



Skagit Valley College Annual Report for 2009-2010: Meeting 2008-2011 Strategic Priorities

Strategic Priority 1.6 – Research and develop new markets and opportunities to identify curricula and programs that respond to student, employer and community needs, and enrollment targets.

Meet State FTE allocations for 2008-10

Skagit's State FTES in 2009-10 exceeded the State Board allocation by 497 FTES (12.9%) and the prior year by 236 FTES (5.7%).

	FTES	<i>Over Allocation</i>		<i>Over 2008-09</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
2009-10 Final 2009-10 Allocation	4343 3846	497	12.9%		
2008-09 Final	4107			236	5.7%

While the college anticipates enrollment to increase again in the 2010-11 academic year due to the slow economic recovery, future FTE growth is expected from the completion of the Northwest Career and Technical Academy (NCTA) building on the MV campus and the relocation of the Marine Technology program to the Anacortes site. Veterinary Assistant and Dental Assistant certificate programs--designed to align with NCTA curricula--were created and approved by SBCTC. In addition, 18 new Tech Prep articulations with 6 high schools were completed, bringing the total to 165 articulations.

Although the activities at the Business Resource Center were curtailed due to budget cuts, community education classes were integrated into the academic and professional-technical units starting fall 2009 to support the needs of the community.

The college's workforce-related programs were highly enrolled during the year.

	<i>FTES</i>	<i>Students Served</i>	<i>% of Goal</i>
I-BEST		138	
Opportunity Grant Clients	129	216	100%
BFET Clients	161	320	160%
Work First Students		351	113%
Worker Retraining Eligible Students	349		254%
Worker Retraining Students Funded		211	118%

Increase the all funds Student-Faculty Ratio (SFR) across CIP areas from the 2007-08 baseline and reduce the differential between SVC and system ratios.

Student-faculty ratio (SFR) is one measure of college efficiency. Skagit has increased the annual SFR from 18 to 21 over the past three years. This represents an increase of 3.4. At the same time the increase at the system was 3.0; thus, Skagit continues to close the gap with the system SFR. This increase is due largely to increased enrollments, increased minimum class enrollment, and faculty willing to increase class caps where feasible.

	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>Change: A78 to A90</i>
SVC	17.96	19.38	21.38	3.4
System	20.42	21.72	23.40	3.0
SVC/System Comparison	-2.46	-2.34	-2.02	

Increase the percentage of degree-seeking students who progress from Fall to Winter quarter by 2% each year over the 2007-08 baseline

The fall to winter retention of degree seeking students has increased from 62% to 71% over the past three years, an increase of 9% for the period.

<i>F 2006 - W 2007</i>			<i>F 2007 - W 2008</i>			<i>F 2008 - W 2009</i>		
Start	Enroll	Persist	Start	Enroll	Persist	Start	Enroll	Persist
1367	852	62.3%	1204	844	70.1%	1266	902	71.3%

Increase the percentage of students who pass (as a percent of 10th day enrollment) developmental courses with a C or better over the 2007-08 baseline

As shown in the table below, with one exception, the “C” or better pass rate for developmental courses has improved over the 2007-08 baseline.

	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
Math 096	59.4%	60.9%	59.7%
Math 097	65.2%	61.1%	71.9%
Math 098	65.4%	63.8%	69.3%
Math 099	72.6%	64.0%	65.5%
English 097	71.5%	74.6%	72.7%
English 099	77.8%	72.6%	77.8%

Initiatives Supporting Student Progression and Success

The college is engaged in a variety of activities, described below, in support of increasing student retention both in general and for students who are underprepared:

Counseling-Enhanced Developmental Learning Communities: The improved retention of students enrolled in the counseling-enhanced developmental learning communities during the first two years of this initiative led the college to require that all developmental learning communities have a counseling component. The college continues to receive recognition from this work through the Dept. of Education grant and presentations at conferences, including the national Association for Institutional Research Annual Forum in May 2010.

AVID: Skagit continued its participation in the AVID (Advancement via Individualized Determination) post-secondary pilot project which will assess the efficacy of specific student success strategies at the post-secondary level. Strategies being implemented include *Cornell Notes*, where students use a two-column note-taking model and generate relevant questions, and *Socratic Circle* which moves students beyond simple "yes" and "no" answers into the realm of critical analysis and key observations of a given text. Faculty from counseling, professional-technical and academic programs attended the AVID summer institute; dozens of faculty have attended training sessions specific to these student success strategies during the year.

College Success Skills Courses: A record 101 new TRIO students (64%) completed one of the TRIO CSS 100 classes in 2009-10--a 23% increase over the prior year. A CSS 104 (College Success Skills for Online Learning) was developed to help students learn how to take an online class successfully. In addition, the number of CSS 100 sections for fall 2010 was increased with CSS 100 federated with classes with traditionally high enrollment of new students and lower than average success rates.

Teaching for Understanding Project: Faculty and administrators have participated this past year in a Washington Spark funded project to integrate college-readiness knowledge and skills into pre-college courses. The TfU framework will be used to develop integrated assignments for the CSS 100 federated courses being piloted starting fall 2010.

Pre-college Information Literacy Research: The libraries received three PILR mini-grants for creating integrated assignments in collaboration with ESL/ABE/GED instructors. Three librarians and three basic skills instructors across the district received stipends for their work. Both the Dean for Library & Basic Skills and the Director of Institutional Research have been highly involved in the project.

TRIO: Skagit's TRIO program served 310 students while contracted to only serve 230. Thirty-six percent (36%) of the students served in 2008-09 were students of color and 16% were Hispanic. In 2009-10 the percentages were 43% and 36%--a 19% and 31% increase respectively.

Tutoring & Support: Online tutoring with the Northwest eTutoring Consortium was initiated in November 2009. In spring quarter over 137 eTutoring sessions took place. The Computer Science department implemented tutorials in all required eLearning CIS core courses to assist in student comprehension and ability to succeed in the CIS program. AESL tutoring increased services to multicultural students.

Librarians offered several workshops in the fall on basic computer skills to meet the needs of new students. The libraries on both campuses responded to student and program needs by increasing the number of ESL print materials, developing shorter, more specific orientations for ABE, GED, and ESL classes, and conducting orientations for Work First and Transition classes.

At WIC, 1433 students who were struggling academically or had “incompletes” from the previous quarter were contacted during winter and spring quarters. A staff member met with 312 students to assist them with advising and/or connect them to other college resources that could help them.

The Math department expanded the self-paced Math 96 to offer evening hours and increased enrollment starting spring quarter; offered weekly math study sessions for developmental and college level math to students spring quarter, and worked with high school instructors to refine math requirements at La Conner and Anacortes high schools

Student Services and Instruction collaborated to initiate a Student Advising Week during registration periods. Over 150 students each quarter were assisted with advising and information to assist student in class registration, course progression and degree completion. The teaching faculty members participating in advising week were trained as needed and assisted by counselors in advising.

The number of students served by the WIC Veterans’ Education Office per month has more than doubled since the new Post-9/11 GI Bill took effect in August 2009. From January to July of 2009, the office served an average of 118 vets per month. Since then, the WIC office is serving an average of almost 240 per month.

The SVC Foundation made over \$308,000 in scholarships available to students in 2010-11.

Implement alternative course scheduling options

The college has relied largely on increasing eLearning options for students as a way to meet this objective. For example, an increasing number faculty have adopted a hybrid course model with one day per week scheduled for online course work, providing student flexibility and reducing travel time. Between 2007-08 and 2009-10 there was a nearly 40% increase in the number of courses, enrollments and FTES in hybrid courses.

	2007-08	2008-09	2009-10	% Increase A78 to A90
Courses	167	236	265	37.0%
Enrollments	2283	2708	3778	39.6%
FTES	661.5	833.1	1088.6	39.2%

In addition, the college implemented “virtual desktops” so faculty and staff would have access to all college resources from home to support alternative course scheduling options.

Strategic Priority 2.3 – Attract, support and retain a qualified and diverse workforce.

Increase diversity in all employee groups from previous year

The limits on hiring have reduced the opportunities to diversity the workforce. The situation was exacerbated by lay-offs using seniority as one of several criteria per our contractual agreements with employee groups. Despite these challenges, the percent of full-time minority employees remains relatively stable since fall 2005 following a substantial increase.

	<i>Full-time Employees</i>	<i>Non- Minority</i>	<i>Minority</i>	<i>Unknown</i>	<i>Male</i>	<i>Female</i>
Fall 2009	363	84%	14%	2%	31%	69%
Fall 2008	379	84%	15%	1%	31%	69%
Fall 2007	382	82%	14%	4%	30%	70%
Fall 2006	376	82%	14%	4%	32%	68%
Fall 2005	358	83%	14%	3%	32%	68%
Fall 2004	358	89%	11%	0%	33%	67%

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

This system has not yet been implemented.

Identify technology skills gaps across employee groups and implement appropriate training to reduce gaps

The Center for Learning and Teaching offered a variety of training sessions on the use of Blackboard (Bb), our course management system, and Elluminate conferencing technology. Faculty members were also involved in training for and testing of Moodle as an alternative course management system to replace the increasingly expensive Bb system.

Implement and require teaching and learning orientation programs for all new full-time and part-time faculty

The Center for Learning and Teaching (CLT) offered two faculty orientations during the year.

A Faculty Learning Community exploring the topic of Supporting Under-Prepared Students occurred throughout the year with approximately 20 – 30 faculty in attendance at each of the five sessions.

The Center for Learning and Teaching (CLT) offered 13 roundtables on such topics copyright and ethics. Faculty and staff used the CLT facility which provides space for meetings, training, and collegial discussions as well as computers, software, printers, copiers, laptops for faculty checkout, and other technology.

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

Based on Student Achievement data and taking into account ethnicity and program area:

- Increase the percent momentum points achieved by ABE students and by ESL students by 8% over the 2007-08 baseline
- Increase the percent of students earning credit at a qualifying grade in a pre- college English or math class (see also #4 under Strategic Goal 1.6)
- Increase the percent of students who reach 15 college level credits earned
- Increase the percent of students who reach 30 college level credits earned
- Increase the percent of degrees, certificates, or apprenticeship awards

The Student Achievement data for 2009-10 is not yet available from the State Board. The SVC Board of Trustees will be provided with an update when the data becomes available. However, the college increased the total achievement points earned by 927 points from 2006-07 to 2008-09, an increase of 12%. There was an increase in all areas with the exception of certificate and degree completion.

	<i>Basic Skills</i>	<i>College Readiness</i>	<i>1st 15 Credits</i>	<i>1st 30 Credits</i>	<i>Quantitative/ Computation</i>	<i>Certificate, Degree, Apprenticeships</i>	<i>Totals</i>
2006-07	1,119	2,391	1,611	1,137	778	595	7,631
2007-08	1,464	2,294	1,619	1,230	773	641	8,021
2008-09	1,749	2,403	1,699	1,294	859	554	8,558
Increase 2006-07 to 2008-09	630	12	88	157	81	-41	927

Enhance the visibility and reputation of the college through increased community awareness activities

The reputation of the college was enhanced through a number of high-visibility and extremely successful community events: International Dinner with keynote speaker Rick Steves; the Supreme Court visit; the Hall of Fame dinner; Honors Receptions at both campuses; and Chamber After Hours. These events have resulted in greater press coverage and donations.

College Advancement/International Programs conducted or sponsored partnership development in Chile and Mexico, including hosting a delegation from Jalisco in February; hosted an overseas agent from Russia; sent a faculty member to Vietnam; expanded outreach to China and Brazil; and supported a travel/service trip for students to China with Ted Maloney.

The collaboration between PIO and Foundation staff produced a Foundation 2009 *Annual Report* and the winter issue of *Currents*, which received wide public distribution and recognition. The Admissions office continues to support the SVC Facebook page which now averages 294 visits each week. The college has 498 Facebook fans and 57 Twitter followers.

Skagit has been recognized as a “Military Friendly School” by the Victory Media group, an organization focused on veteran students and job seekers. Information about the college will be featured in the 2010 Guide to Military Friendly Schools and on the company’s web site.

The college continued its partnership with the Northwest Career and Technical Academy (NCTA) and the Port of Anacortes to create skills centers. The college also partnered with Skagit County to make improvements to restrooms and the concession stand for the playfields as well as building a roof over four of the college-owned tennis courts.

Faculty and staff sponsored the annual Social Science Symposium, a Sustainability Fair at both campuses, and a Human Services Student Conference which focused on the use of art, drama, and music to engage and serve high-need youth.

The college actively worked in partnership with a variety of entities to support the families and children in our district:

- Summer Gear-up activities were again conducted for middle-school students.
- The Early Childhood Education department received grant funds from Department of Early Learning to provide training to child care providers in district. The department also partnered with the community for the 20th Annual Connections Conference which was attended by over 500 child care providers.
- Family Life served nearly 100 families and their children by providing parenting education at Coop Preschools.
- The college’s ECEAP program provided services to 108 families that live at 110% of the federal poverty level.
- Through partnership with EDASC’s Research and Education Fund, Skagit is participating in Skagit’s Early Learning Coalition to assure that our youth are prepared for success in school and life.

The Web Administrator improved the functionality of the college website, created a new MySVC website, and increased the online presence of the college.

Another successful Try-a-Trade-Day was held this year with over 150 high school students and 20 high school staff from nine schools attending the event. A separate Healthcare Career Fair was also held during the year which included a student panel and student-led tours of the new labs in Angst Hall.

The libraries received a Renew WA grant (\$16,000) to purchase materials that would help unemployed and under-unemployed people find jobs including books, videos, Career Transitions database, and a digital camcorder for recording mock interviews and purchased brochures on assorted job-finding skills.

The college received a federal grant award to construct the new KSVU radio facility and transmission system to widen the listening area. KSVR also started a weekly email newsletter which provides information about upcoming programs and events, and link to pictures of past KSVR activities, including a town hall meeting about Congressman Luis Guitierrez introducing immigration law reform legislation.

The Community Integration project was initiated in collaboration with the Washington State Department of Corrections, Skagit County Community Action Agency and the college's Human Services department to support individuals leaving state correctional facilities and continuing their education.

Skagit participated in a successful Adult Literacy Week with two SVC students winning the essay contest and reading their essays to the County Commissioners.

The college's fine and performing art faculty continue the tradition of community outreach by conducting choir performances on campus and in area schools; presenting Art Gallery shows featuring works by area artists, students, and faculty; staging theatrical performances such as *Oklahoma!*; and participating in the planning and hosting of guest poets as part of the Skagit River Poetry Festival.

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

Meet the goals of the SVC Information Technology Plan, including the implementation and evaluation of new per credit fee structure and implementing the revised process for prioritizing technology purchases with the student-voted technology fee

The new e-Learning fee and the student-voted technology fee (with a now clearly defined process for use) are sources of funding for upgrading classroom equipment and the regenerative replacement process. The IT department maintains an active “aging list” of equipment with optimal replacement dates. Equipment aging lists are designed to keep sustainability at the forefront.

During the year, the IT department identified data connections across the district that need to be upgraded, upgraded servers across the college into a virtual server environment; installed the new Angst Hall equipment--a significant enhancement for Allied Health, Math, Science, and video conferencing; replaced the old Anti Virus software, saving \$40,000 per year that can be repurposed to other upgrades; completed the authenticated wireless network on campus; relocated Studio B to a more appropriate facility; added or upgraded computers in a number of instructional areas; and made WiFi access available throughout the San Juan Center.

Fund additional equipment over the 2007-08 baseline, including classroom technology, based on a formal plan for periodic evaluation of needs

While the college was able to fund additional equipment over the 2007-08 baseline in 2008-09, the significant reductions in funding made this impossible in 2009-10.

Adopt and implement the system Technology Plan

A variety of faculty and staff at the college are actively engaged in implementing the system Technology Plan. In addition to active participation in system sharing of technology solutions, the college also has two participants—an adjunct Economics faculty and the Director of Institutional Research—in the Gates-funded SBCTC Open Course Library project. The goal of the project is develop curricula for 81 courses using digital course materials. The cost of course materials to the student will be \$30 or less.

Implement Resource 25

Registration and Physical Plant staff worked collaboratively to load course room scheduling into Schedule 25 and Resource 25. Resource 25 is now up and running for select staff members on campus.

Strategic Priority 4.5 - Establish regenerative and sustainable processes in campus facilities, grounds, and college operations.

Identify and make progress on sustainability

The Sustainability Committee was established as part of the governance structure in 2009-10. The committee is charged with:

- Working with Skagit Valley College stakeholders to develop and maintain environmentally-friendly practices (e.g., carpool programs, recycling, energy conservation, etc.).
- Working with the President's Office to realize our commitment to reducing the College's carbon footprint.
- Researching, advising, and curriculum development for implementation of programs in sustainable practices, for example Energy Services and Technology.
- Working with all SVC employees to ensure that maintenance, upgrading and retrofitting of campus facilities and grounds, as well as future construction on campus, are as energy efficient and environmentally sustainable as possible.
- Grant writing to support green practices, education and construction on campus.
- Oversight of a web presence highlighting the College's achievements in promoting sustainable practices in the region as a means of attracting students and educating the community.
- Organizing the annual Sustainability Fair.

Sustainability Fairs were again held on both campuses during the year.

A number of administrative processes were streamlined during the year including the reduction in the number of print publications, reductions in mailings, and major overhaul of contract and grant processes.

Registration and admissions staff created electronic files for all new students in 2009-10 and scanned returning and past student records. The electronic document management system will eventually replace all paper files. In all 74,757 documents have been digitized. Whidbey Island Campus also received a scanning system and training, so student files from both campuses are regularly being digitized.

The library staff worked with the IT department in implementing pay-for-print in the library with a goal of reducing the amount of printer paper and toner used and establishing a fund to support computer printing expenses.

Construct buildings that meet LEED Gold standards

The design and construction of Laura Angst Hall were sufficiently green that when the project ended, it was estimated that the college had at least earned LEED Gold status. Working closely with the project architect, we soon determined that with some additional steps and with fine tuning the building control systems, we could consider submitting the project for LEED Platinum, which was earned and awarded. This is the first LEED Platinum public higher education facility in the State of Washington.

Strategic Priority 5.1 – Based on assessments of the on-line delivery of learning and related support services, develop and coordinate program standards that enhance student success and curricular coherence and quality, and improve decisions regarding offerings across the district.

Increase eLearning FTES a) over time and b) in comparison to similar colleges

The college has generated a 25% increase in eLearning FTES over the past three years.

	2007-08	2008-09	2009-10	% Increase A78 to A90
Courses	781	839	862	9.4%
Enrollments	12482	13531	15920	21.6%
FTES	3475.1	3846.3	4625.9	24.9%

Skagit was also 4th among the state community and technical college system in total eLearning (includes hybrid, telecourses, and ITV) in 2008-09 as measured by the percent of eLearning FTES compared to the college total FTES (27.3%), but 2nd in terms of online delivery (21.3%) after Pierce Fort Steilacoom.

	<i>eLearning</i>	<i>FTES-All Funds</i>	<i>% eLearning</i>
Pierce Fort Steilacoom	2048.4	6,448	31.8%
Edmonds	2448.8	8,431	29.0%
Peninsula	892.0	3,260	27.4%
Skagit Valley	1267.7	4,650	27.3%

	<i>Online</i>	<i>FTES-All Funds</i>	<i>% Online</i>
Pierce Fort Steilacoom	1859.5	6,448	28.8%
Skagit Valley	992.6	4,650	21.3%
Bellevue	2370.1	11,554	20.5%
Edmonds	1587.7	8,431	18.8%

Also in 2008-09, 446 of SVC's RS students took online courses, the fourth highest number after Bellevue, Green River and Clark, and the highest percentage of total RS headcount enrolled online (67%).

	<i>Online RS Headcount</i>	<i>Annualized RS Headcount</i>	<i>% RS Enrolled Online</i>
Bellevue	665	1,299	51.2%
Green River	664	1,362	48.8%
Clark	509	1,545	32.9%
Skagit	446	665	67.1%

Establish a comprehensive system for assessing learning in online and hybrid courses.

Thus far the college has continued to use a standardized assessment system across different delivery modes rather than develop separate systems.