

December 2, 2010

Achieving the Dream Proposal Review Team
(Prospective Washington State Community Colleges)

Dear Achieving the Dream Proposal Review Team:

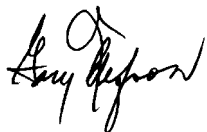
Skagit Valley College is pleased to submit the attached proposal to participate in the Achieving the Dream process, as this initiative clearly aligns with our mission to expand learning opportunities and support for all students. Equity for students across all racial, ethnic and income groups is a core value held by myself, the Skagit Valley College Board of Trustees, faculty and staff.

Although we are truly committed to supporting students who face the greatest challenges, we need assistance in designing and implementing a system-wide process for academic success across all student groups. Despite recent achievements, Skagit Valley College completion rates continue to lag behind peer institutions. Our current efforts in improving student achievement can be strengthened by using the practices and principles of the Achieving the Dream model for institutional improvement.

Skagit Valley College is very willing and ready to commit to improving student outcomes through data-driven decision-making and resource allocation. We understand the importance of engaging internal and external stakeholders in assessing and implementing successful policies and practices that work best for students.

On behalf of Skagit Valley College and the Skagit Valley College Board of Trustees, I attest to the college's commitment to successfully adopt the policies and practices set forth in the Achieving the Dream model. We look forward to participating in this successful initiative.

Sincerely,



Gary Tollefson, Ed. D.
President

SKAGIT VALLEY COLLEGE PROPOSAL

1. CONTACTS

PERSON COMPLETING THIS PROPOSAL

Name	Ms. Jennifer Fix
Title	Assistant Director
Institution	Skagit Valley College Foundation
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7870
Fax	360-416-7773
E-mail	jennifer.fix@skagit.edu
Web address	www.skagit.edu

CONTACT PERSON

Name	Dr. Mick Donahue
Title	Executive Vice President of Instruction & Student Services
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7732
Fax	360-416-7941
E-mail	mick.donahue@skagit.edu

FINANCIAL CONTACT

Name	Ms. Mary Alice Grobins
Title	Vice President of Administrative Services
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7719
Fax	360-416-7854
E-mail	maryalice.grobins@skagit.edu

2. CORE TEAM


a. PRESIDENT OR CEO

Name	Dr. Gary Tollefson
Title	President
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7997
E-mail	gary.tollefson@skagit.edu


b. INSTITUTIONAL RESEARCHER

Name	Dr. Maureen Pettitt
Title	Director of Institutional Research
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7919
E-mail	maureen.pettitt@skagit.edu
Signature	

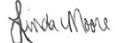
c. CHIEF ACADEMIC OFFICER


Name	Dr. Mick Donahue
Title	Executive Vice President of Instruction & Student Services
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7732
E-mail	mick.donahue@skagit.edu
Signature	

d. CHIEF STUDENT SERVICES OFFICER

Name	Dr. Mick Donahue
Title	Executive Vice President of Instruction & Student Services
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7732
E-mail	mick.donahue@skagit.edu
Signature	


e. FACULTY


Name	Ms. Linda Moore
Title	English & Literature Instructor
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7905
E-mail	linda.moore@skagit.edu
Signature	

Name	Mr. Jeff Stady
Title	Mathematics Instructor
Institution	Skagit Valley College – Whidbey Island Campus
Address	1900 SE Pioneer Way
City/State/Zip Code	Oak Harbor, WA 98277
Telephone	360-679-5309
E-mail	jeff.stady@skagit.edu
Signature	

f. OTHER TEAM MEMBERS

Name	Ms. Mindy Coslor
Title	Dean of Library, Learning Resources & Basic Skills
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7761
E-mail	mindy.coslor@skagit.edu
Signature	

Name	Mr. Alan Muia
Title	Dean of Student Services
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7633
E-mail	alan.muia@skagit.edu
Signature	

Name	Dr. Joan Youngquist
Title	Dean of Academic Education
Institution	Skagit Valley College
Address	2405 East College Way
City/State/Zip Code	Mount Vernon, WA 98273
Telephone	360-416-7675
E-mail	joan.youngquist@skagit.edu
Signature	

Name	Ms. Niccole McLaughlin
Title	Student
Institution	Skagit Valley College
Address	Student Life 2405 East College Way
City/State/Zip Code	Mount Vernon, WA
Telephone	360-416-7764
E-mail	Nmclaughlin3387@mysvc.skagit.edu
Signature	

<p>Describe how additional members from the institution and community will be involved in the Achieving the Dream activities and decision-making.</p>	<p>In addition to the listed Achieving the Dream (ATD) Core Team members, Skagit Valley College (SVC) will include internal and external stakeholders in ATD activities and decision-making processes. SVC understands that broad-based buy-in from internal and external stakeholders is the only way to successfully improve learning and completion for all students.</p> <p><u>Internal Stakeholders</u> Student retention staff from both campuses, SVC Board of Trustees, SVC Foundation Board of Governors, student support staff, multicultural student groups, and departmental staff/faculty will be included in ATD planning, implementation, and assessment processes.</p> <p><u>External Stakeholders</u> The following community representatives will be invited and strongly encouraged to help SVC create a culture of continuous improvement using the ATD Five-Step Process: SVC's Workforce Development Advisory Committees, Latino organizations, four tribal councils, workforce development organizations, economic development organizations, private employers, Northwest Educational Service District, public officials, social service and youth development groups.</p>
---	--

SKAGIT VALLEY COLLEGE NARRATIVE

3. Committed leadership.

- What is the college's vision for student success?

Skagit Valley College (SVC) strives to ensure successful learning, transition, and progression leading to attainment of student goals in basic skills, certificate and degree programs. This objective is accomplished through teaching and student support services. Ideally, this would include diverse course offerings/delivery; an educational plan for each student seeking a certificate or degree; multiple retention strategies; effective and efficient faculty advising; various support services such as tutoring; and successful transition to employment.

- What is the college's vision for equity?

SVC is committed to providing quality education and support to all learners, regardless of racial or ethnic background and income level. SVC is dedicated to serving those who lack high school credentials, do not possess English language or literacy skills, are first-generation college students, are underprepared, economically disadvantaged, or suffer disadvantages through discrimination against race, ethnicity, creed, sexual orientation, or disability.

SVC's vision for equity arises from student need—thirty percent of SVC students are first-generation college students and approximately 40 percent of all students receive need-based financial aid. Although only nine percent of SVC students are Hispanic, Skagit County's two largest high schools have Hispanic student populations totaling close to 50 percent. Another student need is college-level preparation—of those students required to take assessment tests, 50 percent score below college-level English and 95 percent score below college-level Math. Based on these disparities, SVC must do more to provide equitable access and support for students.

SVC's Champions of Diversity, TRiO, and Basic Skills programs are examples of how SVC works to achieve its vision for disadvantaged and underprepared students. Champions of Diversity is a ten-year-old, innovative program that awards scholarship support to high school students who work on diversity issues in their communities. Most recipients are low-income and Hispanic. This year, thirty scholarships were awarded to motivate students to pursue higher education. SVC's 29-year-old TRiO program currently provides student support services to 275 low-income students. SVC Basic Skills and IBEST pathways also provide opportunities for students who did not graduate from high school or are learning English (20 percent of all SVC students have not graduated from high school or completed their GED and 12 percent are enrolled in ESL or IBEST pathways). Student equity across all racial, ethnic and income groups is a core value used to guide SVC decision-making and reforms.

- How is the President mobilizing support for this vision in the college and community?

President Tollefson is mobilizing support for student equity through a variety of strategies both internally and externally, including: spearheading a Fall 2010 district-wide in-service training about improving outcomes for underprepared students; promoting the integration of AVID (Advancement Via Individual Determination) strategies into selected pre-college and college coursework; the allocation of student achievement funds to support increased student achievement in basic skills, math, overall retention, and certificate/degree completion; and various partnerships with local school districts, businesses, tribal leaders, Latino community leaders, and social service agencies to address student success issues for respective student groups.

The President understands the large disparity between the number of Hispanic high school students in SVC's two largest feeder high schools (Mount Vernon High School-49% Hispanic and Burlington-Edison High School-30% Hispanic) compared to SVC Hispanic enrollment of only nine percent. This gap becomes even larger with SVC Hispanic graduation rates at just over one percent! President Tollefson is aggressively working with Latino organizations and district high schools to address access and student achievement challenges for Hispanic students. With student equity and success as core values, President Tollefson continues to emphasize the critical importance of SVC's Multicultural Counseling Services. He also engages community members to contribute scholarship support to SVC's Champions of Diversity program.

- How is the vision reflected in the college's strategic plan (or equivalent document)?

The top goal of SVC's strategic plan is to "provide effective learning options for student success." Multiple objectives in support of this goal reflect SVC's vision of equity, including district-wide evaluation of programs and scheduling to ensure the college effectively meets student and community/employer needs; course requirements and programming to enhance students' transition to and success in college-level courses; growth of interdisciplinary programming to enrich student learning; development of co-curricular learning opportunities to foster students' social and personal development; internationalization of the college curriculum; and increased professional development opportunities for faculty and staff to encourage excellence in learning.

- How does the college's planning process currently use data in planning and decision making?

SVC leadership encourages faculty, administration, and staff to use student data in program reviews, budgeting, planning, and decision-making. At the administrative level, data are reviewed by the President's cabinet in planning and prioritizing funding for instructional and student services, such as allocation of state Student Achievement Initiative funds.

Data measuring enrollment, student retention and success in courses, and efficiency measures are a major part of the program review process. Departments use these data to develop learning outcomes assessment plans which are designed to improve student learning and attainment outcomes. For instance, the Nursing Department used retention data to revise admission requirements to improve student preparation for this intense program. Those students who did not meet the revised eligibility requirements were given assistance to better prepare for admission to the program. Basic Skills (ABE, ESL) makes use of Washington Adult Basic Education Reporting System (WABERS) data to make programmatic decisions, revise procedures and make structural changes to improve student outcomes.

Nonetheless, many programs and departments are not using data in a systematic manner to develop and refine efforts to improve student success. SVC's goal is to use the Achieving the Dream (ATD) process to focus the efforts of departments, programs, and college personnel to better incorporate data and evidence into the program review and decision-making process.

4. Use of evidence to improve programs and services.

- How is the college currently using student unit data and program and policy evaluations to improve programs and services?

Student unit data are used to develop activities that further SVC's goals and objectives. For example, SVC is continually monitoring student retention rates and has used the evaluation

results from previous pilot programs, literature and research reviews, and networking to identify potential strategies to increase student retention and success. The goal is to create a comprehensive approach to student retention and success that includes a number of strategies addressing needs of specific student groups.

SVC has not reached this goal, but innovation and evaluation continue. Student responses to the Community College Survey of Student Engagement (CCSSE) were analyzed and reported to assist evaluation of programs. CCSSE data and a student advising survey suggested that while students believe advising is important, their interactions with advisors were not as frequent or consistent as SVC would like. In response, during 2007-08 a pilot project was designed to: increase the number of teaching faculty who advise students; build stronger advising relationships between teaching faculty, counseling faculty, and students; and assist the most challenged students to succeed in their earliest introduction to college work by connecting them with multiple faculty or counselor college mentors. Likewise, after analyzing student data, ESL implemented and ABE will pilot a one-credit orientation class to support student goal-setting, testing, and orientation to college programs. Basic Skills also monitors test scores and attendance to track program improvement.

SVC uses SBCTC Student Achievement data to measure incremental gains in key areas, including: improving preparation for college-level courses; building to a year of college credit; completing college-level math; and completing certificates, degrees, and apprenticeship training. Student achievement points are analyzed and award funds are used to implement new strategies designed to increase student achievement. Student demographics, survey results, population data, employment data, and research studies are posted on the SVC Office of Institutional Research (IR) website. Other analyses are provided regularly for a variety of programmatic and administrative decision-making, such as: pass rates in high-risk courses, particularly math; pass rates in eLearning courses; and retention and placement data for high-demand programs such as Nursing.

- What obstacles is the college experiencing in using evidence to improve programs and services? How would involvement in Achieving the Dream help the college overcome these obstacles?

While there is a commitment by college leadership to use evidence to improve programs, SVC has not effectively involved all stakeholders in evaluating data and developing strategies for student success. There needs to be greater vertical integration using data to improve programs and services—SVC has not empowered faculty to propose and implement innovative solutions to the degree it could. In addition, the college has not been systematic in identifying key data indicators for use across the institution to determine barriers, priorities and effective strategies for student retention, transition, and progression. As an institution, SVC has not effectively used student achievement data to prioritize or focus efforts and has just begun to examine data to understand student patterns and challenges. With multiple and sometimes overlapping college initiatives, many faculty/staff find it difficult to maintain a sense of purpose and balance the competing demands on their time.

ATD would enable SVC to address these issues by helping the college develop, coordinate and institutionalize a process of data driven evaluation, prioritization, planning, and implementation of institutional and instructional changes targeting improving student progression, degree completion, and transition into career or academic endeavors. In addition,

ATD would provide SVC with the impetus to take a holistic approach to coordinate student success initiatives, measure the progress of such initiatives, and promote the use of data-driven analysis both horizontally and vertically throughout the organization. The team would be charged with revising college procedures to better enable stakeholders to promote student success.

Finally and most importantly, despite a strong curriculum and dedicated personnel, SVC has a lower graduation rate than most state community colleges. SVC hopes to use the ATD initiative to better explore why its completion rates lag behind peer institutions and how to improve student success rates.

5. Broad engagement.

- How is the college currently engaging stakeholders in problem solving and/or leadership activities?

SVC engages stakeholders in problem solving and leadership in a variety of ways. The governance system requires faculty, classified, exempt, and administrative representation on committees overseeing instruction, student services, diversity, retention, and sustainability. The AVID committee (composed of faculty, counselors and administrators) works to improve instructional strategies for underprepared students. SVC's AVID partnership has strengthened communication and collaborative pathways with every Skagit County K-12 school district. SVC also works closely with the Northwest Career & Technical Academy (a new regional skills center for high school students) to align curriculum and provide earlier opportunities for students to receive post-secondary credit. SVC's strategic plan and institutional accreditation self-study were also developed with extensive input from faculty, staff, students, administrators and community members.

Faculty and staff are key to innovation at SVC. Faculty conduct their own professional development activities, develop and schedule learning communities, and elect their own division and department chairs. At the departmental level, faculty and staff regularly meet with division or departmental chairs and unit administrators to address instructional issues and college initiatives. Basic Skills leadership, faculty and staff work together to propose projects and pilots to seek improvement using SBCTC's Data for Program Improvement (DPI). Workforce education faculty and administrators regularly meet with industry leaders to improve programming and prepare students for employment. Student services staff and directors meet bi-weekly to review how to better serve students in the counseling, admissions and registration, career planning and financial aid departments. Student Life staff are actively engaged with student government and other student organizations to develop student leadership and promote student involvement in a wide variety of co-curricular activities and organizations.

- What obstacles to engaging stakeholders is the college currently experiencing? How would participating in Achieving the Dream help the college overcome these obstacles?

The main obstacles to engaging stakeholders are lack of time, focus, and access to and use of data in decision-making. Faculty and staff are often so involved in accomplishing daily tasks that it can be difficult to find time to engage in planning, strategizing and implementation. Because SVC's efforts to improve student success address many areas—and can overlap or compete with one another—it can be difficult to maintain focus or a sense of priorities. Although the college is

rich in data, SVC has not yet found the best ways to share these data among all stakeholders, nor have we been consistent in how we use data in decision-making.

Not all stakeholders are comfortable working with data. Some are concerned about taking the time and energy to learn to work with data only to have programmatic initiatives not work out. ATD's coaches and facilitators would assist SVC to develop a data-based system that is easily accessible to clearly identify and prioritize barriers to student success. With clearer priorities and a more focused set of tasks, SVC can begin to eliminate some of the burdens on personnel and encourage higher levels of engagement where it would be most effective.

6. Systemic institutional improvement.

- How has the college improved student success within the last seven years? What changes in programs, services, policies, or practices produced the improved success rate?

In 2007, SVC used data from CCSSE and a student advising survey as the basis for developing a counselor-enhanced developmental learning communities project. The project teamed faculty members teaching the learning community with a counselor to bring student support into the classroom. Support topics included time management, educational planning, college resources, test preparation, and stress management strategies.

During this current school year, the college deans and vice president are using 2009 student achievement data to design a number of student success strategies. These include: changes to the weekly benchmarks students must meet to complete mathematics courses in the Math Center; providing subject-based tutors to certain programs that attract ESL students; and assigning one staff member to work with students who have slipped academically. Also, Basic Skills uses data to identify barriers to student success. The program was able to improve pre-testing and post-testing procedures, contact absent students, and implement/pilot ESL and ABE orientation classes. Finally, individual departments have used data to improve student success. Many science class math prerequisites were increased after data indicated that science students were struggling with mathematical concepts. This change has resulted in students being compelled to complete their mathematics requirements faster and preliminary data indicate that student success in science classes has improved.

- How were these changes evaluated?

During the 2007-08 pilot, five counseling-enhanced developmental learning communities were offered and student performance was compared with students in learning communities taught without counselors and with corresponding stand-alone courses. Preliminary data indicated that while the GPA of students in the counseling-enhanced learning communities was no higher, the pilot group had an 82 percent fall-to-winter retention rate compared to 76 percent for students in the other developmental learning communities, and 74 percent retention for students in stand-alone developmental courses. Results from the second year were even more encouraging, resulting in a commitment to increase the number of counselor-enhanced developmental learning communities. SVC also examined student success data to gauge the effectiveness of the Student Achievement initiatives. In Spring 2009—the first quarter after a staff member was assigned to work with students who slipped academically—the number of students placed on academic alert or probation remained virtually the same as the previous

quarter, despite an eight percent increase in enrollment. At the same time, the number of students on honor roll increased by 35 percent.

- How has the college scaled-up or improved upon these programs, services, policies or practices?

Based on the success of the counselor-enhanced learning communities, SVC expanded the model in 2010 to include ABE counselor-enhanced classes and college-level learning communities that target first year students. In addition, SVC expanded the number of CSS 100 sections and linked many of these sections to courses in math, science, and social/behavioral sciences which had lower than average student success rates. SVC is waiting for end of quarter results to evaluate data. SVC has also expanded the number of professional development activities that focus on AVID teaching strategies, allowing faculty to share how they are successfully implementing active learning strategies into their classrooms.

- What obstacles are hindering full implementation of proven programs and services? How would participating in Achieving the Dream help the college overcome these obstacles?

Without an intentional system of data analysis and evaluation by a broad group of stakeholders, SVC's decision-making and approach to creating new programs and initiatives has been fragmented, without broad support. With multiple sites, communication and coordination of proven programs and services is a challenge. College funding for development of a sustainable data evaluation system has been extremely limited, especially during the past few years. Participation in ATD will give SVC the impetus to fully utilize student outcomes data in decision-making and systematically revise and apply student intervention strategies to improve learning and completion for all students.

7. What relationships does the college have with potential funding sources that could support ATD beyond the four years of the grant period? What is your plan for securing or reprioritizing funding to scale and sustain successful innovations that resulted from participating in ATD?

SVC has strong relationships with local, regional, state and federal funders through the efforts of dedicated faculty and staff, Skagit Valley College Foundation and Skagit Community Foundation. SVC faculty and staff routinely seek relevant grant opportunities to help students and programs succeed. The SVC Foundation has a successful record of securing private, foundation and government funding to support SVC students and programs since 1978.

SVC will secure and reprioritize funding to enhance and sustain successful innovations from ATD participation beyond the grant period. As a first step, the SVC Board of Trustees recently allocated \$25,000 in college reserve funds specifically to student achievement and completion efforts. A full-time retention specialist position was recently created by shifting job responsibilities for a current staff member on the Mount Vernon campus. In addition, an existing staff member from the Whidbey Island Campus is dedicating five hours per week to assisting students who have slipped academically.

If SVC becomes an ATD college, the college will use reserve funds, Student Achievement Fund allocations, excess enrollment funds, and private grant funding to continue ATD initiatives after the grant ends. SVC will also work towards creating sustainable systems within the normal

operating budget to support student achievement and completion. SVC is confident these sources will fund the ATD initiatives well after the grant period.

8a. Data Analysis Capacity.

- Describe the college's current or planned institutional research capacity to facilitate the mission of ATD to create a culture of evidence to inform decision-making. How will this capacity be sustained beyond grant funding for ATD?

The Office of Institutional Research, established in 1998, is staffed by a full-time director and a part-time research analyst. The Director of Institutional Research reports to the president and provides: leadership for strategic planning, evaluation, and reporting; student learning outcomes assessment; and accreditation-related activities, including the development of a comprehensive self-study for the 2009 re-accreditation process. Institutional Research will continue to be funded out of the general operating budget after the grant funding has ended.

- What types of data analyses are routinely produced for use by faculty, staff, or administrators?

SVC's Office of Institutional Research provides the college community with research and data about students, including program completion data, district population demographics, K-12 student data, summaries of state and national data, and results from student and other surveys. The IR office also generates a variety of reports using CCSSE data for college stakeholders. Other reports have been provided to the Library, Student Services, and Diversity Steering Committee. Some SVC programs also produce data. For example, Basic Skills produces descriptive data regarding the ethnicity, age, gender, work status, goal, attendance, and Comprehensive Adult Student Assessment Systems (CASAS) test scores of students.

- How does the college incorporate these data into decision-making processes?

SVC has tried to promote the culture of using data when considering how to achieve educational and programmatic goals. For example, IR hosted a "data carousel" activity that included data for student achievement points, retention, and CCSSE results at the Fall 2008 all-employee in-service. Participants reviewed each dataset, wrote questions, and engaged in a large group discussion about what the data meant for them. In Fall 2010, data about underprepared students was presented and discussed by faculty and staff during the all-employee event.

Basic Skills and other programs routinely look at available student data to be sure programs are in compliance with federal guidelines and to determine what changes are needed to improve program effectiveness. However, the degree to which stakeholders use data is inconsistent. Some departments have embraced using data when making revisions to existing programs or developing new initiatives. Others areas have not, in part because of time constraints or simply not understanding what data are available. SVC's goal is to use ATD as a major catalyst for restructuring how units, programs, and departments use data to promote student success, as well as provide a more unified and integrated structure for promoting student success across all units.

- What difficulties do you anticipate in meeting Achieving the Dream's expectations of colleges regarding the submission of annual student cohort data, the evaluation of student success interventions, and the collection, analysis, and presentation of student outcome data?

The Office of Institutional Research does not have institutional data in an easily-accessed format and the level of detail requested is sometimes difficult to obtain given current data systems. SVC hopes that ATD participation would provide SVC with resources dedicated to developing more accessible databases and creating dashboards.

8b. Provide the following data on your institution's enrollment based on your Fall 2009 data submission for IPEDS.

ENROLLMENT DATA

Sector	2009 College Enrollment (#)*	2009 College Enrollment (%)*
Black	111	2.07%
American Indian	50	0.93%
Asian	226	4.22%
Hispanic	469	8.76%
White	4,380	81.84%
Unknown	116	2.17%
Total	5,352	100.00%

* Enrollment figures are taken from Fall 2008 IPEDS as submitted by institutions

9. Provide the following data on your institution's Fall 2006 cohort graduation rate.

GRADUATION RATE DATA

Sector	Graduation rate (%) Based on 2006 First-Time, Full-Time Cohort** (N=290)
Black	0.0
American Indian	0.0
Asian	1.38
Hispanic	1.38
White	14.83
Unknown	1.03
Institution Graduation Rate ***	18.62

** Graduation rates are based on Student Right to Know definitions, as reported on 2009 IPEDS files. This includes the percent of the fall 2006 first-time, full-time student cohort who completed a degree, certificate, or transfer preparatory program within 150% of normal program time.

*** Institution graduation rates include all full-time, first-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or during the academic year 2006-2007.

10. AGREEMENT

We agree to abide by the commitments described in this proposal.

Dr. Gary Tollefson, SVC President  *December 1, 2010*

 CEO name/title Signature Date

Ms. Mary Alice Grobins  *December 1, 2010*

 Financial contact name/title Signature Date

Skagit Valley College Biographies

Dr. Gary Tollefson was appointed Skagit Valley College President in 2003. Under Dr. Tollefson's leadership, Skagit Valley College (SVC) has been recognized twice by the Met Life Foundation for excellence in student engagement in learning, has received grants assisting access and preparedness for minority and first generation college students, was named best "technology" rural community college in the nation in 2005, received the LEED's "Platinum" designation for environmental excellence for a newly constructed science and allied health building. SVC was also recognized by *Washington Monthly Magazine* in 2007 and 2010 as one of the top community colleges in the nation.

Dr. Tollefson has been a teacher and administrator at the secondary and post-secondary levels for 40 years. He earned a doctorate degree in Education from Seattle University and his doctoral dissertation focused on learning communities.

Dr. Tollefson was recently appointed to the AVID (Advancement Via Individual Determination) National Post-secondary Advisory Board, has served on the Washington Association of Community and Technical Colleges Executive Committee and chaired its Educational Services Committee. Locally, Dr. Tollefson serves on the Northwest Workforce Development Council, the Northwest Career and Technical Academy Administrative Council, the Economic Development Association of Skagit County (EDASC) Board of Directors, the Skagit Alternative Futures Steering Committee, the Leadership Skagit Board of Directors, the Mount Vernon Leadership Team, and is president-elect of the La Conner Rotary Club.

Dr. Maureen Pettitt has served as Skagit Valley College Director of Institutional Research since 1998. She is responsible for all institutional research, planning, assessment and accreditation. Dr. Pettitt holds a Ph.D. in Education from Claremont Graduate University (CA) and has been involved in education her entire career. She owned a flight school and air charter business for 13 years during the 1970s. In 1993, she left a tenured faculty position at California State University, Los Angeles after a decade of teaching Aviation Management to work on a multi-year, \$3 million W.K. Kellogg Foundation grant for Western Michigan University's Aviation program. After completing the project, Dr. Pettitt went to the Federal Aviation Administration in Washington, D.C. as chief scientist for Human Factors where she managed the agency's \$25 million Human Factors research and grants program. In addition to leading the college's efforts on learning outcomes assessment, strategic planning, accreditation, and data reporting, she works extensively with faculty to bring institutional data into the classroom. Dr. Pettitt has published extensively on topics ranging from airline crew resource management to learning community curriculum design and assessment and has assisted a variety of colleges across the nation with strategic planning, curriculum development, learning communities, grant evaluation, student outcomes, and using CCSSE data in developing student retention strategies. She reports to the President and serves on his cabinet.

Dr. Michael (Mick) Donahue, a community college graduate with a doctorate in educational administration/community college leadership, serves as Skagit Valley College Executive Vice President for Instruction and Student Services and Chief Administrator for SVC's Whidbey

Island Campus, South Whidbey and San Juan Centers. Dr. Donahue has been with the college 26 years in a variety of positions including counselor, psychology instructor, department chair, assistant dean, associate dean, dean, and vice president. He is the only college employee who has worked a significant number of years at the two campuses and two educational centers. Dr. Donahue serves on a variety of committees, including governance and instruction, and is the lead negotiator for administration on faculty negotiations.

Ms. Linda Moore is a developmental education instructor and reading specialist at Skagit Valley College. She has taught both pre-college and college English and reading for 32 years. Along with traditional classes, Linda teaches online and has chaired the Mount Vernon Academic Skills Center, which offers a variety of individualized developmental writing and math courses. As a Title III Basic Skills Director, she designed and supervised a series of writing, reading, and math supports that increased student success and worked with faculty to infuse reading strategies in their curriculum. Ms. Moore's passion, though, is learning communities. In 1989 she taught SVC's first learning community, which led to sweeping general education reform and national recognition for its learning communities. Since then, Ms. Moore has taught in more than 30 similar ventures (many with developmental math) and collaborated with over 25 faculty. Throughout the years she has presented at several national and state conferences, including NISOD, The First-Year Experience, College Reading and Learning Association, Washington Association of Developmental Education, and The Washington Center. Recently, she participated in The Washington Center's Teaching for Understanding curriculum design project and was invited to present her work at the California Learning Communities Consortium. Ms. Moore has received the Puget Sound Energy Excellence in Teaching Award and the TRiO Outstanding Faculty Award.

Mr. Jeff Stady, Mathematics faculty member and Phi Theta Kappa advisor, began teaching at Skagit Valley College Whidbey Island Campus in 1994. He holds a bachelor's degree and M.Sc. in mathematics from Western Washington University. Mr. Stady teaches courses ranging from arithmetic and calculus to statistics at Skagit Valley College. He also taught statistics for eight years at a Western Washington University's Elementary Education extension site. Mr. Stady has received several faculty awards from students as well as the NISOD Excellence Award and Puget Sound Excellence in Teaching Award. Aside from teaching mathematics, he serves as the campus' Phi Theta Kappa advisor, a position he has held since 1995.

Ms. Mindy Coslor, Dean of Library, Learning Resources, and Basic Skills, has worked for Skagit Valley College for 27 years. She became Associate Dean of the Library in 1998 and has held her current position for four years. She holds a master's degree in librarianship from the University of Washington and has completed all coursework towards a Ph.D. in Community College Leadership from Oregon State University. As the administrator for ABE/ESL programs, Ms. Coslor has taken a keen interest in the use of data for program improvement and transition of basic skills students into further education. She reports to the SVC Executive Vice President for Instruction and Student Services and is a member of the President's Cabinet. She also serves on statewide councils, including the Library Media Directors Council (including roles as secretary and chair) and the Council for Basic Skills.

Mr. Alan Muia currently serves as Skagit Valley College Dean for Student Services; he reports to the SVC Executive VP for Instruction & Student Services and serves as a member of the President's Cabinet. He has worked in Student Services at SVC since 1998, first serving as Director of Student Life, then as Associate Dean of Retention and Student Life. He was a Residence Life Coordinator at Seattle Pacific University before coming to SVC. During his 17-year career in student affairs, Mr. Muia has been actively involved in student activities, athletics, student conduct and conflict resolution, and leadership development. Alan earned a bachelor's degree in Physical Education from Taylor University and a master's degree in Educational Psychology from Seattle Pacific University. Mr. Muia served on the board of directors of the Association of Student Conduct Administrators (ASCA) for two years and co-led the Association's professional training institute for an additional two years. Off campus, he serves on and/or chairs a number of community, church, and school boards.

Dr. Joan Youngquist, Dean of Academic Education, came to Skagit Valley College in 2002 and has served in her current position since August 2008. She holds a M.Sc. and Ph.D. in Agronomy and a M.A. in Curriculum and Instruction from the University of Nebraska. Dr. Youngquist has over 25 years of experience in research, instruction, and administration, including nine years in east Africa. She reports to the SVC Executive VP for Instruction and Student Services and serves on the President's Cabinet. Her current responsibilities include oversight of developmental education and she is a member of the AVID (Advancement Via Individual Determination) Core Group which provides leadership on issues related to underprepared students. She also ensures the integrity of the college transfer general education program, including learning communities and skills designated courses, as well as various articulated degrees. She represents the college on the state Articulation and Transfer Committee and Inter-collegiate Relations Committee. She is completing a six-year term as associate editor for *Developments*, a newsletter of the Society for Research in Child Development. Prior to her appointment as Dean of Academic Education, Dr. Youngquist was director of the Skagit Valley College Head Start program where she developed a deep understanding of issues faced by low-income and immigrant families served by Skagit Valley College.

Ms. Nicole McLaughlin is a first-year, low-income SVC student pursuing a nursing degree. She came to SVC after being laid off for more than two years from her job as an online marketing and operations supervisor, a lucrative position she held for over ten years. Before enrolling at SVC, she had not been in a classroom for over twenty years. She is a mentor for older, returning students and has recruited several of them to attend SVC. She is determined to help SVC improve its policies and processes to better serve students like her. Ms. McLaughlin wants to ensure that SVC students receive the guidance and support services they need to set goals, stay enrolled in classes, and achieve their dreams of graduation and employment.



Mission

Skagit Valley College exists to expand opportunities and horizons for students and to improve the communities in which they live. We achieve this by welcoming and valuing diverse learners, providing quality education and support, and contributing community leadership and service.

Vision

We will be the community's college, respected by our diverse population for open access, a welcoming climate, excellent teaching and support services, successful student learning, and for our contribution to economic development, cultural enrichment, environmental awareness, and social justice.

Values

Learning: Our focus is on learning in a climate of open inquiry, respect, academic freedom, and scholarship.

Excellence: We deliver skillful teaching, innovative curricula and co-curricular activities, effective services and support, continuous assessment, and systematic, measurable change.

Student Success: We foster student success by being learner-centered, remaining flexible and accessible, and engaging students as active partners in their learning and in shaping and participating in the life of the college community.

Employees: We support, value, and reward our employees, who are key to the achievement of our vision and mission.

Diversity and Global Multiculturalism: We affirm individual uniqueness, celebrate diversity, and encourage mutual cultural understanding.

Civic Responsibility: We are committed to democratic ideals that encourage engagement in the affairs of the college and the community it serves, involvement in the global community, and the promotion of social justice.

Sustainability: We model best practices to create facilities, systems, and programs that are regenerative and sustainable.

Communication: We value honest and respectful communication that contributes to effective relations, operations, personal growth and learning.

ATTACHMENT C

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 4
Resolution No. 10-04

RESOLUTION OF THE BOARD OF TRUSTEES OF
COMMUNITY COLLEGE DISTRICT NO. 4 (SKAGIT VALLEY COLLEGE)
SUPPORT OF PARTICIPATION IN THE ACHIEVING THE DREAM INITIATIVE

WHEREAS, the Skagit Valley College Board of Trustees strongly endorses the commitment of the College to participate in the Achieving the Dream Initiative; and

WHEREAS, this initiative supports the mission of SVC to expand opportunities and horizons for students and to improve the communities in which they live. We achieve this by welcoming and valuing diverse learners, providing quality education and support, and contributing community leadership and service; and

WHEREAS, College leadership, with support from the Board of Trustees, faculty, and staff, commit to making the changes in policy and resource allocation necessary to improve student outcomes; and

WHEREAS, the College is committed to use longitudinal student cohort data and other evidence to identify gaps in student achievement and develop an informed understanding of our institutional weaknesses with respect to student achievement problems; and

WHEREAS, the College is committed to promoting district wide engagement and will assemble a core team of key administrators, faculty, staff, students, and other internal and external stakeholders who will facilitate the Achieving the Dream initiative at Skagit Valley College; and


WHEREAS, the College is committed to taking the steps necessary for continuous, systemic institutional improvement demonstrated by the allocation of resources in support of effective policies and practices related to Achieving the Dream; and

WHEREAS, College leadership, including the Board of Trustees, is committed to sustaining the project over the long term and to secure sufficient resources for bringing projects to scale and growing those innovations that are successful.

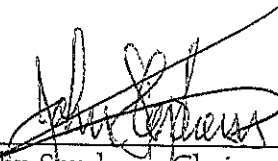
NOW, THEREFORE, BE IT RESOLVED, the Skagit Valley College Board of Trustees, on behalf of the College, is committed to adopting the policies and practices set forth in the Achieving the Dream model. We are eager to begin the process of making lasting changes in policies, programs, structures, and services that will work in an integrated fashion to support success for all students.

COMMUNITY COLLEGE DISTRICT NO. 4
SKAGIT VALLEY COLLEGE

ATTEST:



Gary Tollefson, Secretary
Board of Trustees



John Stephens, Chair
Board of Trustees

Dated this 9th day of November 2010