course lists must meet the College's criteria, as developed by the SVC Instruction Committee and District General Education Committee. Criteria are shown in the following table.

AAUCT Degree Requirement	Course Criteria
Skill Designated: Reading	*General Education Learning Outcome 3.1:* Recognize, read, and comprehend academic and/or professional writing.
Skill Designated: Speech	*General Education Learning Outcome 3.2:* Recognize, produce and demonstrate appropriate interpersonal, group, and public speaking skills
Skill Designated: Writing	*General Education Learning Outcome 3.4:* Produce academic and/or professional writing and integrate it into written and spoken projects.
Skill Designated: Quantitative	*General Education Learning Outcome 8.2 OR 8.3*: Correctly apply logical reasoning and mathematical principles to solve problems; Interpret information reasoning expressed mathematically (for example in spreadsheets, diagrams, charts, formulas, etc.).
Diversity	To qualify for D designation, a course (or, in prof-tech programs, a required group of courses) must meet at least three of the outcomes for Learning Value 4, Community & Cultural Diversity. *General Education Learning Outcomes* 4.1　Identify and express concepts, terms, and issues associated with the diverse perspectives of race, social class, gender, sexual orientation, disabilities, and culture. 4.2　Understand, value and respect human differences and commonalities as they relate to issues of race, social class, gender, sexual orientation, disabilities, and culture. 4.3　Understand the historically and socially constructed nature of human differences and the meanings attributed to those differences. 4.4　Demonstrate effective communication across differences in human communities and cultures. 4.5　Adapt to and function effectively in communities and cultures different from one's own. 4.6　Utilize ethical practice in relation to diverse communities and cultures for the promotion of equity and social justice.
AAUCT Distribution (Natural World, Culture, Arts)	1. The course deals with a commonly known general subject about which there is a commonly accepted known body of knowledge, e.g., there are text books written about it. 2. The course should be comprehensive and generally should not require a prerequisite, except in the case of sequential courses. 3. The course should be a foundation course according to the criteria set forth by the General Education foundation definitions. 4. In addition to discipline-specific outcomes, the curriculum and structure of the course should promote the College's current General Education Learning Outcomes.

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

General Education in Transfer Degree Programs (2.C.10)

All transfer associate degree programs at Skagit include identifiable and assessable student learning outcomes. These outcomes are identified at the course and program levels. The general education requirements for the AAUCT degree and major-related transfer degrees are described in the current College Catalog (http://www.skagit.edu/images/Cat12_13_final-web2.pdf). The College's transfer degrees follow established SBCTC degree guidelines.

SVC's general education program is nationally recognized for innovation in integrative learning and promoting student engagement in the learning process. For over two decades, the College's faculty has been in the forefront of designing and maintaining a general education program that encourages students to study and integrate forms of knowledge beyond their primary program of study. While the College has made revisions to general education requirements over the years – for example, the one credit "Learning into Action" degree requirement became optional in 2011-12 and the number of required learning communities/integrative experiences will be reduced from three to two in 2013-14 –the fundamental commitment to general education as expressed in the College's General Education Learning Values remains unchanged.

Student learning outcomes are assessed for each course, program, and degree as appropriate. Program-level assessments are conducted through the College's Learning Outcomes Assessment planning as described in section 2.C.2. Based on the 2009 Evaluation Team recommendation that "the College demonstrate, through regular and systematic assessment, that students achieve the Learning Outcomes as defined within the General Education Learning Values," the Office of Planning and Institutional Effectiveness began to conduct analyses of the courses completed by graduates of a variety of instructional programs to assess the degree to which graduates achieved general education learning outcomes in their coursework. The General Education Committee reviewed the initial analysis and determined most of the Gen Ed Learning Values were substantially covered.

The College has continued to collect data regarding General Education outcomes through the Learning Outcomes Assessment Plan work of the faculty, conducting additional reviews of the outcomes of graduates, and continuing the administration of the Community College Survey of Student Engagement that provides data regarding students' perception of their general education outcomes attainment.

Related Education (2.C.11)

The College's Professional/Technical certificate and terminal degree programs of 45 or more credits contain related instruction components with identifiable and assessable student learning

outcomes that align with and support program goals. Related instruction student learning outcomes within each certificate and degree program are identified and assessed at the program level.

All related instruction courses are taught by SVC faculty qualified to teach in appropriate disciplines or fields. Related instruction is required in communication, computation, and human relations.

All students who wish to obtain a degree in a Professional/Technical program are required to enroll in Cooperative Education. The College's General Education Learning Values are included in the Cooperative Education experience. These values are assessed through the supervisor's evaluation of performance and competencies. A copy of the Cooperative Education Supervisor Evaluation is included on the Exhibits webpage.

Graduate Programs (2.C.12 – 2.C.15) Not Applicable

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

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

Program-specific continuing education courses connected with existing academic programs are offered as indicated by community interest. For example, the Environmental Conservation program provides training that allows individuals working for area waste water treatment agencies to maintain sufficient continuing education for ongoing professional licensure. In all cases, the program faculty are involved in the planning and evaluation of the institution's continuing education and special learning activities.

Continuing education offerings are administered by the Professional/Technical instructional unit. Departmental faculty members often initiate new course proposals, while the Workforce Dean is responsible for maintaining appropriate standards and achievements.

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

Standard 2.D. Student Support Resources

Learning Environments (2.D.1)

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

- Admissions: An efficient online admissions process supports students getting started.

- Placement Assessment: Tests are provided to determine readiness for college-level work in mathematics and English.

- New Student Advising/Orientation: New degree- and certificate-seeking students learn about College programs, resources, and policies through a mandatory small-group advising session and a new student orientation.

- Financial Aid: Financial support including federal and state need-based aid and private scholarships are available to eligible students.

- Campus Housing: Campus View Village, a contemporary dorm for students, is available for all students, including international and domestic students.

- Counseling and Career Services: Students receive support deciding on a career, choosing a major, selecting a college or university, creating quarterly schedules, making an educational plan, accessing online advising, and/or finding resources to solve personal conflicts.

- Academic Advising: Academic advisors assist students with accurate information of College policies, course and program requirements.

- Disability Support Services: Students receive counseling and reasonable accommodations to support their learning.

- Multicultural Student Services: Traditionally under-represented students achieve academic success support through counseling and programming activities.

- International Education Program: International students who are seeking an American collegiate experience receive a wide range of cultural and educational support services.

- Intercollegiate Athletics: Teams support student development in the sports of basketball, baseball, softball, soccer, golf, volleyball, cross country, track and field, and tennis.

- eLearning: Students are supported with online registration, advising, textbook ordering, and library reference help through email and the Internet. Students new to eLearning have access to multiple orientation sessions.

- Library: Students have access to tutorials for copyright permissions, multiple databases with a large variety of topics, study rooms, research training and guides, as well as a 24/7 reference librarian.

- Veterans Education Office: Veteran students receive one-on-one support to help align VA benefits with educational goals.

- Tutoring Services: Students receive academic support online and in-person through the eTutoring Consortium, Tutoring Center and Math Lab.

- Military Personnel: Military personnel are supported through Skagit's service member's Opportunity College program, which grants credit for military schools and training.

- TRiO Student Support Services: Eligible students receive a wide range of support services to help them succeed in college.

- Life Transitions Program: Eligible students receive personal assistance starting college, exploring educational and career choices, and locating the resources to make positive changes in life.

- Childcare Assistance: Limited funds are available to help needy students who have childcare costs as a result of attending SVC.

- Student Programs/Clubs: A variety of student programs, clubs and organizations provide leadership skills, and meaningful and fun experiences that help build students' résumés and their connections with other students, faculty, and staff.

- Student Fine and Performing Arts: Multiple opportunities are available in music, theater, visual arts events and productions to enrich students' campus life.

- Radio Station: The College supports students and the community by training volunteers to produce radio programming.

- Newspaper: The Cardinal Newspaper is produced by students in conjunction with the Journalism classes.

Student Safety and Security (2.D.2)

The Department of Security Services oversees safety, security and emergency management functions on the Mount Vernon and Whidbey Island campuses as well as all other College sites. The College provides annual safety and security reports for all of its locations in compliance with federal regulations and publishes Clery Act reports in student quarterly schedules and on the College's website (http://www.skagit.edu/imageuploads/file3340.pdf).

The College provides safety, security and emergency management training to faculty, employees and students. SVC has an Emergency Broadcast system at its Mount Vernon and Whidbey Island Campuses. Recently the College has written and updated: All-Hazard Emergency Response Plan (http://www.skagit.edu/images/AH_EmergencyRepPlan.pdf), Safety Manual (http://www.skagit.edu/imageuploads/file3328.pdf), and Bloodborne Pathogens Exposure Control Plan (http://www.skagit.edu/imageuploads/file3327.pdf).

The College's Safety Committee, which includes representatives from faculty, staff, administration, and students, meets monthly to discuss safety issues, makes recommendations the President's Cabinet and assesses contributing safety factors in accidents where appropriate.

Recruitment, Admission and Matriculation (2.D.3)

The SVC Admissions Office is responsible for recruiting students. Admissions Office staff attend

college information fairs hosted by local high schools and other entities, regularly visit local high schools across the District to meet with groups of interested students, and host events at both campuses designed to connect potential students to the College. In addition, Whidbey Island Campus staff members attend monthly meetings and annual events at the Whidbey Island Naval Air Station to assist military personnel and their families with admission issues.

To better prepare prospective SVC students and increase the number of students who are college-ready at the time of admission, the College works with high schools and high-school counselors to recommend adequate high school course selection in writing and math. In the last year, SVC developed a pilot partnership to provide COMPASS testing of high school juniors to improve college-readiness and identify skill deficiencies that might be remedied prior to college enrollment.

SVC certificate and degree-seeking students are required to take the COMPASS math, writing and reading assessments if they do not have evidence of completed college-level coursework. If required to take the placement test, the Counseling Office at both campuses refer students to the COMPASS study guide, a link to which is provided on the College's Student Services website.

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

The College regularly monitors student performance and goal progress. Student academic performance is reviewed quarterly. In accordance with the Policy for Academic Standards (http://www.skagit.edu/news.asp_Q_pagenumber_E_2931), any student who has a quarterly GPA below 2.0 for one quarter shall be placed on Academic Alert. The College provides interventions for these students including emails and letters encouraging them to see their advisor or counselor, personalized messages and phone calls from staff, and small-group sessions that emphasize study skills and College resources.

Program Elimination (2.D.4)

Program elimination is not a common action at SVC. When necessary, however, the College considers student impact in any major program closure and takes multiple steps to ensure students can complete their course of study. The practice for "teaching out" when a program is eliminated involves the following: Students are notified of changes in program status as early as possible, providing them with the planned sequence of events and options for completing current program requirements. This information is shared with students in a variety of ways, including announcements made in classes, on the College website, and in the SVC Catalog. If students cannot complete the program within the scheduled timeline, College counselors work closely with them to make alternative arrangement to complete program requirements utilizing online classes, independent study, or enrollment at other area colleges.

Catalog and Current Information (2.D.5)

Skagit Valley College publishes a printed Catalog every two years. The web-based version of the Catalog is regularly updated and considered in effect at all times. The Catalog provides information on admissions, academic rules and regulations, costs and refund policies, attendance and withdrawal policies, and degrees, programs, and courses. The College's Public Information Office coordinates with other College offices to create consistent and accurate information in print and on the College's website.

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

- Institutional Mission and Core Themes

- Admission requirements and procedures

- Grading procedure and evaluation of student performance

- Degrees offered and program completion requirements

- Information on academic programs and courses, including course descriptions and prerequisites

- Sequence of required courses for Professional/Technical degrees and certificates

- Names, titles, degrees held with conferring institutions for administrative staff and full-time

- Faculty members

- Rules and regulations for conduct, rights, and responsibilities

- Tuition, fees, and link to net price calculator to estimate total program costs

- Refund policies

- Opportunities and requirements for financial aid

- Academic calendar

- General Education Learning Outcomes

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

Programs that require background checks and a drug test for entry include: Early Childhood Education, Dental Assisting, Nursing Assistant, Phlebotomy, Medical Assistant, and Parks Law Enforcement Academy. Descriptions of entry licensure and advancement requirements are included on the web page for each of the programs, as well as in the program application materials.

Student Records Retention (2.D.7)

Student record retention, including backup and retrieval of those records, is a priority at Skagit Valley College. To facilitate accuracy and access, the College has invested in the Hershey student records management systems and has committed the resources to scan all prior and current paper records. The Dean of Student Services, who is also the Registrar, is responsible for student records policies and procedures. Student rights under the Family Educational Rights and Privacy

Act (FERPA) are clearly stated in the SVC Catalog, College website, and the *Code of Students Rights and Responsibilities*. To ensure student rights are maintained, the College provides training for new faculty and staff through an online FERPA tutorial, and periodic updates for all College personnel when new FERPA guidelines become available. The following is a list of additional procedures to assure FERPA compliance:

- Mandatory acceptance of confidentiality of student records functions within Instructor Briefcase;

- Mandatory acceptance of confidentiality statement by staff and student employees prior to hire;

- Program enhanced management of the College's Student Advising and Registration System (SARS);

- Procedure for issuance of access to Student Management System (SMS) screens (file/procedure) and trainings on SMS screens; and

- Establishment of Release of Information (ROI) procedure.

Financial Assistance (2.D.8 & 2.D.9)

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

The staff in the Student Financial Aid Office attempts to award student financial aid prior to tuition due dates each quarter and continues to award as files are completed throughout the year. Accountability in the process has been demonstrated by no audit findings and accurate reconciliations of program funding levels.

Information regarding scholarships, grants, loans, emergency funds, and other financial assistance within the College is provided in the SVC Catalog, the College website, and various brochures for prospective and current students. The SVC Foundation solicits restricted and non-restricted gifts from donors who often provide much-needed scholarship funding. Applications for Foundation scholarships are due at the end of March for the following academic year.

Scholarship application workshops are presented as a joint effort by the SVC Foundation, Student Financial Services, and the Writing Center to assist students with completing well-written applications and personal statements. Detailed information about various federal, state, and local financial assistance programs, such as Worker Retraining, WorkFirst, Opportunity Grants, and Integrated Basic Education and Skills Training (I-BEST) Programs, is made available in printed and electronic media, through scheduled parent nights at area high schools, and in financial aid workshops where staff assist students and their families with completing the FAFSA.

SVC complies with the federal requirements for entrance and exit loan counseling through online, one-to-one, and group sessions. Loan applicants are required to complete a debt-salary exercise before loans are certified. The College has enjoyed a fairly low default rate over the years, although the most recent cohort (fiscal year 2008) increased to 13.8%, a result of rising tuition and fees, and the recession. The Student Financial Aid staff members make every effort to talk

directly with students who are delinquent in loan payments. When staff members are unable to contact students by phone or email, letters are sent. Cohort default rate reports are reviewed annually for accuracy.

Academic Advisement (2.D.10)

All new degree-seeking students are required to meet with an advisor prior to registering for classes. New degree-seeking students who have not attended college elsewhere are required to complete a placement assessment and then attend a small-group advising session. At the small-group advising session, students participate in a presentation to learn about degree options, how to apply for financial aid, College support services, and student success strategies. After the presentation, each student works with an advisor, counselor, or faculty member to review placement scores and select classes for the upcoming quarter. Students who have attended college previously may opt to meet directly with a counselor, advisor, or faculty member to review transcripts and select classes. All new degree-seeking students are encouraged to develop an educational plan to complete their degree or certificate. While most students will need to revisit their educational plan and make adjustments as appropriate, this intentional first step helps underscore the importance of having and using a plan as a guide to completing a certificate or degree in a timely manner.

The faculty and staff responsible for advising students are knowledgeable about curriculum, program requirements, and graduation requirements. Newly hired personnel with advising responsibilities receive formal training and are generally mentored by a seasoned advisor prior to working one-on-one with students. Ongoing training is provided throughout the year by a faculty counselor for all SVC personnel who have advising responsibilities so they are knowledgeable about changes to program requirement changes and other advising issues.

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

Co-Curricular Activities (2.D.11)

The College's co-curricular activities are designed to provide learning opportunities in support of the curriculum, provide leadership opportunities, and develop community. The Office of Student Life and the Associated Students of Skagit Valley College (ASSVC) hire student programmers who work with academic programs and other College departments to provide a wide range of co-curricular offerings that encourage cultural enrichment, performing arts, intercollegiate and intramural competition, and academic symposia.

The ASSVC is self-governing but is supervised by the Director of Student Life, who reports to

the Dean of Student Services. Administrative policies and procedures have been established that clearly state the roles and responsibilities of students and the College with regard to their activities and funding, and they are expected to comply with all administrative rules and regulations required by the State of Washington (http://www.skagit.edu/files.asp_Q_pagenumber_E_1824).

Auxiliary Services (2.D.12)

SVC operates one auxiliary service – its bookstore (http://www.cardinalbookstore.com/). The bookstore is College-owned and operated. The primary goal of the bookstore is to serve students, faculty, and administrators with high quality service at the lowest possible price, while also operating as a solely self-support function. Customer service surveys and focus groups provide meaningful input to guide bookstore operations. Results from the most recent bookstore customer surveys as well as bookstore financial documents are provided on the Exhibits webpage.

Intercollegiate Athletics (2.D.13)

Skagit Valley College belongs to the Northwest Athletic Association of Community Colleges (NWAACC) and supports eight intercollegiate teams for women (basketball, golf, softball, soccer, volleyball, cross country, track and field, and tennis) and seven intercollegiate men's teams (baseball, basketball, golf, soccer, cross country, track and field, and tennis). Approximately 175 student athletes competed for SVC in 2011-12. Student athletes are expected to comply with the same admission requirements and procedures as the general student body. They also have the same academic standards and follow the same degree requirements as all SVC students.

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

First-year participants are required to be enrolled in a minimum of 12 quarter credits per term to be eligible for intercollegiate participation. Each participant must also pass a minimum of 12 quarter credits to be eligible in the following term. Second-year participants must pass at least 36 credits from the first quarter of participation to the beginning of the next sports season, including 12 quarter credits in the previous term of attendance. They must be currently enrolled in 12 quarter credits to continue to participate in the current quarter. The minimum cumulative GPA for participation is a 2.0 at the time grades are posted.

Coaches work closely with faculty counselors, athletic staff, and other College personnel to identify student athletes at academic risk and appropriate interventions, such as grade checks and team study tables, are used to closely monitor and maintain academic performance.

Distance Learning Identity Verification (2.D.14)

The identity of SVC's distance learning students is subject to the same verification process as site-based traditional students by the Admissions and Registration office. In order to connect to the distance learning environment (Moodle), students must provide their MySVC username and password to verify identity. This process is consistent with practice throughout the Washington State community and technical college system. At this time, there are no additional costs associated with the College's online identification process.

Standard 2.E. Library and Information Resources

Access to Resources (2.E.1)

The SVC libraries are an important part of learning at the College. The libraries' strengths include quality service to students, a commitment to information literacy (IL), a strong online presence, and experienced library faculty and staff.

The SVC libraries support the College Mission and Core Themes, as well as College programs, and services by providing sufficient information resources and services that meet the needs of students and employees. The library employees from both campuses recently developed an action plan that includes assessing library research skills instruction and one-on-one reference assistance, assessing the College's Information Literacy Learning Value, and preparing the library for a possible new baccalaureate program. The libraries' annual report includes progress on the action plan.

The library Mission Statement, policies, contact information, hours of operation, and maps are published on the library website, http://library.skagit.edu, under "About the Library." The library website is also the gateway to library information resources and services such as TILT, the IL tutorial; a Copyright Tutorial; Research Guides, created by library faculty; and "Ask a Librarian," the reference librarian consortium available 24/7 to students and employees.

Planning (2.E.2)

Data collection and analyses play an important role in determining both online and in-person services. Usage data are considered when deciding the continuation of database licenses, periodical subscriptions, and when withdrawing items from the collection. Gate-counts are considered when determining hours of operation. Statistics on reference interactions and research skills instruction sessions help library faculty plan coverage and activities, such as outreach and marketing.

The library faculty members work continuously on collection development to provide a current collection that covers the breadth of a field. The library faculty members systematically review the collection and withdraw materials that are outdated or no longer relevant. The need for more current materials is met, in part, by online databases which provide depth and currency to supplement the book and audiovisual collections. The library faculty members also regard the online databases as filling the need to provide the College community with 24/7 and off-site

access. Library faculty members examine usage and cost each year to make decisions about continuation or cancellation.

In order to help make these decisions about materials and services, the libraries solicit input from the College community. Each library faculty member works as a liaison with assigned instructional departments to share library information and gather feedback. The integrated library management system also accepts suggestions online.

Instruction and Support (2.E.3)

As shown below, the library faculty members have offered increasing numbers of "research skills" instruction sessions over the past three years on both campuses. This increase is due to targeted outreach to instructors and follow-up when students need help with new assignments.

Campus	2008-09	2009-10	2010-11
MVC Library	77	98	100
WIC Library	52	57	76

The quality of this instruction is very important to library faculty. They have participated in a system-wide grant that seeks to use data to improve research skills instruction. Library faculty participated in a pre-college information literacy research grant that integrated research skills instruction with basic skills (ABE, GED, or ESL) instruction. Data were gathered using a rubric to evaluate a classroom assignment after research skills instruction. The data are being evaluated system-wide. The library faculty also participated in IL instruction training as part of the grant. Other funds awarded under the grant were for projects that support rising juniors. The library faculty met with Western Washington University counterparts to share IL learning outcomes. That information was distributed to the English faculty at SVC and is being used to better prepare students for university transfer.

Evaluation (2.E.4)

As a result of the 2009-10 review of the library program by the President's Cabinet, the library faculty updated their LOAPs and revised data collection procedures. Other recommendations, such as continuing to support online resources, increase library instruction, and embed library faculty into online courses have been more challenging within budget constraints.

These activities illustrate the efforts of the experienced and knowledgeable library faculty and staff to maintain the quality of the SVC libraries at both campuses. The faculty and staff provide excellent research skills instruction, provide relevant information resources and services, and participate in professional development and College governance.

Standard 2.F. Financial Resources

Financial Planning (2.F.1)

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

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

Every year since Fiscal Year 2008-09, the College's state funding has been reduced by the state Legislature. The College's 2008-09 allocation of state funds was $18.9 million and in the current year is $14.3 million, a 24% reduction over that time.

Along with state budget reductions, the Legislature mandated substantial increases in student tuition that partially offset budget reductions. As a result, the College is now much more dependent upon student tuition revenue. The College has used very conservative estimates of tuition revenue in annual budget planning, and in every fiscal year since 2008-09 the College has collected more tuition revenue than was budgeted.

In addition to state funding and tuition revenues, the College generates diversified revenues from contract enrollment and grants. The College's largest contract program is Running Start, a statewide opportunity for K-12 juniors and seniors to enroll in college tuition-free. High schools pay the College for their enrolled students. In Fiscal Year 2012, the College received $1.8 million from K-12 for this program.

SVC has a 35% federal indirect rate that is applied when allowed by federal grants and within their limitations.

Reserves
The Board of Trustees has established and maintains a restricted Errors and Omissions Reserve in the amount of $1,500,000, which is over 10% of the College's state funding and is over 5% of its total annual operating budget.

In addition to the restricted reserve, the College has grown its unrestricted reserves over the past four years, due primarily to robust enrollments. At the end of Fiscal Year 2008-09, unrestricted reserves totaled $3 million; at the end of last fiscal year, the ending balance was approximately

$6.9 million.

Long Term and Current Obligations
SVC carries minimal debt. Using a program sponsored by the Washington State Treasurer, the College has funded facility renovations and certain equipment purchases. Last fiscal year, the College had approximately $3 million in debt against total operating revenue of $24 million, for an 8.16 operating coverage ratio.   Current obligations are listed in SVC's 2012-13 debt amortization schedule.

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

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

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

Investments
SVC follows OFM investment requirements as well as SBCTC requirements for investments as stated in its Fiscal Affairs Manual. With the exception of three Certificates of Deposit and one Money Market account totaling $2.6 million invested in local banks, all other College funds are deposited with the Washington State Local Government Investment Pool which is managed by the Washington State Treasurer. This is a high liquidity, very conservatively invested pool that provides a secure depository for College funds.

2.F.1 Exhibits:
Washington State Office of Financial Management (http://www.ofm.wa.gov/)
FY 2012-13 Initial Allocation
SBCTC 2011-13 Capital Allocation Schedule
(http://apps.sbctc.edu/CapTrack/Allocation.asp?dst_cd=040)
FY 2012-13 Annual Operating Budget
Board of Trustees (BOT) Reserve Policy
2011-12 Fiscal Year End Fund Balance Report
FY 2012-13 Debt Amortization Schedule

Washington State Department of Enterprise Services, Risk Management
    (http://www.des.wa.gov/services/Risk/Pages/default.aspx)
SVC Insurance Coverage List
SBCTC Fiscal Affairs Manual (FAM) (http://apps.sbctc.edu/FAM/)
December 2012 Quarterly Investment Reconciliation

Budget Planning (2.F.2)

Budget planning at SVC is based upon realistic and conservative estimates of expected College revenues from the state, student tuition and other sources of funding.   The College's annual budget is developed based upon estimates of state funding, and in its earliest stages is based upon a range of possible funding levels. Although over the past five years state funding has been reduced each year, the College's planning levels have positioned it well to address reduced funding. The College has avoided the use of fund balances to support its budget, with the exception of some one-time expenses such as planned unemployment costs that spiraled due to employee layoffs. Staff experience with the two-year college system's funding process and with the Governor's and Legislature's budgeting processes have contributed to stability in very difficult fiscal times.

The College also develops models for future tuition revenues, which now form 40% of the total annual budget, vs. 29% in 2008. Enrollment trends are closely monitored, and tuition revenue yield changes are tracked in order to estimate future tuition revenues. The College has a Strategic Enrollment Management Plan that is the basis for future tuition estimates.

The Washington State Running Start program also provides revenue to support the College budget. Historic enrollments as well as current year trends are the basis for revenue projections from this source, which supports approximately 5% of the College's annual operating budget.

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

2.F.2 Exhibits:
Monthly Tuition Yield Monitoring Report
Bookstore Exhibits: see standard 2.D.12

Budget Development (2.F.3)

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

Budget planning for Fiscal Year 2013-14 uses a new process in which department plans are developed based upon Core Themes, Strategic Priorities, and departmental goals. Proposals requiring new funding are considered for inclusion in the College's operational plan by a team of cross-District administrators and the College President. The College President presents items

under consideration at his monthly, all-College meetings for discussion and feedback from the College community.

Budget staff prepares a draft budget in late spring, and detailed reviews are held with budget managers (primarily Cabinet members) for each budget account.

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

2.F.3 Exhibits:
Budget Preparation Timeline
Annual Planning by Level
Unit Plan Template

Accounting System (2.F.4)

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

All accounting transactions are recorded and tracked electronically in the Financial Management System of the SBCTC. The College is included in the SBCTC-produced, single system-wide financial statements. The College also provides annual financial statements for IPEDS.

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

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

2.F.4 Exhibits:
FY 2010-11 IPEDS Financial Statements
FY 2011-12 Fiscal Year End Budget Expense Report

Capital Budget Planning (2.F.5)

SVC's capital budget planning is done within the context of the College's long-range Facilities Master Plan (FMP). The FMP is being updated this academic year within the context of the College's new Strategic Plan.

In Washington's two-year college system, a single prioritized capital budget request to the Legislature is prepared. In order to compete successfully to be included in the system request, a College's capital proposal must be cost-effective, justified by enrollment, and driven by the College's Strategic Plan. SVC has competed successfully in the last decade for a series of new buildings, allowing the College to replace antiquated structures with new, state-of-the-art buildings that include growth potential.

Recently constructed buildings that are a direct result of coordinated planning include Oak Hall (Whidbey Island Campus), Angst Hall (science and allied health building at Mount Vernon) and current construction of Lewis Hall (70,000 square foot building that will house student services and academic disciplines at Mount Vernon).

State capital budgets are enacted for a two-year period (a biennium), so the capital request process is conducted every other year by the SBCTC. In addition to the biennial review of College capital needs, every year the Facilities and Operations Division prepares a detailed scope of smaller improvement projects that are typically completed during the summer. Input is gathered from the College community in the development of these projects as part of the unit planning process.

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

SVC has voluntarily utilized certificate of participation (COP) funding just once in order to renovate its student center (Cardinal Center), primarily because this type of project would not have been included in the SBCTC capital request.   Last year, the Legislature decided to fund construction of new Lewis Hall with COP financing and the Legislature has appropriated operating funds to the College to pay debt service. This is a fairly unusual move by the Legislature, done in order to support construction jobs while not impacting the state's constitutional limit on debt.

2.F.5 Exhibits:
SVC Mount Vernon 2005-2015 Master Plan
(http://devmain.skagit.edu/files.asp_Q_pagenumber_E_3237)

SVC Whidbey 2007 Master Plan (http://devmain.skagit.edu/files.asp_Q_pagenumber_E_3237)
Link to current Facilities Master Planning process
(http://devmain.skagit.edu/files.asp_Q_pagenumber_E_3237)
2012 Summer Projects for the Facilities Department
Summer 2012 Facilities Projects Presentation
FY 2012-13 Debt Amortization Schedule

Auxiliary Services (2.F. 6)

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

2.F.6 Exhibits:
Bookstore Exhibits: see standard 2.D.12

Audit Process (2.F.7)

All College funds are subject to audit by the Washington State Auditor's Office (SAO), and by law only the SAO can conduct audits of the College. Since the College's last accreditation visit in 2008, SAO has audited the College twice – an accountability audit for the period from July 1, 2007 through June 30, 2009 and a compliance audit for 2011. The 2009 audit resulted in no findings. The 2011 audit was a College system-wide compliance audit of tuition waiver processes, and SVC received a clean audit as part of the system-wide findings.

Because audit practices in the state of Washington vary from those in other states, for the purposes of accreditation reviews the SAO has provided an explanatory letter outlining its audit policies and processes. This letter and copies of all audits are included in Exhibits.

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

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

2.F.7 Exhibits:
SBCTC 2009 Operations Review
State Auditor's Office 2009 Accountability Audit Report
State Auditor's Office 2011 Tuition Waiver Audit Report
State Auditor's Office Audit Coverage Explanatory Letter
Sample Internal Control Review - Athletics - March 2012

Fundraising (2.F.8)

SVC fundraising activities are limited to those conducted by the Skagit Valley College Foundation and athletic Booster Club, unless specifically approved by the College President. Fundraising policies are described in the College's Operational Policies and Procedures Manual Section 1030 (http://www.skagit.edu/files.asp_Q_pagenumber_E_2650).

The College Foundation is audited annually by a private auditor. The Foundation Board and College President receive a formal report that includes the auditor's observations and recommendations. The College has an up-to-date written agreement with the Foundation that clearly defines its relationship with the Foundation.

2.F.8 Exhibits:
Agreement between Skagit Valley College and the SVC Foundation

Standard 2.G. Physical and Technological Infrastructure

Physical Infrastructure (2.G.1)

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

The College's main campus is located on 100 acres in Mount Vernon and is surrounded by a mixed use neighborhood that includes single and multi-family housing and retail/commercial development. In addition to its Mount Vernon Campus, the College owns and operates a 10,262 square foot building in downtown Mount Vernon.

The College also owns and operates a second campus in Oak Harbor. This campus is situated on 9.75 acres and is surrounded by water, the Oak Harbor Naval Air Station, and residential neighborhoods.

In addition to its two campuses, Skagit Valley College owns and operates a center in Friday Harbor on San Juan Island and leases instructional space at the southern end of Whidbey Island in Clinton. The College also offers its Marine Technology Program in Anacortes in conjunction with six regional school districts.

In total, the College District owns 505,000 square feet of space. During the past decade, net square footage has been increased by 13.3% while enrollments have grown by 12%.

Instructional and Support facilities: Mount Vernon Campus
The original buildings on the Mount Vernon Campus were constructed in the late 1950s and early 1960s. Fourteen of the campus' current buildings, accounting for 149,787 gross square feet, were constructed prior to 1990 and have not been remodeled since that time. Forty percent of the existing space is over 22 years old. Currently, there are 30 buildings totaling 373,400 gross square feet at Mount Vernon.

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

- An 800-seat performing arts center was constructed in 2003 on land leased by the College to a Public Facilities District that funded the building. McIntyre Hall is managed by the College while the PFD pays off the bonded indebtedness, at which time the College will also own as well as operate the center. McIntyre Hall is a significant community asset in Skagit County and brings members of the community to the College campus for a wide variety of events.

- Construction of a 67,000 square foot science and allied health building was completed in 2009 and replaced one of the original College buildings. Angst Hall was the first public higher education building in the state of Washington to receive the LEED Platinum certification. As part of this project, a $1 million, world-class greenhouse was constructed adjacent to Angst Hall.

- The student services building (Gary Knutzen Cardinal Center) was renovated and enlarged in a 2008 project that provided modern and attractive new space for student services and informal gatherings, the bookstore, meeting spaces and an art gallery. This project also included renovation of the College's administrative building and allowed consolidation of many administrative functions.

- In 2005 Hodson Hall (16,000 square feet) was renovated to provide additional modern facilities for art and music programs as well as needed additional faculty offices.

- The College's Phillip Tarro Theatre was renovated in 2009, and an expanded lobby that also serves as an event space was created.

- In 2010, in partnership with six school districts, the Northwest Career and Technical Academy was constructed on the SVC campus. This facility provides career training programs to high school juniors and seniors, as well as serving College students who wish to enroll in programs offered by NCTA.

- The construction of a 70,000 academic and student services building is underway that will replace the oldest building now on the Mount Vernon Campus. This landmark $32 million Lewis Hall project will include 22 classrooms, five learning centers and 36 faculty offices. It will also house all student service functions, allowing students to obtain the services that they need over the course of their College enrollment. An additional benefit of this project will be expansion of a student lounge and informal learning spaces in the Knutzen Cardinal Center when student services functions move to Lewis Hall.

- Reeves Hall, which houses the College's Welding program and radio station, will undergo a substantial facelift in summer, 2013, with improvements to program spaces as well as to the exterior building envelope.

- Concurrent with the College's building and renovation program, the Facilities and Operations Department has completed the second year of a significant program of smaller projects to improve safety, the quality of College spaces, energy usage and College appearance. Examples include:

  o Lighting and water savings

  o Parking lot repairs and painting

  o Restroom improvements

  o Significant painting program

        o   Sidewalk construction and repairs

        o   Exterior lighting improvements

Instructional and Support Facilities: Whidbey Island Campus
The Whidbey Island Campus is located in the heart of Oak Harbor on land deeded to the College by the US Department of the Navy. The campus is comprised of five buildings totaling 93,000 square feet plus parking areas. The original building – Old Main – dates from 1941 and was once a naval hospital. This building and the adjoining Sprague Hall are high on the College's priority list for demolition and replacement. Hayes Hall, built in 1993, houses College programs as well as the Oak Harbor City Library. The building was built in partnership by the College and the City and is jointly owned and operated. Oak Hall, constructed in 2003, provides classroom and faculty office space. A 6,000 square foot Toddler Learning Center is the fifth building.

Instructional and Support Facilities: San Juan Center, South Whidbey Center, and Marine Technology Center
The College owns a building in Friday Harbor that is located on land leased from the Port of Friday Harbor. The 7,710 square foot building includes offices, classrooms, and space leased to other users. There are no expansion plans for the San Juan Center, but there are two major repair projects in the pipeline – deck and roof repairs and replacements.

At the south end of Whidbey Island, the College leases approximately 4,300 square feet in a shopping center in Clinton. This space includes classrooms, office, and student service space.

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

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

Health and Safety
The College Safety Plan and Bloodborne Pathogens Plan were developed and published in 2012 and have been distributed to all District employees. Work is underway to update the College's Emergency Response Plan.

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

The College's cleaning and maintenance programs are guided by its "Low Environmental Impact

Cleaning Policy." This policy was adopted to minimize environmental impact and to protect the health of building occupants.

2.G.1 Exhibits:
Mount Vernon Campus Map
Whidbey Island Campus Map
San Juan Center
Marine Technology Center
2011 Facility Condition Survey
Sample Work Orders
Sample Facilities Event Schedule
February 2013 Motor Pool Schedule
Green Cleaning Policy
All-Hazards Emergency Response Plan (http://www.skagit.edu/images/AH_EmergencyRepPlan.pdf)
Safety Manual (http://www.skagit.edu/imageuploads/file3328.pdf)
Bloodborne Pathogens Exposure Control Plan (http://www.skagit.edu/imageuploads/file3327.pdf)

Hazardous Materials (2.G.2)

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

2.G.2 Exhibit:
Safety Manual (http://www.skagit.edu/imageuploads/file3328.pdf)

Facilities Master Planning (2.G.3)

Skagit Valley College has Facilities Master Plans (FMPs) in place for the District. They are being updated based on the College's revised Strategic Plan, and will be completed in Summer 2013.

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

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

the College development plan.

2.G.3 Exhibits:
SVC Mount Vernon 2005-2015 Master Plan
(http://devmain.skagit.edu/files.asp_Q_pagenumber_E_3237)
SVC Whidbey 2007 Master Plan (http://devmain.skagit.edu/files.asp_Q_pagenumber_E_3237)
Link to current FMP process (http://devmain.skagit.edu/files.asp_Q_pagenumber_E_3237)
Link to College Strategic Plan (http://www.skagit.edu/news.asp_Q_pagenumber_E_1830)

Equipment (2.G.4)

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

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

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

Instructional Equipment
Historically, the College's Instructional and Student Services Deans prepared lists of equipment needs that were reviewed and prioritized for potential funding. Beginning in 2013-14, the College adopted a new operating budget request process, in which departments will identify capital and equipment needs in their plans for funding consideration.

In addition to state and federally funded equipment, revenues from the Student Technology Fees ($230,000 in FY 2011-12) also fund equipment, with allocation decisions made by a student committee.

2.G.4 Exhibits:
Campus Center HVAC
Fan Coils
Hydronic Heating
Campus Center Equipment List

Technological Infrastructure (2.G.5)

The College has a data center that houses 160 virtual servers with backup and redundancy to meet the needs of the College. The College's cable infrastructure is mostly CAT 5 cable with some CAT 5e to the desktop, and Gigabit switches throughout the campus. Distribution between all IDF/MDF and buildings is fiber. College connectivity to the world is through a 100M state-run K-20 network connection with a 10M backup connection through a local ISP. The College also has $1,000/month credit with the local cable company that is used to provide Internet to the dorms, the East College building, and air cards for faculty/staff laptops when they travel.

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

IT maintains an equipment aging list that identifies equipment needs over a five year period, so there is time to react to equipment replacement needs in a proactive manner. IT projects are identified and tracked using a Gantt chart and communicates progress regularly.

All 34 colleges in the state of Washington have signed a code sharing agreement and Skagit maintains a matrix of all projects available for sharing. Skagit has adopted several applications through the code sharing agreement such as Time and Leave Reporting (TLR), online class schedule, an Emergency Notification System, Advisor Data Portal (ADP), degree audit, and FMS Query (a real-time budget balance tool).

The College has created separate student and staff portal systems to house applications and disseminate timely information. IT supports a point of sale system for the cafeteria, bookstore, fine and performing arts center and the computer systems used for Foundation patron management system, Facilities Management system, student pay for print system, and the photo ID system.

The IT department is testing virtual desktop systems with Thin Clients as a way of cost effectively supporting the computing needs of the College community. While this will not satisfy all the computing needs of the College, it will work for the bulk of student and staff needs. The goal is to have a system selected, testing completed and significant adoption in place by the end of 2013 so it can be implemented in the new Lewis Hall building in 2014.

Training and Support (2.G.6)

The Information Technology (IT) department staffs a Help Desk on both campuses and sends IT staff to offices and labs to troubleshoot hardware and software problems. IT staff members are

knowledgeable and experienced in campus software programs and provide service to faculty and staff. Student interns from the computer science instructional program help supplement IS department support and provide excellent student learning experiences in a complex network and computing environment.

The eLearning program provides ongoing support for faculty and students. Individual and group training to learn how to deliver online or web supported courses are offered each quarter. eLearning utilizes the Center for Teaching and Learning to deliver group and individual training as needed.

An eLearning Help Desk is available to students and faculty by phone or email. The campus currently uses Moodle as a course management system. The use of Tegrity (a lecture capture system), Open Course Library courses, open source books, and Creative Commons concepts (http://creativecommons.org/) are being encouraged throughout the campus, with technology training provided through the Center for Learning and Teaching.

The College supports its own Open Source Learning Management System (LMS), Moodle, and provides faculty training opportunities through the Center for Teaching and Learning (CLT). Both in-person and virtual training is available for students through the Student Online Support window (SOS) in the library.

Technology Planning (2.G.7 & 2.G.8)

SVC provides formal and informal opportunities for technology planning and stakeholder feedback. Input from the College community comes through the IT Standing Committee, the Help Desk, Student Online Support Window (SOS), data gathered through tracking project Gantt charts, and weekly IT core team meetings.

In addition, the IT Department regularly reviews network capacity and resources required to support the College's programs and services. Regular processes are followed regarding upgrades to network resources that are consistent and considered effective utilization of SVC's staff and resources. For example, updates to network software are released frequently with minor modifications made for each revision. Rather than utilizing staff resources to update the campus-wide infrastructure too frequently, upgrades are made at alternating revisions to keep the campus infrastructure current while minimizing the cost of implementation for only minor modifications. Computer laboratories across the District are also placed on a replacement schedule to ensure sufficient technology to meet individual program needs.

The College also regularly monitors network traffic to off-site locations to ensure sufficient bandwidth to meet the requirements of programs and services, including centers (i.e., Marine Tech, San Juan Center, etc.).

CONCLUSION

As a result of the recently completed Strategic and Operational Plans, the College is strongly positioned for the future. The future vision is clearly articulated through the Mission, Core Themes, and Strategic Priorities. And, the College community is clearly engaged in the College's future as evidenced by the comprehensive participation in the development of departmental-level plans.

Skagit Valley College's Year Three Self-Evaluation Report builds upon its successful Year One report and evaluation. It is responsive to the NWCCU's revised accreditation standards and accurately reflects the state of the College. The evaluation process and the Core Theme structure provide an excellent framework for institutional evaluation.

Standard One articulates the College's definition of mission fulfillment and identifies its Core Themes: Access, Achievement, and Community. These themes are clearly defined by their associated measurable Objectives, Indicators of Achievement, and Thresholds. Individually and collectively, the Core Themes manifest essential elements of its Mission and collectively encompass its Mission.

After a ten-month development period, the Board of Trustees clearly owns the revised Themes and their associated measures. They regularly assess both outcomes data and the meaningfulness of the measures; it is expected that the Objectives and Thresholds will continually mature over time.

While the indicators of effectiveness for student progress and completion are meaningful and consistent with the nationwide agenda, a close examination reveals the need to further develop an additional means for measuring student *learning* at the institutional level. A nationally normed assessment instrument will be identified in the Spring of 2013, with plans to begin benchmarking measurement activities in the 2013-2014 academic year.

Standard Two addresses the College's capacity to fulfill its Mission. The organizational structure, the physical and technological infrastructure, and instructional and student support services are designed to support the College's Mission.

The Board of Trustees understands its role as a policy governance body. Each member of the Board embraces the Core Themes and is well versed in using data to assess institutional success.

The Board and President are philosophically aligned and along with the President's Cabinet, represent a strong leadership team committed to student success and continual improvement in an environment characterized by the Guiding Principles. The College practices a well-established governance model inclusive of students, faculty, staff, and the Board.

Personnel capacity was significantly reduced beginning in 2009 due to reductions in state funding, especially in administrative and support areas. Key positions have been restored in a deliberate manner. The Strategic and Operating Plans identify priorities for new positions, including tenure-track faculty.

The College's investment in the professional development of faculty and staff is especially strong. While many resources were eliminated or cut in the last four years, most of the funds were restored in the last year.

The general education program is nationally recognized for innovation in integrative learning and promoting student engagement in the learning process. A future challenge is to maintain a robust program of integrative learning opportunities that serves a diverse student population, especially in the face of reduced budgets.

SVC has significantly transformed its physical environment, renovating numerous buildings and facilities and replacing aging buildings with new facilities. To ensure the continued evaluation and improvement of the physical environment on all campuses and centers, the College is currently updating its long-range Facilities Master Plan, which is expected to be completed in June 2013.

Despite drastic reductions in state funding since 2009, the College's overall financial position is strong. The College has doubled its unrestricted reserves over the past four years, due primarily to healthy enrollments.

Skagit Valley College has developed planning, assessment, and budgeting processes that are clearly linked to its Mission through the three Core Themes: Access, Achievement, and Community. Board of Trustees' policies and actions are focused on the Core Themes; measurement and reporting are integrated into Board processes and culture. Further, the Board, administration, faculty and staff are guided by a set of shared principles that frame an environment characterized by respect, integrity, open communication, and collaboration.

Within that environment, the Year Three self-study process has provided valuable information – information that both reinforces the College's current efforts and provides a roadmap for the future focused on student success and continued institutional improvement.