

SBCTC Online Grant Management System

Printed By: Phyllis Barry, Skagit Valley College

Print Date: 6/29/2009 2:28 PM

## **2009-10 Perkins Plan SKGVC\_APP4670**

**Status: Approved**

### **Applicant Information**

**Institution:** Skagit Valley College

**Consortium:** No

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## Contents

### Section 1

#### PROFESSIONAL AND TECHNICAL PROGRAMS

**1.1 What Programs of Study (POS) have been verified and have signed assurances on file? Include college program and name of the high school that is part of the POS. (max. characters 2,000)**

Welding Technology Anacortes High School  
 Automotive Technology Oak Harbor High School  
 Multimedia & Interactive Tech Oak Harbor High School  
 Business Management Oak Harbor High School  
 Digital Design Oak Harbor High School

**1.2 Over 2009-10, what new Programs of Study do you intend to create that will have seamless pathways? Programs of study include secondary and postsecondary academic and professional-technical courses in a sequential manner to ensure learning in core academic and technical subjects. Articulated dual-credit courses provide challenging coursework to the secondary student. Include college programs and name of the high school partner. (max. characters 2,000)**

Program Name: Business Management ATA & Certs; Office Admin & Acctg. ATA & Cert,  
 4-Yr articulations: CU, WWU, TESC  
 Courses Articulated: OFTEC 122, OFTEC 132, OFTEC 134, OFTEC 145, OFTEC 146, BMT  
 120, BMT 141, CAHM 123, CAHM 143, CAHM 199, PSYCH 104  
 High School Partner: Anacortes, Burlington, Cascade JC, Concrete, LaConner, Mt Vernon, Oak  
 Harbor, Sedro-Woolley, S. Whidbey

Program Name: Early Child Ed ATA & Certs; Ed Para ATA & Certs; Medical Asst ATA &  
 Certs; 4 Yr art: CU, WWU, TESC  
 Courses Articulated: NURS 136, ECE 140, ECE 170, EDI 121 PE 200, HFT 100  
 High School Partner: Anacortes, Burlington, Cascades Job Corps, Concrete, LaConner, Mt  
 Vernon, Oak Harbor, Sedro-Woolley, S. Whidbey

Program Name: Auto Tech ATA; Electronic Tech ATA & Certs; Welding Tech ATA &  
 Certs; 4-Yr articulations CU, WWU, TESC  
 Courses Articulated: AT 100, AT 101, ET 121, MET 295, WT 131, WT 132, WT 133, WT  
 231

High School Prtner:Anacortes,Burlington,Concrete, Coupeville,Mt Vernon,Oak Harbor,Sedro-Woolley, S.Whidbey, Sno-Isle SC

Program Name: MultiMedia ATA & Certs; 4-Yr articulations, CU  
Courses Articulated: OFTEC 136, MIT 135, MIT 149, MIT 160, MIT 213, MIT 226, MIT 228, MIT 227, MIT 249

High School Partner: Anacortes,Bellingham, Burlington, Concrete, Friday Harbor, LaConner,Mt Vernon,Oak Harbor,Sehome, Squaticum, S.Whidbey

Program Name: Marine Tech ATA & Certs  
Courses Articulated: MT 100  
High School Partner:NW Career & Tech Academy

**1.3 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed? If so, please describe the changes for:**

**1.3A Improving and integrating academic and technical skills of professional and technical students? (max. characters 1,000)**

**Example: Sunshine College will establish five new I-BEST programs that integrate academic and technical skills for low literacy adults. \* Sunshine College will implement a performance-based assessment model in three new programs with assessment criteria (rubric) that focuses on the applied integration of technical and academic skills.**

5-Year Outcomes Summarized Below – No Changes

- 1)SVC will achieve increases in all momentum points in the Student Achievement Initiative above baseline scores.
- 2)SVC will show a significant increase the number of professional and technical students completing 3 credits of college level math.
- 3)Retention and learning gains will occur due to increased enrollment in IBEST.
- 4)Assessment methodology will be documented for integration of general education outcomes in professional and technical classes.
- 5)SVC will create bridging pathways from basic skills to developmental education to college level classes.

**1.3B Ensuring that professional and technical students are taught to the same academic rigor as all other students? (max. characters 1,000)**

**Example: Sunshine College will review all programs within the next five years to ensure**

**academic rigor. Reviews will be based upon a standard set of criteria, designed by a team of academic and technical faculty members that focuses on academic rigor.**

5-Year Outcomes Summarized Below – No Changes

- 1) Industry recognized credentials are integrated into 3 additional programs.
- 2) Skill standard alignment has occurred in 3 additional programs.
- 3) AVID strategies integrated into Nursing curriculum
- 1) Competency-based curricula developed in 3 additional programs.
- 4) 5 new articulation agreements to universities exist.
- 5) At least one applied baccalaureate degree exists.
- 6) Assessments for skills-designated classes reviewed for rigor.
- 7) An adequate number of credits of academic courses in degree programs will be maintained.
- 8) All currently accredited programs will maintain their accreditation.

**1.3C Select 2009-10 strategies that apply toward your outcome(s):**

- Integration of basic skills and technical skills development (I-BEST or I-BEST-Like activities)
- Tutoring services
- Integration of core employability skills –Multicultural competency, information literacy, technology literacy, business literacy, communication, teamwork, responsibility, ethics, and critical thinking/problem solving
- Use of formalized industry skill standards
- Use of industry-based assessments/tests /credential
- Integration of academic components across the curriculum (math, writing, speaking, etc.)
- College-level academic courses required as part of the professional and technical program (math, science, English, Sociology, Psychology etc.)
- Skill competence tracking (industry certification, industry skill standard assessments)
- Outcome and assessment based program and course curriculum
- Formal program accreditation standards
- Integration of college-wide core abilities or college outcomes or general education outcomes
- Related instruction—communication, computation, and human relation courses
- Other activities

**1.3D Describe your 2009-10 strategies checked above for integrating academic and technical skills of professional and technical students and ensuring they are taught to the same academic rigor as all other students. (max. characters 2,000)**

- 1) SVC will engage in a math initiative that will evaluate professional/technical math curriculum and instructional strategies, and pilot and evaluate linked professional/technical math and professional/technical discipline classes.
- 2) SVC will establish 1 additional IBEST programs that integrates academic and technical

skills for low literacy adults.

3)SVC will catalogue assessments of general education integration in professional and technical courses and assessment results will become part of learning outcomes assessment plans.

4)Utilize CCSSEE data to evaluate academic rigor in professional and technical courses.

5)Target one program each year for integration of industry credential in curriculum.

6)Target one program each year to align curriculum with existing industry skill standards or Centers of Excellence.

7)Work with Tech Prep to assure that articulated credits apply towards certificates, ATA degrees or apprenticeships.

8)Target one program each year for development of articulation agreements to 4-year universities.

9)Begin planning for applied baccalaureate

**1.4 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed? If so, please describe the changes for ensuring that students have strong experience in, and understanding of, all aspects of industry? (max. characters 2,000)**

**Example: At the end of five years, 75% of professional and technical degrees and certificates will require industry cooperative experience, job shadow experience, or an internship experience.**

5-Year Outcomes Summarized Below – Modifications Noted

1)Workforce readiness skills will be integrated into the curriculum of each program.

2)Cooperative learning experiences will be expanded to short-term certificate programs.

3)Faculty and students will participate in industry tours in cooperation with TechPrep. (Item eliminated)

4)Program equipment and tools will have been audited versus industry standards.

**1.4A Select 2009-10 strategies that apply toward your outcome(s):**

- Internships
- Job shadow experiences
- Clinical experiences
- Externships
- Student participation in college job search activities
- Cooperative learning experiences
- Use of industry-standard equipment and tools
- In-class simulations

- Industry tours
- Industry as guest speakers
- Other activities

**1.4B Describe your 2009-10 outcome strategies checked above. (max. characters 2,000)**

- 1) Workforce readiness skills will be added to one IBEST program.
- 2) Four short-term certificates will include a coop education requirement.
- 3) Advisory Committees will review program equipment.

**Section 1 Performance Indicators**

**1.5 Check all that apply to section 1 activities:**

- Indicator 1P1 Technical Skill Attainment - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2P1 Industry Certificate Attainment - Activities will improve student attainment of industry-recognized credentials, a certificates, or degrees.
- Indicator 3P1 Student Retention - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4P1 Student Placement - Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5P1 Nontraditional Participation - Activities will improve student participation in career and technical education programs that lead to employment in non-traditional fields.
- Indicator 5P2 Nontraditional Completion - Activities will improve student completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 2

### FACULTY, STAFF AND ADMINISTRATORS

**2.1 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed? If so, please describe the changes in how the college will demonstrate recruitment and retention of high quality professional and technical faculty, advisors, and administrators representing the ethnic diversity of your region? (max. characters 2,000)**

**Example: Sunshine College will strive for a 10% increase in the ethnic diversity among faculty members. \* Sunshine College will match a seasoned college faculty member with each new faculty member for a one-year period of time. The seasoned faculty member will provide support and mentoring for her/his mentee.**

5-Year Outcomes Summarized Below – No Changes

- 1)Implement a liaison for part-time faculty which will enhance our ability to retain and attract a diverse and qualified applicant pool that can transition into full-time positions. (Completed)
- 2)Develop recruitment and marketing materials that are focused on diverse populations especially those that represent and reflect our surrounding population of Latinos, Russians and Ukrainians.
- 3)Continue to represent the College at job fairs which expands our opportunity to recruit a diverse staff.
- 4)Develop policy and infrastructure to support a “grow your own” model of developing potential faculty, advisors and administrators that are ethnically diverse
- 5)Where feasible develop training positions which allow individuals to complete a professional development plan in order to meet the minimum qualifications for a higher level position.

**2.2 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed? If so, please describe the changes in how the college transitions faculty members who come from business and industry into strong facilitators of learning? (max. characters 2,000)**

**Example: Sunshine College will increase the number of faculty members who attend teaching and learning workshops and conferences by 20% over the next five years. \* Sunshine College will implement a web-based education and training calendar of events so that all faculty members can be informed of various teaching and learning conferences and workshops within our college and throughout the state.**

5-Year Outcomes Summarized Below – No Changes

- 1)Expanded orientation curriculum for new faculty and 100% participation for new faculty.

- 2)Professional and Technical faculty will have acquired additional instructional strategies through collaboration in IBEST.
- 3)Professional Learning Communities were initiated in 2008-09 and will be continued in 2009-10
- 4)All new professional/technical tenure track faculty will attend SBCTC Orientation and Boot Camp
- 5)Center for Learning and Teaching workshops will reflect unique needs of Professional/Technical faculty.

**Select 2009-10 strategies that apply toward your outcome(s):**

- Faculty orientation workshops
- Faculty workshops that assist in meeting initial certification standards under WAC
- Professional and Technical "Boot Camp" for faculty
- On-going professional development through a campus teaching and learning
- Peer faculty mentoring program
- Other

**2.2B Please describe 2009-10 strategies that apply toward your outcome(s) checked above.**

**Make sure to list workshop titles and specify "Other" if checked. (max. characters 2,000)**

Boot Camp, SBCTC New Faculty Workshop, SVC Orientation and Vocational Certification Programs of Study Workshops with area HS CTE Instructors, Articulation Evaluation, Competency Based Curriculum Development, Learning Outcomes & Assessment, I-BEST, Program Development Learning Community

**2.3 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed?**

**If so, please describe the changes in how the college is providing professional and development opportunities for faculty, advisors, and administrators to ensure rigor and high quality academic and technical standards are maintained in programs? (max. characters 2,000)**

**Example: Sunshine College will increase the amount of money set-aside for faculty, staff, and administrative support by 10% in the next five years to enhance access for professional development opportunities.**

5-Year Outcomes Summarized Below – No Changes

- 1)General Professional and Technical math course (MATH 100) will be linked to professional and technical programs.
- 2)Increased faculty awareness of student learning outcomes and strategies for linking assessment and continuous improvement.
- 3)Professional and technical faculty will utilize skill standards in developing curriculum.

- 4) Professional and technical faculty will create competency-based curricula.
- 5) Professional and technical faculty will have the skills to evaluate articulation agreements.
- 6) Professional and Technical faculty will implement and assess skills-designated learning outcomes effectively.
- 7) Professional and Technical faculty are utilizing SVC's Center for Learning and Teaching and the Center of Excellence for Education.
- 8) Application of workshop/training can be seen in classroom.

**2.3A Select 2009-10 strategies that apply toward your outcome(s):**

- Leadership training
- Student learning outcomes workshops
- Student learning assessment workshops
- Integrating academics into technical skill development workshops (i.e. math, science, writing across the curriculum etc.)
- Integrating cultural competency across the curriculum workshops
- I-BEST system training
- Intensive workshops on teaching and learning (more than 1 day trainings and workshops that provide changes in teaching and learning)
- Technical assistance workshops (workshops and conferences lasting 1 day or less)
- Other

**2.3B Please describe 2009-10 strategies that apply toward your outcome(s) checked above.**

**Make sure to specify "other" if checked. (max. characters 2,000)**

Revision of Vocational Certification training requirements.

Other - Joint Skagit Valley College and Secondary CTE instructor professional development facilitated by TechPrep including Programs of Study, best practice sharing, occupational and employment information, and articulation agreement analysis and finalization

I-BEST Training

In-house training on skill standards, competency based curricula, assessment of learning outcomes.

**Section 2 Performance Indicators**

**2.4 Check all that apply to Section 2 activities:**

- Indicator 1P1 Technical Skill Attainment - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2P1 Industry Certificate Attainment - Activities will improve student attainment of industry-recognized credentials, a certificates, or degrees.

- Indicator 3P1 Student Retention - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4P1 Student Placement - Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5P1 Nontraditional Participation - Activities will improve student participation in career and technical education programs that lead to employment in non-traditional fields.
- Indicator 5P2 Nontraditional Completion - Activities will improve student completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 3

### ADVISING

**3.1 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed? If so, please describe the changes in how the college ensures that professional and technical students understand education pathways linked to career pathways? Note: This includes outreach to secondary students on programs of study as well as advising postsecondary students. (max. characters 2,000)**

**Example: Sunshine College will have selected a model pathway diagram that includes programs of study information. The model pathway diagram will be developed for 75% of all existing programs and used in college orientation programs and posted on the website for student use.**

5-Year Outcomes Summarized Below – Modification Indicated

- 1)Retention and Transitions Specialist for Professional/Technical Programs will identify and work to remove barriers for students to increase transitions to and retention in Professional and Technical programs; (New)
- 2)Retention and Transition Specialist for Professional/Technical Programs will work with non-traditional and upper-level Basic Skills students individually and in groups to develop education and financing plans and wrap around services; (New)
- 3)Secondary/Post-Secondary counselors will attend joint trainings and use same vocabulary and communication materials.
- 4)Counselors will interact on a regular basis with professional and technical programs through classroom visits, involvement in events [Counselor attendance at advisory committee meetings eliminated]
- 5)High school CTE instructors will participate on SVC Advisory Committees.
- 6)A counselor liaison to the basic skills program will be developed.
- 7)Five new articulation agreements with 4-year universities will be developed.

**3.1A Describe 2009-10 strategies that apply toward your outcome(s). (max characters 2,000)**

- Career pathway model standardized and posted on each program's department website.
- Increase counselor expertise in industry and program through classroom visits and involvement in events.
- Increase number of high school CTE instructors on SVC advisory committees and vice versa.
- Identify counselor liaison for basic skills program.
- Develop communication pieces that span secondary/post-secondary systems.

- Facilitate joint training sessions secondary/post-secondary in cooperation with TechPrep.

**3.2 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed? If so, please describe the changes in how the college will help students find jobs and continue their education? (max. characters 2,000)**

**Example: Sunshine College will implement job search activities in 50% of existing professional and technical programs. \* Sunshine College will increase the number of job search workshops available for students by 20% in five years. \* Sunshine College will increase the number of articulated programs to four-year colleges and universities by 25% in the next five years.**

5-Year Outcomes Summarized Below – No Changes

- 1)Expand cooperative learning experiences to 4 additional short-term certificate programs.
- 2)Integrate work readiness into IBEST curricula.
- 3)Three programs in high wage/high demand fields will be reviewed and curriculum modularized into collections of short-term certificates.
- 4)Transitions from SVC programs to apprenticeship will be developed.

**3.2A Select 2009-10 strategies that apply toward your outcome(s):**

**Job finding strategies/activities:**

- Job search opportunities
- Career exploration workshops/classes
- Employment preparation workshops/classes (i.e. mock interviews, “dress for success” etc.)
- Job Shadowing
- Internship/cooperative learning
- Externships
- Clinical Placements
- Job or career fairs
- On-campus interviews with employers
- Job posting information available to students
- Links to Worksource
- Others

**Continued education strategies/activities:**

- Written information to students regarding educational pathways linked to career pathway
- Written information to students about opportunities within CTCs for continued education
- Written information to students about articulation agreements with four-year colleges and universities

- Written information to students about articulation agreements with apprenticeship programs  
 Others

**3.2B Please describe 2009-10 strategies that apply toward your outcome(s) checked above.**

**Make sure to specify "other" if checked. (max. characters 4,000)**

- 1) Pathways fliers for each high school will indicate articulated classes, pathways and university articulations.
- 2) University articulations will be posted on program web sites.
- 3) Implement coop in three short-term certificates
- 4) Assess work readiness skill development in one IBEST program.
- 5) Modularize curriculum in Business Management and Welding.
- 6) Additional clinical placement sites for allied health programs will be established.
- 7) Annual Career Fair and Transitions Fair to promote professional/technical programs and to bring employers on campus to meet students.

**Section 3 Performance Indicators**

**3.3 Check all that apply to Section 3 activities:**

- Indicator 1P1 Technical Skill Attainment - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2P1 Industry Certificate Attainment - Activities will improve student attainment of industry-recognized credentials, a certificates, or degrees.
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## Section 4

### SPECIAL POPULATIONS

(Special populations include low-income, People of Color, non-traditional genders within an occupation, displaced homemakers, single parents, and people with disabilities)

**4.1 Have any of the outcomes from the college's five year plan (Perkins 2008-09) changed? If so, please describe the changes in how the college will decrease barriers and increase access for student success in high wage, high demand programs that lead to self-sufficiency? Include descriptions of programs designed to help special populations to meet or exceed the adjusted levels for performance indicators. (max. characters 2,000)**

**Example: Sunshine College will leverage funds from Opportunity Grant, WorkFirst, Worker Retraining, and other sources to increase access and decrease barriers for students. This will result in a 10% increase in retention of special population students.**

5-Year Outcomes Summarized Below – Modification Indicated

- 1)SVC will maintain numbers served in ABE/ESL (modified).
- 2)SVC will hire a part-time Retention and Transitions Specialist for Professional/Technical Programs. (New)
- 3)A professional/technical student success unit will be developed. This unit will work to identify student populations by risk factors, develop strategies for barrier removal and resource identification. This unit will include the following programs: WorkFirst, Opportunity Grant, BFET and Worker Retraining. The grants will work collaboratively develop specific strategies for student success that will be implemented across the department. Identification of student populations by risk factor. (New)
- 4)Identification of barriers at-risk students face.
- 5)Strategies for barrier removal exist.
- 6)5 new IBEST programs will be developed and IBEST students will show significantly higher retention than non IBEST students.
- 7)Nursing program retention will increase by 15%.
- 8)SVC will pilot secondary to post-secondary bridge program.
- 9)Increased number of course offerings available by distance education, evenings and weekends.
- 10)Increased availability of evening and weekend support services.

**Describe 2009-10 strategies that will assist in accomplishing your outcome(s) in the following areas:**

**4.2 Describe strategies your college will use with Perkins funds to overcome barriers that impact educational access and success for special populations. (max. characters 2,000)**

- Interview, assess and create written accommodations plan for each student with a disability.
- The college has developed a student retention and success committee that works to: 1) identify student population by risk factors; 2) identify barriers common to each group; 3) develop strategies for barrier removal especially financial resources and child care and scheduling. The professional/technical department will also have a unit whose focus will be on developing and implementing success strategies for special populations enrolled in professional/technical programs.
- Expand IBEST program offering each year.
- Replicate best practices from high retention nursing programs in SVC's nursing program.
- Identify and utilize successful retention and wrap around services found in FSET, Opportunity Grant, WorkFirst programs. Once strategies have been identified they will be implemented unit wide. The above programs will work together to develop intake and assessment tools that will assist students in obtaining the resources that they need to be successful in the pursuit of their education.

**4.3 Describe strategies your college will use with Perkins funds to increase the number of special population students enrolled in and who successfully complete high wage, high demand programs that lead to self-sufficiency. (max. characters 2,000)**

- The college has developed a student retention and success committee that works to: 1) identify student population by risk factors; 2) identify barriers common to each group; 3) develop strategies for barrier removal especially financial resources and child care and scheduling. The professional/technical department will also have a unit whose focus will be on developing and implementing success strategies for special populations enrolled in professional/technical programs.
- The Professional/Technical Student Success Unit will collaboratively develop a template that will be used in each funding program to develop individual educational plan and a funding plan for special population students. Specifically, these plans will outline student's educational goals, training plan, outline potential funding resources for childcare, transportation, etc. These plans can assist student's and advisors in tracking student progress, achievement and financial resources. (new)
- Provide additional position to serve FSET and Opportunity Grant students who will serve as a liaison between the financial aid and business office.
- Expand IBEST program offering each year.
- Replicate best practices from high retention nursing programs in SVC's nursing program
- Pilot post-secondary AVID strategies in Nursing program (New)
- Develop programs targeting high school graduates or near graduates with short term transition programs to living wage jobs.
- Utilize FSET, Opportunity Grant, WorkFirst to remove barriers for students

**4.4 How will your college ensure that members of special populations are not discriminated against based upon their status? (max. characters 2,000)**

- Faculty in-service training on civil rights
- All publications contain non discrimination language
- No pre-admissions screening
- NonDiscrimination Ombudsman
- Sexual Harassment Policy & Ombudsman
- Professional/Technical Student Success Unit will work to develop recruitment and bridging strategies from ABE/ESL programs to professional/technical programs.
- SVC will hire a part-time Retention and Transitions Specialist for Professional/Technical Programs. (New)
- A professional/technical student success unit will be developed. This unit will work to identify student populations by risk factors, develop strategies for barrier removal and resource identification. This unit will include the following programs: WorkFirst, Opportunity Grant, BFET and Worker Retraining. The grants will work collaboratively develop specific strategies for student success that will be implemented across the department. Identification of student populations by risk factor. (New)

**4.5 Describe strategies your college will use with Perkins funds to increase recruitment, retention and program completion of non-traditional students (gender only) in non-traditional fields. (max. characters 2,000)**

Recruitment: Hiring Retention & Transition Specialist for Profession/Technical Programs; Host "Try a Trade" day targeting high school students, through the AVID and Bridges to opportunity program SVC will pilot recruitment strategies targeting 5th-8th grade students. Allied Health program and their students in cooperation with TechPrep, will host a "Try a Medical Career" evening in fall 2009. Special populations will be targeted for this event. Representatives from both Medical assisting and Nursing program will market their programs by inviting students to visit classrooms to learn more about each program. Potential funding and scholarship programs will be on hand to discuss funding opportunities.

Retention: Development Professional/Technical Student Success Unit will assist in the development and identification of student success strategies. Counselor involvement in professional and technical programs. Individual contact and support by Women's Program Coordinator. Identify peer mentors.

Program completion: Career pathways; wrap around services and support with Opportunity Grant and FSET; Increased IBEST availability; increased tutoring availability; transition to workplace integrated in curriculum.

## Section 4 Performance Indicators

### 4.6 Check all that apply to Section 4 activities:

- Indicator 1P1 Technical Skill Attainment - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2P1 Industry Certificate Attainment - Activities will improve student attainment of industry-recognized credentials, a certificates, or degrees.
- Indicator 3P1 Student Retention - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4P1 Student Placement - Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
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- Indicator 5P2 Nontraditional Completion - Activities will improve student completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 5

### CONTINUOUS IMPROVEMENT

**5.1 Describe your college's process for professional and technical program assessment/review to ensure viability, relevance, industry -standard curriculum, appropriate size, scope and quality of program. (max. characters 2,000)**

**Example:**

**Through information gathered in program review processes, Sunshine College will strive to increase student retention and completion by 5% \* Through information gathered in program review processes, Sunshine College will ensure that programs meet industry needs.**

At SVC a rotating schedule will ensure that each program is reviewed at least once every 5 to 7 years. The Vice-President(s) will meet with Deans, Associate Deans, and Department/Program/Division Chairs participating in program reviews during the year to discuss the requirements and the process for program review. The orientation will be conducted in Fall quarter. Data collection will consist of:

- Enrollment
- Retention, Persistence & Success
- Efficiency
- Other: Competitive strengths and weaknesses; Opinions of stakeholders; Learning Outcomes Assessment Plans

During the 2008-2009 academic year, college accreditation will provide a mini review process for all programs. In the 2009-2010 academic year the regular rotation will resume.

**5.2 Please name the programs you plan to review in 2009-10. (max. characters 2,000)**

Electronics

Marine Tech

Office Administration & Accounting

**5.3 What outcomes will you accomplish through your program review process over 2009-10? (max. characters 2,000)**

- Program review results will result in changed strategies to address any or all of the following areas: curriculum alignment with industry standards, integration of work readiness and rigorous academic skills in curriculum, recruitment, retention and representation of special populations, and job placement.
- One program will develop competency-based curricula and industry certification.
- One program will be modularized into short-term certificates.

**5.4 How are your internal (student services, business administration, academic transfer) and external (WDCs, Worksource, Business and Industry, Labor) stakeholders involved in professional and technical program improvement encompassing program development, implementation, and assessment? (max. characters 2,000)**

Program Development Program Implementation Program Assessment

Internal college units (student services, business serves, etc) Pilot new programs using non-credit workshops; Career Services & Student Services provide program development input; Business office supports resource acquisition for facilities, equipment; Student Services supports information dissemination

Formal review involves entire Cabinet with leadership and analysis from Institutional Research.

WDCs and EDCs

SVC incorporates WDC and EDC strategic planning information into program development; WDC and EDC participate on President's Round Table for Workforce Development and advisory committees.

WDC and EDC participate in making industry contacts, communicating availability of programs and securing resources.

WDC and EDC participate on advisory committees and provide input.

Worksource

Monthly meetings provide opportunity for input on program needs.

Coordination of referral.

Feedback on program services.

Program specific advisory committee members Recommend needed program modification or expansion.

Access resources to support implementation.

Provide input on program quality.

Organized Labor Involved in program approval process and provide input.

Provide industry contacts and informational resources.

Provide feedback through advisory committees.

Program Accreditation Agencies

Provide information on quality program requirements.

Review proposals.

Review and recommend program improvement through accreditation process.

Skill panel members

Others (Please specify)

**5.5 How are stakeholders, referred to in the previous answer, informed about and assisted in understanding Perkins requirements and programs of study?**

- Formal and informal orientation presentations
- Regular electronic updates
- Quarterly or other regularly scheduled meetings
- Newsletters
- Website postings
- Personal visits
- Other

**5.5A If "Other" is checked above, please specify. (max. characters 250)**

**Section 5 Performance Indicators**

**5.6 Check all that apply to Section 5 activities.**

- Indicator 1P1 Technical Skill Attainment - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2P1 Industry Certificate Attainment - Activities will improve student attainment of industry-recognized credentials, a certificates, or degrees.
- Indicator 3P1 Student Retention - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4P1 Student Placement - Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5P1 Nontraditional Participation - Activities will improve student participation in career and technical education programs that lead to employment in non-traditional fields.
- Indicator 5P2 Nontraditional Completion - Activities will improve student completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 6

### Budget Narrative

**Describe how funds will be used for each category budgeted (salaries, goods, travel, etc.) in the following activities. Descriptions must include:**

- **All position titles and percentages of effort or FTEF that will be funded (e.g. program director 10%; office assistant at \$10/hr for approximately 20 hours a week; instructors 6 FTEF, etc.**
- **The types of goods and services that will be purchased (e.g. office supplies, textbooks, computers, etc.).**
- **All capital outlays that will be purchased. Capital outlays is defined as property or equipment with a useful life in excess of one (1) year and a per unit acquisition cost of \$5,000 or more.**

**See the 2009-10 Perkins Guidelines fiscal guidance for more information.**

**(max. characters 1,500 for each response)**

#### **6.1 Professional & Technical Programs**

Support continuous improvement of professional and technical programs by reviewing alignment of programs with local demand, assuring curricula aligned to industry standards and rigorous academic standards, developing programs of study and creating bridging pathways for basic skills and developmental education students. Provide stipends for continued integration of math with professional/technical programs and assessment of student achievement. Provide stipends for applied baccalaureate planning. Workforce Grant Manager 25%.

#### **6.2 Faculty Staff and Administrators**

Provide orientation, vocational certification and professional development opportunities for professional/technical faculty. \$20,000 for contracted trainers to provide training in IBEST, articulation evaluation, learning outcomes assessment, and Program Development Learning Community finalization. \$8,700 in Goods and Services will pay for registration fees for boot camp, Workforce Dean Leadership Academy, and accreditation required conferences and training. \$14,693 in travel will fund Boot Camp, AVID Summer Institute, WF Dean Leadership and accreditation required conferences and training and faculty & administrator travel to AVID Summer Institute to continue pilot to integrate AVID retention and academic achievement strategies into Nursing program.

### **6.3 Advising**

Increase counseling involvement and knowledge of professional and technical programs and support counseling department liaison relationships. Director of Counseling 36%. New position, Retention and Transition Specialist for Professional/Technical Programs 100% of 10 month position. This position will help non traditional and special population students negotiate barriers, build educational, financial and career plans. Goods and Services will support recruitment and career awareness events and professional/technical marketing materials, and access to WOIS for career advising. Contract funds will upgrade website to include database enabled career pathways to dynamically reflect changing market conditions.

### **6.4 Involving Others**

Salary and Benefits funds 14% of the TechPrep Director to support faculty & CTE instructor professional development opportunities and Programs of Study collaboration. Also includes faculty stipends to develop and deliver a Summer Institute for High School CTE instructors and counselors. Goods & Services will support annual advisory committee meeting and advisory committee involvement.

### **6.5 Improvement of Quality**

### **6.6 Special Programs**

Provide counseling, administration and coordination of ABE/ESL. Develop accommodation plans for disabled students. ABE/ESL Office Assistant 42%; ABE/ESL Faculty, 1 @ 16% and 1 @ 11%, Disability Accommodations Specialist 20%.

### **6.7 Continuous Improvement**

Maintain up-to-date equipment (not capital outlays). Examples may include equipment upgrades in nursing and allied health, welding, multimedia, criminal justice, electronics, marine technology and fire fighting. Faculty and advisory committee input will be taken into consideration help determine currency of equipment and needs of programs to stay up-to-date.

### **6.8 Non-Traditional (gender)**

Support Displaced Homemaker Director, 42%. Goods and Services will support at least one event to recruit nontraditional students.

### **6.9 One-Stop Activities**

Increase access to information about support services, work experience opportunities, and SVC programs by supporting the One-Stop system. This contract is our contribution to WorkSource One-Stop. SVC's One-Stop Partner Resource Sharing Agreement stipulates sharing the cost of facility and resources at WorkSource Skagit and WorkSource Whidbey.

## **6.10 Administration**

Indirect.

# Budget

## Institution: Skagit Valley College

Activity	Salary and Wages	Employee Benefits	Goods and Services	Building Rental & Utilizations	Travel	Contracts	Capital Outlays	Tuition	Student Fees	Indirect	Total
Professional & Technical Programs	\$19,391.00	\$5,817.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$25,208.00
Faculty Staff and Administrators	\$0.00	\$0.00	\$8,700.00	\$0.00	\$14,693.00	\$20,000.00	\$0.00	\$0.00	\$0.00		\$43,393.00
Advising	\$54,233.00	\$23,497.00	\$11,200.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00		\$98,930.00
Involving Others	\$8,520.00	\$3,330.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$14,850.00
Improvement of Quality	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Special Populations	\$30,616.00	\$15,080.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$45,696.00
Continuous Improvement	\$0.00	\$0.00	\$57,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$57,000.00
Non-Traditional	\$12,060.00	\$5,940.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$20,000.00
One-Stop Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$0.00	\$0.00		\$7,500.00
Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,241.00	\$6,241.00
<b>Total</b>	<b>\$124,820.00</b>	<b>\$53,664.00</b>	<b>\$81,900.00</b>	<b>\$0.00</b>	<b>\$14,693.00</b>	<b>\$37,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,241.00</b>	<b>\$318,818.00</b>