

SVC Board of Trustees
Annual Strategic Priority Performance Report: Opportunity
March 2026

Table of Contents

I. EXECUTIVE SUMMARY:	2
II. KPI: DIFFERENCES IN COMPLETION RATES	3
II.A. Internal Reporting.....	3
II.B. Regional (WA SBCTC System) Benchmarking.....	6
III. KPI: DIFFERENCES IN EMPLOYEE SENSE OF BELONGING	10
III.A. Employee Sense of Belonging.....	10
IV. CONCLUSION	12

List of Figures

Figure 1: Achievement Gap in 3-Year Completion Rates by Race/Ethnicity: Bars indicate difference from overall average of 40%:.....	5
Figure 2: Achievement Gap in 3-Year Completion Rates by Attendance: Bars indicate difference from overall average of 40%.....	6
Figure 3: 3-Year Completion by Race/Ethnicity: SVC vs SBCTC System	8
Figure 4: 3-Year Completion by Gender: SVC vs SBCTC System	8
Figure 5: 3-Year Completion by Attendance: SVC vs SBCTC System.....	9
Figure 6: 3-Year Completion by Age Group: SVC vs SBCTC System	9
Figure 7: 3-Year Completion by Socioeconomic Status: SVC vs SBCTC System	10
Figure 8: Extent to which All Campus Groups Experience of a Sense of Belonging: SVC vs Other Colleges	10

List of Tables

Table 1: SVC Achievement Gap in 3-Year Completion by Student Groups: Internal Reporting, Target Achievement gap at or below -3%	4
Table 2: Disaggregated 3-Year Completion Rates: 2024 SVC vs SBCTC System	7
Table 3: SVC Employee Sense of Belonging Breakdown.....	12

I. EXECUTIVE SUMMARY:

Skagit Valley College's 2024–2028 Strategic Plan identifies five strategic priorities: 1) Student Success, 2) Opportunity, 3) Enrollment, 4) Institutional Capacity, and 5) Community Engagement. This report summarizes progress toward the outcomes and associated targets in the Strategic Priority of Opportunity as measured by two Key Performance Indicators (KPIs): Differences in Completion Rate by student groups and Employee Sense of Belonging.

Differences in Completion Rates across various demographic categories:

- Overall, two thirds of the tracked categories examined meet or exceed our threshold of having negative achievement gaps at or below 3% for 3-year completion rates.
- Part-time students continue to show an achievement gap of -12% below the college average (28% vs 40%).
- Students who identify as Hispanic/Latino continue to have an achievement gap (-11%) below the college average (29% vs 40%).
- However, when compared to their peers in the SBCTC system, SVC students show higher completion rates across nearly all demographic groups examined.

Employee Sense of Belonging:

- The overall indicator for Sense of Belonging increased is at 60% getting closer to the target of 65% by 2028.
- Specific measures for employee Sense of Belonging show SVC employees reporting significantly higher Sense of Belonging than those at peer institutions.

Summary:

Skagit Valley College has demonstrated excellent progress toward increasing its 2028 Opportunity goal of increasing overall Sense of Belonging to 65%, as measured by the HEDS Campus Climate survey. Both faculty and staff showed significant increases in specific measures of Belonging, with faculty showing the largest gains. In terms of disaggregated student success and completion, two thirds of student groups examined showed achievement gaps at or below the -3% below the college average. The exceptions were students who identify as Hispanic/Latino and students who attend part-time. The College is well aware of these disparities and continues to work on addressing them through targeted interventions, student support, and specific programming. However, when compared to peers in the Washington Community and Technical College system, virtually all SVC student groups are completing at higher rates than their system peers.

II. KPI: DIFFERENCES IN COMPLETION RATES

This section of the report focuses on the Key Performance Indicator (KPI) that measures differences in completion rates among student groups. The target for this KPI is:

- ***Decrease student achievement gaps to -3% or below.***

In our internal reporting, the term achievement gap is defined as the difference (measured in percentage points) between the performance or representation of a specific demographic group and the overall average across all student groups. A negative achievement gap means that the group is completing at a lower rate compared to the overall average. Ideally, we want completion rates for all groups to be close to the overall group average.

II.A. Internal Reporting

Context: Internal (SVC) data are most useful for purposes such as identifying specific rates of progress and completion, informing operational planning, tracking progress toward strategic priorities, and aligning interventions to help support efforts to close achievement gaps. In contrast, system-level data (II.B) are used to compare and contrast and to give context to how SVC's performance compares to that of similar institutions.

The SVC Institutional Research (IR) Office maintains internal dashboards that track student completion data disaggregated by key student groups, including race, gender, age group, first-generation status, income level, and attendance status.

- Internally, completion is defined as the percentage of first-time, degree or certificate seeking students who begin in summer or fall and who earn a degree or certificate, or who transfer to a four-year college or university within three years (150%) of first enrollment. Degree seeking students can pursue an associate's degree or certificate in the areas of academic-transfer or workforce; or pursuing a bachelor's degree.
- Students self-report their race, gender, and age group during the college admission application process.
- Students also report the education level of their parents. If neither parent has completed a college-level program, the student is classified as first-generation.
- For reporting purposes, income level is grouped into two categories: students who received need-based financial aid and students who did not receive need-based financial aid.
- Attendance status is determined by the average number of course credits a student takes in their first academic year. Students averaging 12 or more credits per quarter of attendance are considered full-time.

Notes:

- Internal SVC completion rate calculations do not include dual-enrollment credits (Running Start or College in High School), nor do they include non-degree seeking students. Although these credits may shorten a student's time to completion, they are earned before the student is officially designated as degree-seeking.
- Subgroups that exceed the -3% achievement gap are highlighted in **red** in the table below.

**Table 1: SVC Achievement Gap in 3-Year Completion by Student Groups:
Internal Reporting, Target Achievement gap at or below -3%**

Completion by Race	Cohort Size (n)	2025 Completion	Achievement Gap
Overall Completion Rate	683	40%	
American Indian / Alaska Native	10	40%	0%
Asian	30	60%	20%
Black / African American	27	44%	5%
Hispanic	175	29%	-11%
Multi-Racial	46	54%	15%
White	366	43%	3%
Completion by Gender	Cohort Size (n)	2025 Completion	Achievement Gap
Overall Completion Rate	683	40%	
Female	353	38%	-2%
Male	295	43%	3%
Completion by Attendance	Cohort Size (n)	2025 Completion	Achievement Gap
Overall Completion Rate	683	40%	
Full-Time	461	46%	6%
Part-time	222	28%	-12%
Completion by Age Group	Cohort Size (n)	2025 Completion	Achievement Gap
Overall Completion Rate	683	40%	
<18	14	57%	17%
18-24	432	37%	-3%
25-39	164	43%	4%
40+	73	45%	6%
Completion by First Generation	Cohort Size (n)	2025 Completion	Achievement Gap
Overall Completion Rate	683	40%	
First Generation	372	37%	-2%
Not First Generation	311	42%	3%
Completion by Need Based Aid	Cohort Size (n)	2025 Completion	Achievement Gap
Overall Completion Rate	683	40%	
Received Need Based Aid	292	42%	2%
Did Not Received Need Based Aid	391	37%	-2%

- **Source:** SVC Dashboard. The data presented in this table reflect the cohort that began in summer/fall 2022 and completed their educational program by 2025.
- We only show data for groups of 10 or more students.
- The achievement gap percentage, which compares the overall average to each subgroup's completion rate, may vary by approximately $\pm 1\%$ because of rounding.

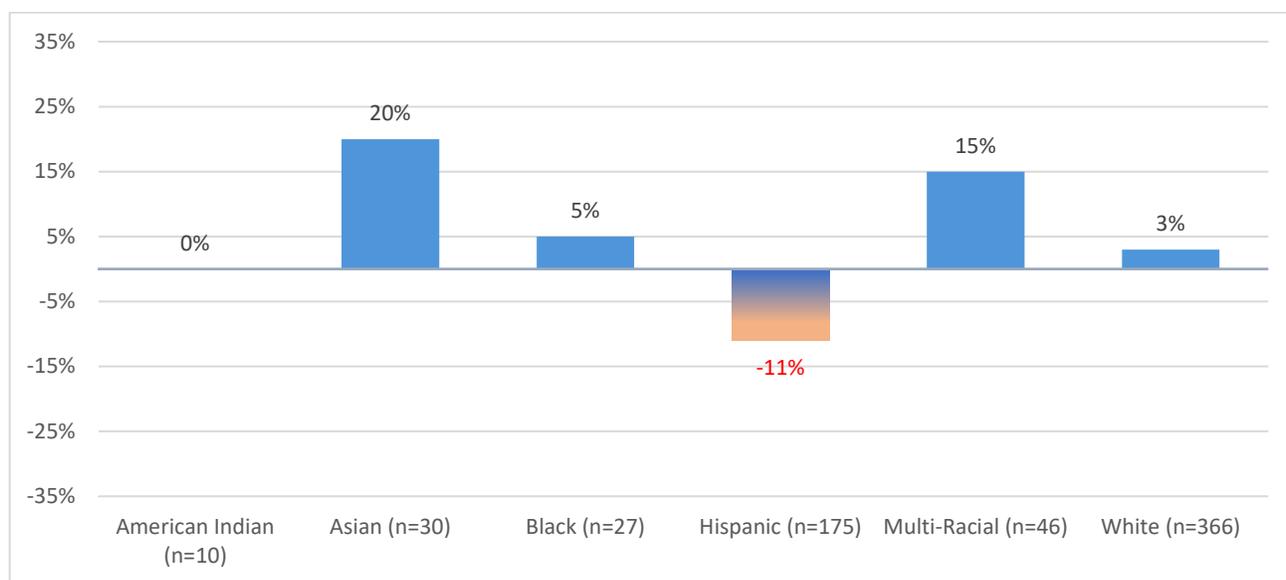
Key Findings: Overall, only two subgroups fall more than 3% points below the group mean: Race/Ethnicity and Attendance.

Interpretation: The 3% threshold for flagging achievement gaps is a somewhat arbitrary number and when categories of students are disaggregated based on certain attributes, e.g. age, gender, attendance, the likelihood that all groups will be exactly at the group mean is very low. However, both groups flagged in this analysis are well below that threshold. Encouragingly, several groups of students at SVC that we would expect to show decreased likelihood of completion based on national and state data (e.g. students who identify as male, older student, first generation students) do **not** show this pattern at SVC.

Achievement Gap Figures

Note: we only provide figures for categories of students that exceed the 3% achievement gap.

Figure 1: Achievement Gap in 3-Year Completion Rates by Race/Ethnicity:
Bars indicate difference from overall average of 40%:

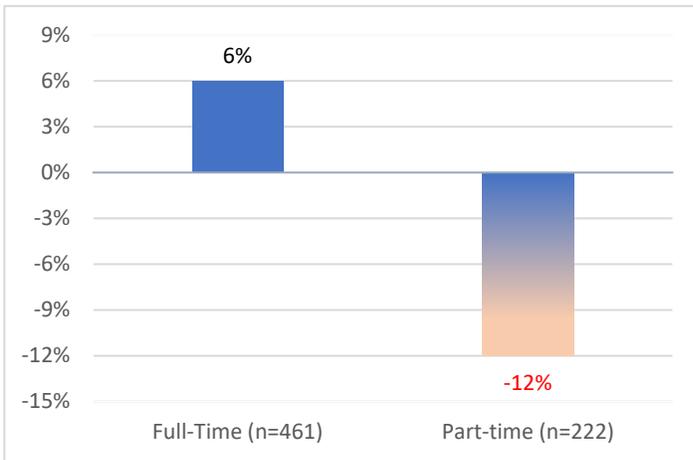


Context: National and state research show identifying as belonging to an underrepresented and/or minoritized racial/ethnic group is associated with a decreased likelihood of completion.

Key Findings: Five out of six ethnic/racial subgroups complete at or above the college average; students who identify as Hispanic/Latino are 11% less likely to complete than the college average.

Interpretation: The bars in this figure demonstrate how far groups within the category vary from the overall average. For example, students who identify as Asian American have 3-year completion rates that are 20% above the overall average SVC rate. Use caution when interpreting results for small cohorts, such as students who identify as American Indian (n=10): rates can change by a large amount on a year-to-year basis.

Figure 2: Achievement Gap in 3-Year Completion Rates by Attendance:
Bars indicate difference from overall average of 40%



Context: National and state research clearly indicates that attending college part-time as is associated with a decreased likelihood of completion and tracking students’ attendance patterns is complicated. There are various ways to define “full-time” attendance. Furthermore, students may vary their attendance pattern by quarter, attending some quarters full-time and others part-time. SVC codes students’ attendance patterns based on their first academic year of attendance, as research indicates that starting college as a full-time student has a powerful effect on the likelihood of completion.

Key Findings: Students who attend part-time are significantly less likely to complete compared to those who attend full-time.

Interpretation: The bars in this figure demonstrate how far each group within the category varies from the overall average. For example, students who attend full-time have 3-year completion rates that are 6% above the SVC average while completion rates for part-time students is 12% below the college average

II.B. Regional (WA SBCTC System) Benchmarking

Context: In addition to examining any potential achievement gaps within SVC, we also want to examine how each of these disaggregated categories of students perform relative to their peers in the Washington system. The SBCTC maintains system-level data for all 34 colleges in the WA state system. SVC uses these data to benchmark its performance against regional (WA system) peers on all strategic priority metrics where data are available. For SBCTC reporting, completion rates are defined as the percentage of first-time, degree-seeking students who start in summer or fall and earn a degree or certificate within three years. Please note that cohort parameters differ between SVC internal reporting and SBCTC system data, the latter is designed to be standardized and comparable across 34 community and technical colleges.

The table below shows SVC completion rates disaggregated by subgroup compared to the Washington CTC system average for each subgroup.

**Table 2: Disaggregated 3-Year Completion Rates:
2024 SVC vs SBCTC System**

Completion by Race/Ethnicity	SVC (n)	SVC Completion	SBCTC System (n)	SBCTC Completion
Overall Completion Rate	768	37%	25,517	30%
Asian American	40	40%	2,119	33%
Black/African American	20	25%	1,924	25%
Hispanic/Latino	106	31	2,759	29%
Multi-Racial	130	34%	4,444	28%
White	409	41%	12,441	32%
Completion by Gender				
Overall Completion Rate	768	37%	25,517	30%
Female	429	38%	313,518	31%
Male	335	36%	10,676	28%
Completion by Attendance				
Overall Completion Rate	768	37%	25,517	30%
Full-Time	517	40%	15,234	35%
Part-time	251	31%	10,283	22%
Completion by Age Group				
Overall Completion Rate	768	37%	25,517	30%
0-19	263	36%	9,506	30%
20-24	164	27%	5,717	26%
25-29	105	35%	3,404	29%
30-39	140	50%	4,134	32%
40+	96	41%	2,756	33%
Completion by SES Quintile				
Overall Completion Rate	768	37%	25,517	30%
Highest SES Group	15	33%	2,387	27%
High SES Group	51	47%	3,374	29%
Middle SES Group	125	46%	4,155	31%
Low SES Group	129	36%	4,636	33%
Lowest SES Group	244	39%	4,746	35%

- **Source:** SBCTC Data Warehouse. The data presented in this table reflect the cohort that began in summer/fall 2021 and completed their educational program by 2024.

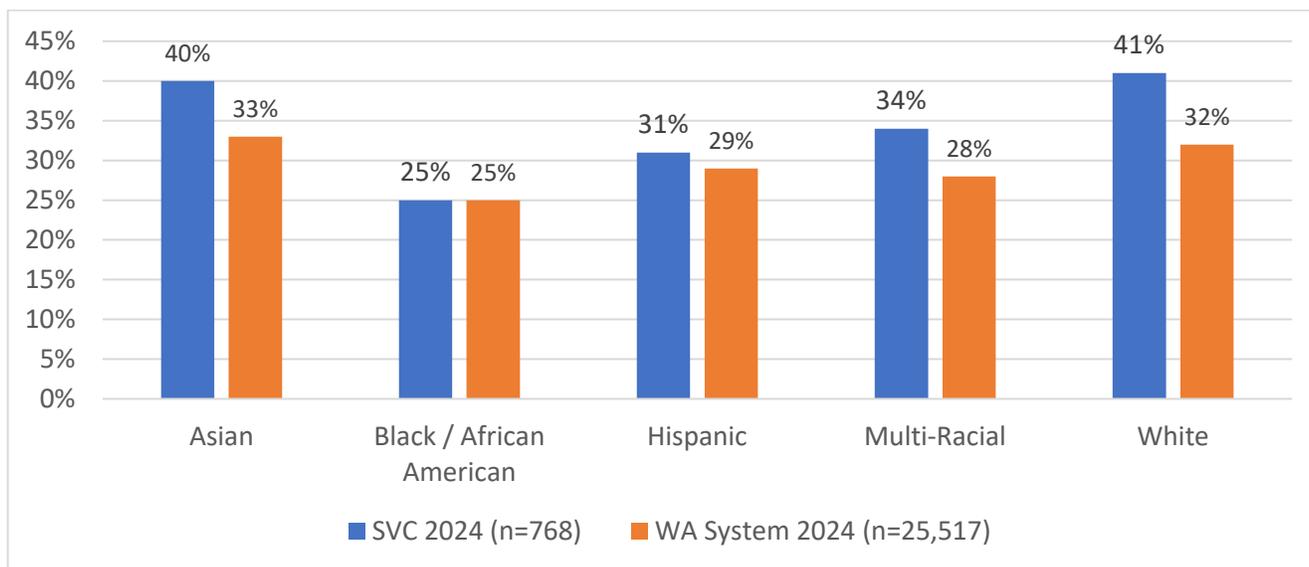
Key Findings: SVC students complete at higher rates than their system peers in all disaggregated student categories. The one exception to this is students who identify as Black/African American who complete at same rate as their WA System peers.

Interpretation: Due to slower reporting times, the SBCTC system data presented in this table (and in the figures below) lag one year behind SVC’s internal data and reflect the cohort that began in summer/fall 2021 (and completed their educational program by 2024). Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information. Also, please recall that SVC and the SBCTC

system have different metrics to define “completion”. For example, the system data currently do not count students who successfully transfer to a four-year institution before completing a degree as a completer while internal SVC data do count these students as completers.

System Comparison Figures

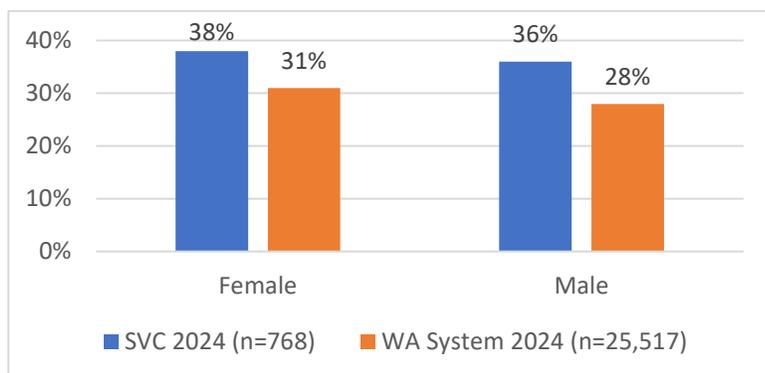
**Figure 3: 3-Year Completion by Race/Ethnicity:
SVC vs SBCTC System**



Key Findings: All racial and ethnic groups at SVC complete at higher rates than their system peers, except students who identify as Black/African American, who complete at the same rate as system peers.

Interpretation: N/A

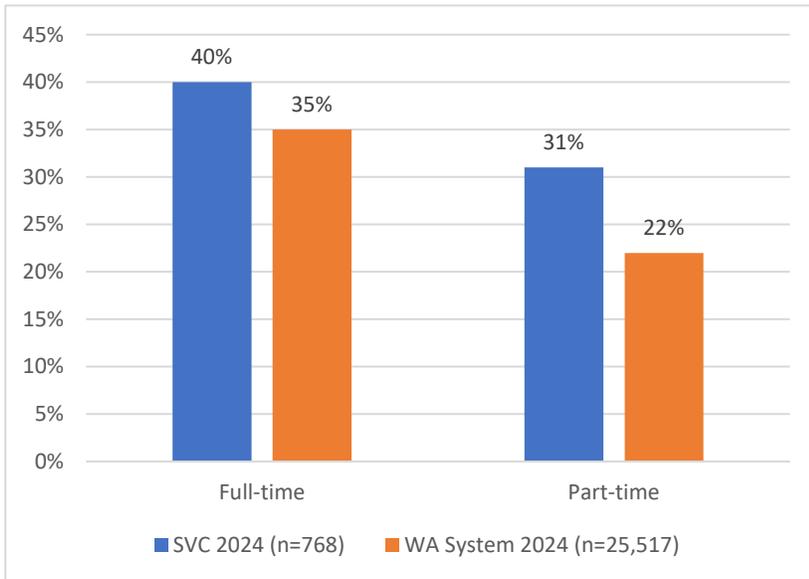
**Figure 4: 3-Year Completion by Gender:
SVC vs SBCTC System**



Key Findings: SVC students who identify as male and female both complete at higher rates than system peers.

Interpretation: N/A

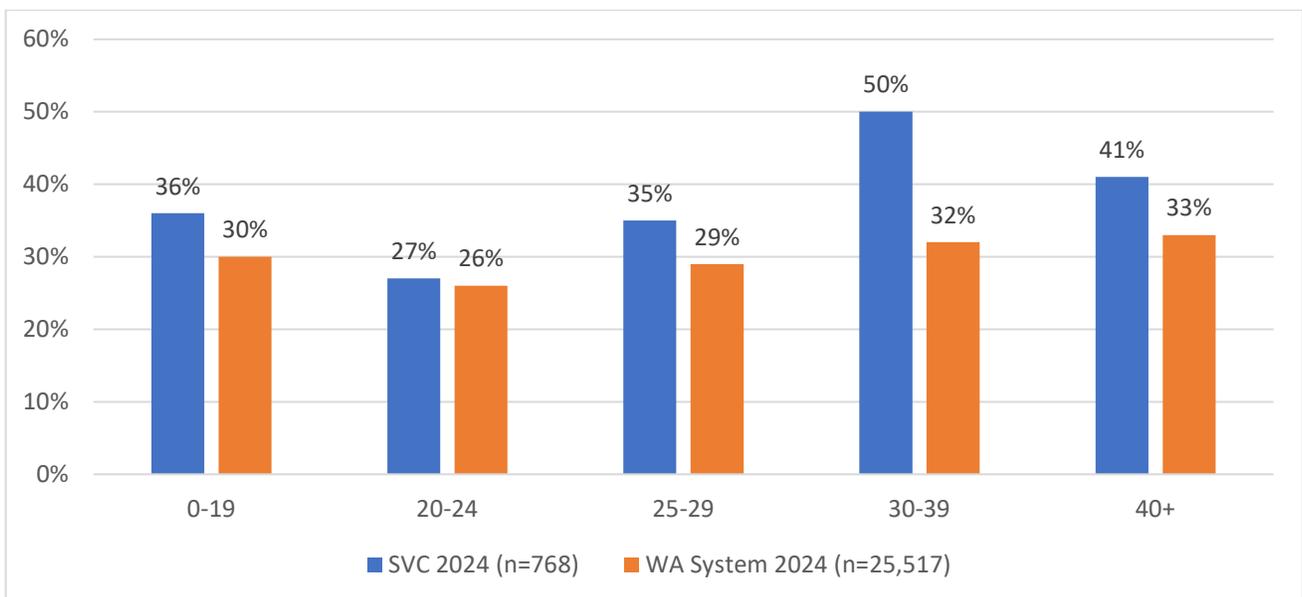
**Figure 5: 3-Year Completion by Attendance:
SVC vs SBCTC System**



Key Findings: Both full-time and part-time SVC students complete at higher rates than system peers.

Interpretation: Tracking students' attendance patterns is complicated. There are various ways to define "full-time" attendance. Furthermore, students may vary their attendance pattern by quarter, attending some quarters full-time and others part-time. The SBCTC system codes students' attendance pattern based on their first quarter of attendance. Research indicates that starting college as a full-time student has a powerful effect on the likelihood of completion.

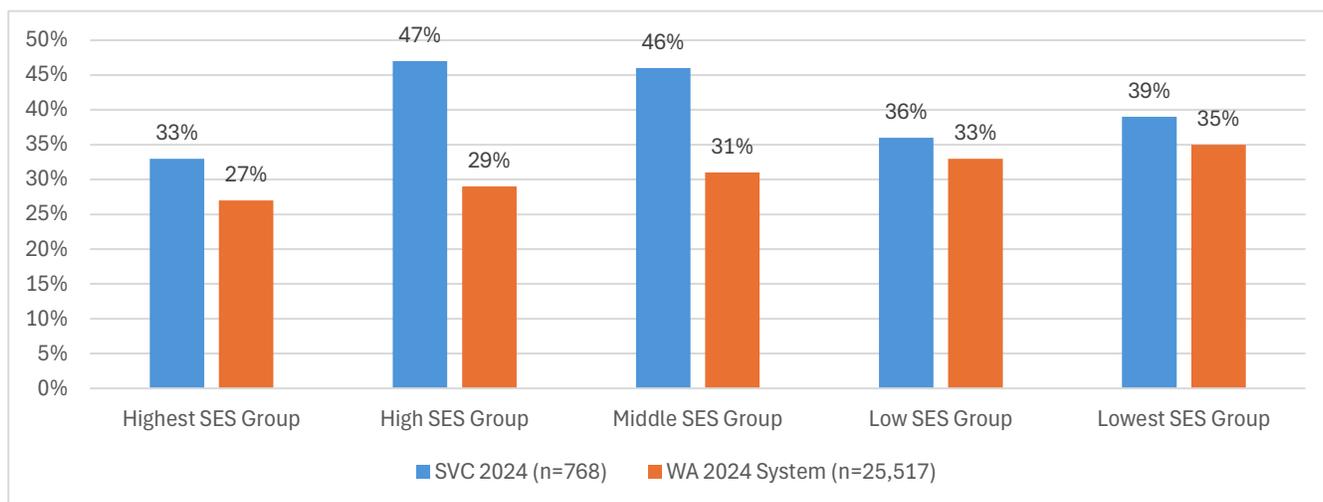
**Figure 6: 3-Year Completion by Age Group:
SVC vs SBCTC System**



Key Findings: SVC students' completion rates exceed those of system peers across all age categories.

Interpretation: N/A

**Figure 7: 3-Year Completion by Socioeconomic Status:
SVC vs SBCTC System**



Key Findings: SVC students have higher completion rates than their system peers across all SES groups.

Interpretation: Socioeconomic status (SES) is a measure of income, educational attainment, and professional status. Higher SES is associated with higher completion rates in college students. This new category provided by the SBCTC utilizes residential address and census block data to calculate SES, a methodology that works well when tracking large numbers of students over large geographic areas but becomes less reliable with smaller samples and smaller distributions. Because of this, SVC doesn't currently track SES internally.

III. KPI: DIFFERENCES IN EMPLOYEE SENSE OF BELONGING

The KPI for employee sense of belonging has the following target:

- *Increase SVC employee sense of belonging to 65% from a baseline of 50%.*

III.A. Employee Sense of Belonging

Context: In 2022, SVC, along with many other community colleges in Washington State, first administered the Higher Education Data Sharing (HEDS) consortium Campus Climate Survey in response to RCW: 28B.10.147 which requires institutions of higher education to assess campus climate in regards to diversity, equity, and inclusion and to share the results of this assessment widely on campus as well as on the institution's website.

During the initial HEDS administration, the College was dealing with a large number of externally-driven disruptions. Most notable, employees were in the middle of dealing with a highly disruptive CTC Link conversion process, the College was implementing budget cuts in anticipation of future state budget cuts, and SVC was

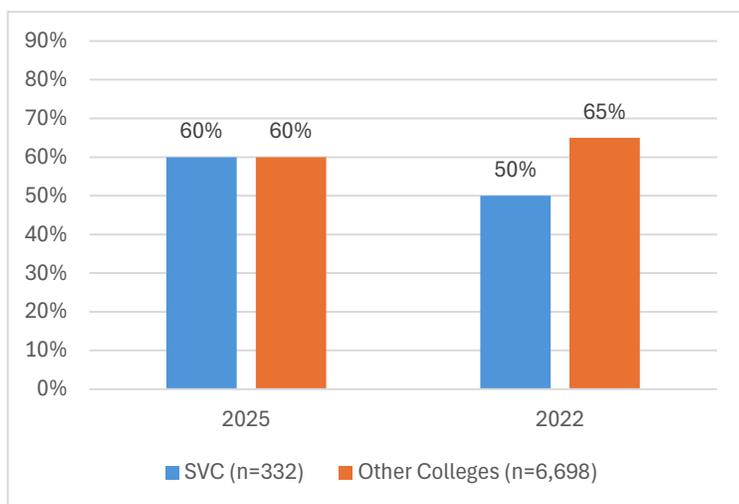
enforcing Covid-19 mandates (vaccinations and mask-wearing) that led to terminations, resignations, and potential terminations for non-compliant employees. These disruptions varied across the CTC system and affected colleges differently.

The initial results from this survey were shared widely across campus and discussed in a variety of settings and formed the basis for two strategic priority KPIs: employee Sense of Belonging (included in Opportunity) and overall employee rates of Campus Climate (included in Institutional Capacity).

Finally, overall (non-disaggregated) HEDS survey scores include data from students, faculty, and staff, with students comprising approximately 1/3 of the 2025 sample size. However, student response rate is too low to be representative (n=113 which is about 1% of the SVC student population). In contrast, faculty and staff response rates to the 2025 survey were robust (n= 180-226 depending on question/category) representing just under 50% of full-time employees or just under a quarter of all employees (when counting part-time faculty). Therefore, unlike student responses, disaggregated data for various employee groups can be considered valid and representative of these groups.

The figure below is from the HEDS survey general measure for Sense of Belonging for student, faculty, and staff. The following section will report on more employee specific measures for Sense of Belonging at SVC.

**Figure 8: Extent to which All Campus Groups Experience of a Sense of Belonging:
SVC vs Other Colleges**



Key Findings: 60% of SVC faculty, staff, and students indicate they are generally or very satisfied with the extent to which all groups on the SVC campus experienced a sense of belonging or community.

Interpretation: The HEDS survey is an externally administered, anonymous survey. Results are returned to institutions in pre-determined categories with a wide range of disaggregated data. Interpreting survey results can be difficult and it is important to remember that surveys represent a snapshot in time. When done with a large enough sample, survey

data can reliably tell you participants' answers to specific questions: survey data cannot tell you the "why" or "how" or any specific context for participants responses.

**Table 3: SVC Employee Sense of Belonging Breakdown:
Percentage of Employees who were Generally or Very Satisfied (2025)**

Survey Questions	SVC	Other Colleges
<i>The extent to which you experience a sense of belonging or community at your institution</i>	73%	63%
<i>The extent to which you feel all community members experience a sense of belonging or community at your institution</i>	56%	43%

Context: Table 3 shows the SVC employee responses for two specific questions from the HEDS survey that address overall Sense of Belonging at the institution (as well as the response rate at comparison colleges). These two questions are part of a group of 4 questions that address overall satisfaction with Campus Climate. The composite scores from these four questions will be presented during the Strategic Priority Performance Report on Institutional Capacity (Campus Climate) in the May Board of Trustees meeting.

Key Findings: SVC employees report a greater Sense of Belonging than their peers at similar institutions.

Interpretation: Similar to peers at other institutions, SVC faculty and staff showed significantly higher satisfaction levels when asked about their own Sense of Belonging compared to their perceptions of the overall Sense of Belonging for all groups on campus.

IV. CONCLUSION

Skagit Valley College has demonstrated excellent progress toward increasing its 2028 Opportunity goal of increasing overall Sense of Belonging to 65%, as measured by the HEDS Campus Climate survey. Both faculty and staff showed significant increases in specific measures of Belonging, with faculty showing the largest gains. In terms of disaggregated student success and completion, two thirds of student groups examined showed achievement gaps at or below the -3% below the college average. The exceptions were students who identify as Hispanic/Latino and students who attend part-time. The College is well aware of these disparities and continues to work on addressing them through targeted interventions, student support, and specific programming. However, when compared to peers in the Washington Community and Technical College system, virtually all SVC student groups are completing at higher rates than their system peers.