



**Skagit Valley College Annual Report for 2006-2007:
Meeting 2006-2008 Strategic Priorities**

1.1 Evaluate programs and scheduling at all SVC locations, and develop a plan to effectively and efficiently meet community/employer and student needs.

Indicator 1: Increase State FTE in 2006-07 by 64 FTE over 2005-06 (3496) to an annualized total of 3560.

The initial FTE goal for the College for 2006-07 was to increase State FTE by 64 FTE over 2005-06 (3496) to an annualized total of 3560. As noted in the mid-year report, however, the College received additional, unanticipated FTE from the State, including FTE for high-demand professional-technical programs. The final State FTE for SVC was 3630, higher than our initial target, but still 90 FTE below the *revised* target of 3720, based on final allocation from the SBCTC.

<i>Quarter</i>	<i>Annualized FTE</i>		
	<i>Goal*</i>	<i>Actual</i>	<i>Difference</i>
Summer	372	356	
Fall	1153	1156	
Winter	1153	1093	
Spring	1042	1025	
Totals	3720	3630	-90

A comprehensive Enrollment/Marketing Plan was developed, with priorities and targets for enrollment growth in 2006-07, to inform target-specific marketing efforts. Based on the Enrollment/Marketing Plan strategies and administrative initiatives, a number of curricular changes were made to increase FTE:

- ★ Implemented a new international student enrollment plan that allows use of international enrollments to meet the state enrollment target
- ★ Redeployed faculty resources in Computer Information Services (CIS); the CIS program is now available 100% on-line with on-site support
- ★ Modified the number and distribution of faculty for Business Management and Office Technology to meet current and projected enrollments
- ★ Started a part-time 2nd year of the RN program in Fall 2006 at WIC; hired new nursing faculty at both campuses and restructured the position of director to supervise nursing programs district-wide

- ★ Due to low enrollments, placed the Construction/Building and Process Technology programs on “inactive” status
- ★ Strategies to build enrollment of ABE/ESL students resulted in an annualized FTE increase of 55 FTE (414 in 2006-07 compared to 359 in 2005-06). Strategies included identifying alternate sites and times for delivering ABE/ESL courses to meet the needs of students, employers, and the community and adding content areas such as work readiness, safety, and vocational skills. The college also added a new director position, and the budget for 2007-08 includes funding for an additional full-time instructor
- ★ A certificate in Health and Fitness Technology was offered beginning in Winter 2007 at WIC
- ★ Business Administration classes were revised to meet the transfer requirements of the University of Washington’s Business School

Indicator 2: Increase Student-Faculty Ratio in all CIP areas by one (1) point over the 2005-06 SBCTC system averages.

System and College Student Faculty Ratio (SFR), All Funds

	2005-06		2006-07			
	<i>System</i>	<i>SVC</i>	<i>System</i>	+/-	<i>SVC</i>	+/-
<i>Annualized</i>	20.82	18.08	20.59	-.23	17.94	-.14

While the college hoped to raise the SFR over 2005-06, in an effort to meet our FTE goal many classes were continued—rather than cancelled—despite low enrollments. Since the system SFR for 2006-07 declined as well, we remain approximately two points below the system average.

General Education Program

The Instruction Committee reviewed the recommendations for curricular revisions made by the General Education Task Force during the year, tackling some important yet intractable curricular issues. The definition of “learning communities” has been revised to eliminate the distinction of links as something different from learning communities, thus simplifying the requirement for students and advisors. A major challenge will be to create learning community options that are 3-6 credits to make it possible for more part-time students throughout the district to more easily meet this requirement, and we need to clarify the third “integrative learning experience.” The goal is to make the learning community requirement easily understood and easily accessible throughout the entire district.

In response to the President’s call to find a way to be certain **all** students obtaining an SVC degree are challenged to think and learn about diversity issues, the General Education Task Force and the Instruction Committee have recommended a “Diversity” requirement, one that will not require additional credits.

An Implementation Committee will begin right away to work on finding flexible Learning Community alternatives and identifying courses that will satisfy the Diversity requirement within the context of existing requirements.

Other Achievements Related to the Improvement of Programs and Enrollments

- ★ Artsphere 2006 was held at McIntyre Hall and throughout the Mount Vernon campus in October. Over 400 area high school students and their teachers attended a full day of arts activities and competitions. As a result of that event, enrollments in the arts have increased and we anticipate even larger increases from that event in Fall 2007. Because of the success of Artsphere 2006, we will be staging a new and improved Artsphere 2007 in November, a major opportunity to educate the community about the arts degrees, programs and events at SVC
- ★ The International English Language Institute (IELI) was fully integrated into the college to replace previously outsourced services. The IELI enrolled 237 FTES during the first six quarters of operation (compared to 173 in the equivalent six quarters under prior management), generating \$596,790 in tuition for the Spring 2006-Summer 2007 quarters
- ★ Blackboard was upgraded from Basic v.6.1 to Enterprise v.7.1. The migration to the Enterprise version will allow future integration of the Blackboard with the Student Management System so that every course has a Blackboard site and students can automatically be enrolled. Blackboard usage continues to increase, particularly in the area of hybrid courses
- ★ An online library tutorial, TILT (The Information Literacy Tutorial), was implemented to provide additional instructional capabilities for both on-campus and remote instructors and students
- ★ Integrated Basic Education and Skills Training (I-BEST) professional development modules were implemented by I-BEST instructors and distributed to other programs around the state upon request. (Note: I-BEST pairs English as a Second Language (ESL)/Adult Basic Education (ABE) instructors with professional-technical instructors in the classroom to provide students with literacy education and workforce skills at the same time. I-BEST challenges the traditional notion that students must first complete all levels of basic education before they can begin workforce training.) The Early Childhood Education I-BEST was launched in Fall 2006
- ★ Work began on common course numbering, part of a State initiative
- ★ The *Community College Survey of Student Engagement* (CCSSE) was administered to nearly 600 students in Spring quarter in order to obtain data on student engagement and satisfaction with the quality of their educational program.

Other important activities related to this priority included the implementation of the college's new Mission, Vision, Values and Strategic Goals. Units created action plans for meeting the strategic goals and objectives. The college also began the accreditation processes by developing Accreditation Steering Committee leaders and sending them to training with the Northwest Association of Colleges and Universities; multiple accreditation orientation sessions were offered in Spring quarter.

2.1 – Develop effective communication strategies that improve working relationships throughout the college district.

Indicator 1: Increase the utilization of new web functionality by students and employees, and maintain or increase current web support positions.

- ★ SharePoint Portal Services, a web-based server application that supports communication, document sharing and management, and threaded discussions was deployed. This system was used to redesign the college Intranet, where all faculty and staff access key information. This information can be accessed directly over the web from off-campus in a secured environment. “Team Sites” have been established where team members can share documents, notes, announcements, calendar items, discussion threads and other knowledge-management features.
- ★ Student Services and Information Technology collaborated on a pilot study to provide real-time online advising. This required the testing and deployment of a live chat system and a VPN (Virtual Private Network) that allows the advisor to simultaneously communicate with several students while looking up their student records. The advisor has worked with approximately 1,000 students to date.

Indicator 2: Increase the communications within the college and with the community.

- ★ The monthly communication from the college President, *College Updates*, has been upgraded in look and content. The communication is distributed via e-mail to the college community and key community leaders: trustees, elected officials (local, state, and federal), foundation board, advisory group members, and school superintendents in Skagit, Island and San Juan counties.
- ★ In December 2006 the inaugural issue of *Currents*, a publication developed by the College and the Foundation that focuses on college events and information, was published. The publication was distributed to a wide array of community members and donors to the Foundation and is available on the SVC website. The second issue of *Currents* was distributed in Spring 2007.
- ★ The President met with adjunct faculty at both the Mount Vernon and Whidbey Island campuses (Dec. 5 – MV; Jan. 16 – WIC) to express the college's commitment to best practices in the employment of adjunct faculty members.
- ★ Speech Department faculty revived the SVC Yearbook. In addition to the learning opportunities provided for students participating in this project, this will also serve as a retention tool in the future.
- ★ A nationally recognized poverty expert was brought to campus for faculty/staff/community training on working with populations in poverty.
- ★ A new electronic reader board at the corner of La Venture and College Way was installed to communicate with the public 24/7.
- ★ The college continues to be an extremely active partner in Leadership Skagit, a community leadership program jointly sponsored by SVC, WSU, and the EDASC.
- ★ The President continues to be an active participant in the Mount Vernon Leadership Group comprised of city and county officials and also facilitated a meeting of county and city officials to discuss flood abatement issues.

- ★ The Business Resource Center (BRC) offered: 88 Business classes serving 878 students; 59 Computer Training Institute classes serving 467 students; 123 Community Education classes serving 1,125 students; 59 Continuing Professional Education courses with an enrollment of 444 students; 8 Intensive Spanish courses; and 80 Customized Training classes for industry. In addition, BRC staff collaborated with community partners to continue the Leadership Skagit program, the Institute for Non-Profit Excellence workshops, and the Latino Business Retention and Expansion Initiative. The BRC also provides Information Resource and Referral Services for local business.
- ★ In May on the Mount Vernon Campus, the college sponsored International Week, a week-long celebration designed to promote global awareness and enhance cultural and learning opportunities for faculty, staff, students, and the community. The week included a variety of activities, entertainment, and foods, including an International Dinner with keynote speaker Dr. Allan E. Goodman, President and CEO of the Institute of International Education, a leading not-for-profit organization in international educational exchange and development training.
- ★ Events held at the McIntyre Hall conference center and theater attracted over 50,000 patrons, an increase of 42% over the prior year. Use of the facility by the college increased 115%. The facility realized a net surplus of \$89,000, attributable to the continued support of SVC and the Public Facilities District, increased rental revenues and attendance, and reduced expenditures.
- ★ Study Sessions for the Board of Trustees provided information on the 2005-06 Year-End Report; the revision to the college's Mission, Vision, Values, and Strategic Goals; revisions to the Ends Policies; 2006-07 Strategic Priorities; and the mid-year progress report on 2006-07 priorities. Other study session topics included the regional skills center, college facilities, library services, mathematics instruction, tech prep, and the operating budget. Joint sessions were arranged with the SVC Foundation Board of Governors, the Skagit Regional Public Facilities District, and Mount Vernon School District Board.
- ★ The Board of Trustees was provided Monitoring Reports on Enrollment Management and Marketing, Institutional Diversity, Student Satisfaction and Success in Academic Program, and Student Satisfaction and Success in Professional-Technical Programs.

Indicator 3: Increase cross-unit coordination and collaboration.

- ★ Cross-campus collaborations have resulted in coordinating on-line offerings and course schedules; sharing facilities, resources, and industry knowledge; the use of common textbooks in developmental Math courses; and increased communication with student services staff and administration across the district.
- ★ Information Technology was reorganized to include Distance Education and Media Services, facilitating discussion and collaboration between units that have significant overlap in both mission and technical skills.
- ★ The position of Webmaster was moved from the Public Information Office to Information Technology. This new position, Web Services Administrator, will now focus entirely on the design, development and integration of the college's District-wide web services, including the Intranet using SharePoint, the public web site, Macintyre Hall, Head Start, faculty web sites, and other web services.

2.3 Attract, support, and retain a qualified and diverse workforce

Indicator 1: Increase the diversity of applicant pools and the number of employees by category through more timely recruitment cycles and other strategies

- ★ The college was able to influence the State Board's approach to part-time faculty salary allocations so that colleges like SVC at the lower end of the salary scale received salary equity dollars to address the part-time faculty salary inequities. The impact will be seen in part-time faculty salaries in 2007-08. Even before implementation of these adjustments, the annualized average part-time faculty increased from \$18,157 in 2005-06 to \$19,337 in 2006-07.
- ★ The average salary for full-time faculty increased from \$49,996 in 2005-06 to \$51,559 in 2006-07. The system average salary for full-time faculty in 2006-07 was \$50,766.
- ★ The college hired 30 new employees, including four Hispanics and one Asian-Pacific Islander. Two were from outside the state of Washington and a number of new employees came from areas outside of our local community/district. In addition, a number of internal changes were made providing a number of staff advancement opportunities.
- ★ The college continued to advertise in diverse media (such as the local Hispanic newspaper, CraigsList.com, and job fairs in California) and to use direct mailings to target diverse audiences.
- ★ The college continued to pursue Interest-Based Bargaining with SVCFT to develop long-term relationships and communication about issues of mutual concern, and the President met with the SVCFT co-Presidents monthly.
- ★ District-wide budget forums were held at various points in the budget development process.
- ★ The payroll function was moved from the Business Office to Human Resources in order to provide a "one-stop" environment for employment questions. The Human Resources web page was updated to include FAQs, links to state resources (retirement, benefits, etc.), and forms.
- ★ A "buddy" system, matching new academic faculty members with veteran academic faculty members has helped quickly integrate new faculty into the campus community and include them in professional and social events.
- ★ The Center for Learning and Teaching (CLT) assisted with planning Fall 2006 in-service and coordinated breakout sessions; offered weekly workshops and roundtables, including the Special Topics on China series; sponsored the Gen Ed information sessions; centralized faculty conference information; solicited articles for and published a quarterly newsletter; acquired new research materials for the CLT; and supported non-CLT sponsored event including the Jill Fugate Presentation Series, Winter Wellness Challenge, and Books of the Quarter.

Indicator 2: Create and systematize an Institutional Portfolio for Professional Development for assessing and sharing the outcomes of employee professional development activities.

- ★ This project has been discussed but not yet been started.

3.1 Increase community partnerships that support the college's responsiveness to employment needs and community economic viability, and enhance college visibility in the community.

AND

3.2 – Create and promote educational opportunities for our community, particularly the underserved populations in the district.

Indicator 1: Increase partnership activities with pre-K—20.

- ★ The college partnered with eight school districts to obtain a legislative allocation of \$24.4 million for the proposed Skagit Valley Skills Center at the Mount Vernon Campus (\$17 million) and the Marine Technology Center in Anacortes (\$7.4 million).
- ★ The college secured two GEAR UP Grants and an Early Outreach Grant totaling \$75,000. The funds were used to hire the Spanish Language Coordinator, implement youth radio programs, and collaborate with WSU on several outreach and parent information events.
- ★ The college welcomed the first AVID class to SVC in Fall 2006. Of the 12 AVID Mount Vernon High School graduates who came to SVC in 2006-07, 11 have done exceedingly well and are scheduled to return in 2007-08. (We're still working on the twelfth student!)
- ★ As a result of continuing participation in the Tech Prep consortium, Tech Prep enrollments at SVC increased from 1124 in 2006-07 to 1937 in 2007-08, a 72% increase.
- ★ As partners with the Skagit River Poetry Project, SVC hosted two poet visits during the Spring Quarter. The poets appeared before four full classes each and also performed readings at McIntyre Hall for the entire college and greater community.
- ★ With funding through the Exceptional Faculty Award, the college initiated a Latino Literature Radio Program this year, aired on our own KSVR radio station. Students, faculty and community members read Latin American folk tales, legends and myths. We recognize that this community outreach attracts a wide audience of Spanish-speaking community members.
- ★ The SVC Spring Symposium and Sustainability Fair brought together local industries, environmental advocates, and scholars for three days of very well-attended educational opportunities. Several hundred faculty, staff, students, and community members attended the event.
- ★ More than 20 students and staff turned out to work on a home under the auspices of Habitat for Humanity. For more than half of the participants, this event was the first time they had been exposed to community service outside of the college setting.
- ★ The Whidbey Island Golf Classic grossed more than \$43,000—the largest gross to date. Approximately 100 golfers participated.
- ★ The SVC Music Department's trip to perform at Carnegie Hall has been a major effort this year. Certainly the effort raised awareness of our music program and the quality of instruction here.

- ★ Starting a part-time Registered Nursing program and increasing the number of students in the part-time Practical Nursing program was supported by high demand grant from the State Board.

Indicator 2: Develop system for assessing Advisory Committee and employer relations.

- ★ An Advisory Committee survey was distributed at the Fall 2006 Advisory Committee dinner. The results provided useful information, and the survey will be repeated at future Advisory Committee dinners.
- ★ Departments have conducted or drafted surveys to assess the needs of local industry leaders and businesses.

Indicator 3: Increase basic skills offerings that meet the needs of the community and generate new FTE.

- ★ The college began offering Basic Skills courses at four new off campus sites, developed ESL introductory courses in medical assistant, welding, and office technology. The library expanded the collection of basic skills (ABE/ESL) materials.
- ★ Building on the I-Best model, the following content-based ESL programs were offered: Parenting (through the Head Start partnership), Workplace Safety, ESL Computer Basics, Advanced Computer Basics, ESL Welding, ESL Fundamentals of Care Giving, and ESL Nursing Assistant Certification.
- ★ Basic Skills received the following grants: EL Civics (\$33,865), Volunteer Literacy (\$500), Adult Basic Education (\$137,918), AIDDE (\$5,000), I-BEST learning (\$300), and CASAS “train the trainer” (\$300).
- ★ Through Early College in the High School and the Lumina Foundation grants, the college partnered with La Conner High School and the Swinomish People to create learning opportunities for a number of underserved people. Of particular note was the SVC Learning Community (Ethnic Studies & Multimedia Technology) offered at the Swinomish Reservation, which helped a group of intergenerational Swinomish to begin the creation of an online, beautifully enhanced genealogy study.
- ★ A total of \$77,500 in scholarships was committed to high school seniors for fall 2007 college attendance in the state of Washington through the Champions of Diversity Awards Ceremony.
- ★ For academic year 2005-06, all approved program objectives were met or exceeded by the federally funded TRIO program, including retention, academic standing, graduation, and transfer. Although the program was funded to serve 230 students, 305 students were served.
- ★ WIC Literacy Program received a \$5,000 grant from Verizon.

4.2 Develop and implement a district-wide integrated plan for purchasing, maintaining, upgrading, and replacing technology and equipment for classrooms and college operations.

Indicator 1: Fund additional equipment over the 2005-06 baseline, including classroom technology, based on a formal plan for periodic evaluation of needs.

- ★ Cabinet allocated an additional \$105,000 in the operation budget to upgrade 26 classrooms in 2006-07. Media Services and IT Help Desk staff worked with facilities to design and install new “smart classroom” technology. These multimedia stations include computer, network access, DVD player, locked podium, multimedia projector and display screens. As of Spring Quarter 2007, 20 classrooms have been fully upgraded.
- ★ The Library worked with Information Technology to upgrade and increase the number of computers available in the library to 40 and to provide (open) wireless access within the library for students.

Indicator 2: Build a high-reliability information technology infrastructure that supports instruction and administrative activities and ensures implementation of long-term vision of technology at the college.

- ★ The IT department has worked with facilities to design and build a high-end Data Center (one of only three in the system with these capabilities) that will support a highly reliable technology infrastructure. The Data Center was completed by the end of Spring Quarter 2007, with equipment to be installed during the Summer Quarter. The Data Center houses all of the college’s core server and data networking hardware. It is a physically secure room with a dedicated air conditioning system, a backup generator with an automatic transfer switch, a high-end uninterruptible power supply, environmental controls and warning systems, an FM200 fire suppression system, and state-of-the-art computer racks and Blade Servers.
- ★ Information Technology supported a wide range of new innovations, including the support for delivering interactive classes with the University Center and Eastern Washington University, a point-of-sales system for culinary arts, expanded wireless connectivity throughout campus, and a ticketing software system for Macintyre Hall.

Indicator 3: Complete a revision of the Whidbey Island Campus Master Plan

- ★ The Whidbey Island Campus Master Plan was completed. The college is preparing a capital funding request to include the replacement of Old Main and Sprague Hall at WIC.

Additional Achievements Related to Infrastructure

- ★ Acquired the back half of the church property identified in Master Plan for Mount Vernon Campus; negotiations continue for balance of building and property
- ★ Began construction/renovation of Campus Center Building on the Mount Vernon Campus

- ★ Completed design and presently in bid process for Angst Hall replacement on the Mount Vernon Campus
- ★ Obtained legislative funding for replacement of Lewis Hall on the Mount Vernon Campus
- ★ Acquired minor capital funding to renovate the Philip Tarro Theatre (theater and lobby on the Mount Vernon Campus
- ★ Completed installation of new fire control water lines on the Mount Vernon Campus
- ★ Renovated Connite House, so that the structure now contains modern 1-bedroom and additional 3-bedroom apartments with joint laundry space between units