SVC | Skagit Valley College

SKAGIT VALLEY COLLEGE

POLICIES, REGULATIONS, AND FINANCIAL REVIEW

Prepared for the Northwest Commission on Colleges and Universities

March 2024

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INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

Institutional Report Certification Form

On behalf of the Institution, I certify that:

[X] There was broad participation/review by the campus community in the preparation of this report.

[X] The Institution remains in compliance with NWCCU Eligibility Requirements.

[X] The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Skagit Valley College
_____
(Name of Institution)

Dr. Christopher Villa
_____
(Name of Chief Executive Officer)

_____
(Signature of Chief Executive Officer)

March 1, 2024
_____
(Date)

MISSION FULFILLMENT

Skagit Valley College Mission Statement

Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.

The Mission statement is widely published and advertised throughout Skagit Valley College's (SVC) service area. The mission statement is published in the SVC academic catalog and in numerous college media. In addition, the mission statement is included on the SVC website and displayed in prominent locations at all campuses and centers
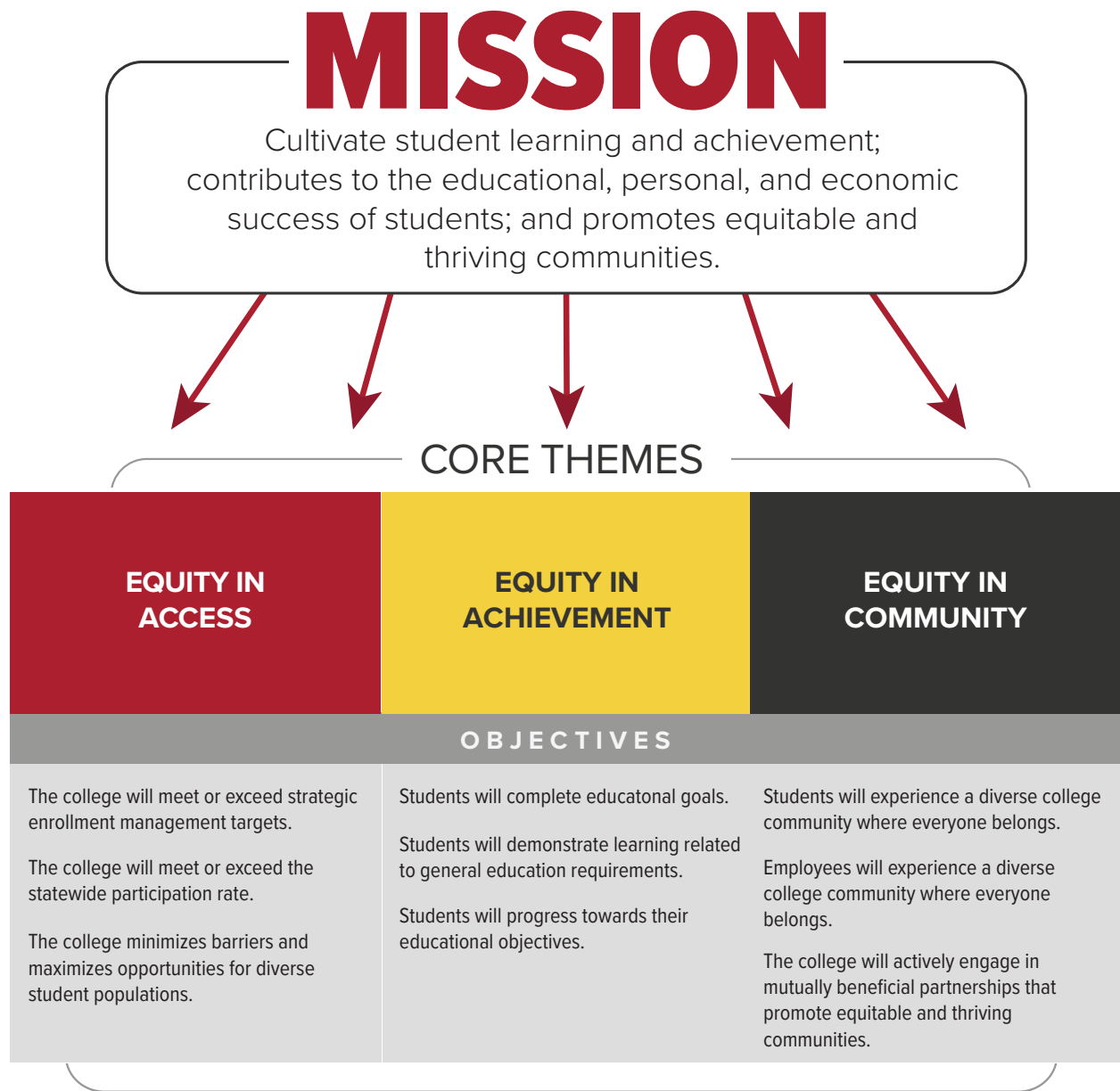
Assessing Mission Fulfillment

In 2019, the SVC Board of Trustees approved our mission statement and updated Core Themes. *"Equity in"* was added to each of the existing Core Themes to emphasize the institutional commitment to equity in achievement of mission fulfillment. Each Core Theme includes multiple objectives and means for assessing their achievement. The Core Theme "objectives" are outcome statements, while the "indicators" define the tools or methodologies for assessing the degree to which the objectives are met. "Thresholds" determine the minimal acceptable level of achievement; taken together, the thresholds provide the measurement for mission fulfillment. As such, the objectives, indicators, and thresholds provide a powerful tool for assessing mission fulfillment.

Each year, operational units throughout the college develop action plans with goals and activities prompted by, and aligned with, the Core Theme objectives, creating a scaffold for mission fulfillment. Annually, the administration and Board of Trustees review Core Themes, objectives, indicators, and thresholds to ensure that they are meaningful and relevant, concise and non-duplicative, and easily understandable. This ongoing assessment of Core Themes, objectives, indicators, and thresholds provides data to measure mission fulfillment. The following table illustrates the relationships among mission, Core Themes, and objectives:

MISSION, CORE THEMES, OBJECTIVES	
CORE THEMES	**OBJECTIVES**
EQUITY IN ACCESS	1. THE COLLEGE WILL MEET OR EXCEED STRATEGIC ENROLLMENT MANAGEMENT TARGETS.
	2. THE COLLEGE WILL MEET OR EXCEED THE STATEWIDE PARTICIPATION RATE.
	3. THE COLLEGE MINIMIZES BARRIERS AND MAXIMIZES OPPORTUNITIES FOR DIVERSE STUDENT POPULATIONS.
EQUITY IN ACHIEVEMENT	1. STUDENTS WILL COMPLETE EDUCATONAL GOALS.
	2. STUDENTS WILL DEMONSTRATE LEARNING RELATED TO GENERAL EDUCATION REQUIREMENTS.
	3. STUDENTS WILL PROGRESS TOWARDS THEIR EDUCATIONAL OBJECTIVES.
EQUITY IN COMMUNITY	1. STUDENTS WILL EXPERIENCE A DIVERSE COLLEGE COMMUNITY WHERE EVERYONE BELONGS.
	2. EMPLOYEES WILL EXPERIENCE A DIVERSE COLLEGE COMMUNITY WHERE EVERYONE BELONGS.
	3. THE COLLEGE WILL ACTIVELY ENGAGE IN MUTUALLY BENEFICIAL PARTNERSHIPS THAT PROMOTE EQUITABLE AND THRIVING COMMUNITIES.

Figure 1. Mission, Core Themes, and Objectives

MISSION

Cultivate student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.

CORE THEMES

EQUITY IN ACCESS	EQUITY IN ACHIEVEMENT	EQUITY IN COMMUNITY

OBJECTIVES

The college will meet or exceed strategic enrollment management targets.	Students will complete educatonal goals.	Students will experience a diverse college community where everyone belongs.
The college will meet or exceed the statewide participation rate.	Students will demonstrate learning related to general education requirements.	Employees will experience a diverse college community where everyone belongs.
The college minimizes barriers and maximizes opportunities for diverse student populations.	Students will progress towards their educational objectives.	The college will actively engage in mutually beneficial partnerships that promote equitable and thriving communities.

Evidence:

Core Theme Progress Report: Access (BoT 2023)

Core Theme Progress Report: Achievement (BoT 2023)

Core Theme Progress Report: Community (BoT 2023)

Board Agenda Core Theme Report example October 2023

Board Agenda Core Theme Report example November 2023

STANDARD 2: GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

STANDARD 2.A.1 GOVERNANCE STRUCTURE

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The State of Washington, through the Washington State Board for Community and Technical Colleges, grants Skagit Valley College (SVC) the authority under RCW 28B.50. Community and Technical Colleges to operate within the fourth district, which encompasses San Juan, Skagit, and Island counties. SVC includes a campus in Mount Vernon, a second campus in Oak Harbor, and three centers, which are located in Friday Harbor, San Juan Island, and Burlington (Cardinal Brewing Academy). A Marine Technology Program is located in Anacortes. The college operates under a single district-wide governance system that adheres to the same requirements, policies, procedures, and regulations.

The SVC Board of Trustees is comprised of five members appointed by the governor of Washington to five-year terms (Chapter 132D-104 WAC). Each board member serves without compensation, except reimbursement for reasonable expenses when performing college business. No board member has a contractual, employment, or financial interest in SVC. RCW 28B.50.140 (Boards of trustees—Powers and duties) and other statutes establish the board's responsibility and authority for the operation of SVC. The Board of Trustees meetings are open to the public and advertised according to the Open Public Meetings Act (Chapter 42.30 RCW) and WAC 132D-104-020. The Board of Trustees holds six meetings each year and an annual fall retreat. In addition to its regular public meetings, the board conducts occasional study sessions to focus in-depth on emerging issues.

As defined within the SVC Board of Trustees Policies, the board establishes policy and monitors institutional performance through financial reviews (Board Policy GP-2

Governing Model), direct strategic planning efforts, and the approval of fundraising goals and plans. The board delegates all powers and duties under RCW 28B.50.140 (Boards of trustees—Powers and duties) to the president, except those retained by the board (Board Policy BSL-1 Delegation of Authority); included in that delegation is the authority to carry out the administration and operation of SVC.

Evidence

RCW 28B.50. Community and Technical Colleges

RCW 28B.50.140 Boards of trustees—Powers and duties

Chapter 42.30 RCW Open Public Meetings Act

Chapter 132D-104 WAC Board of Trustees

SVC Board of Trustees Policies

SVC Board Policy GP-1 By-Laws of Skagit Valley College

Board Policy GP-2 Governing Model

STANDARD 2.A.2 INSTITUTIONAL LEADERSHIP

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The president's cabinet serves as the college's leadership team. Under the overall vision and guidance of President Dr. Christopher Villa, the cabinet is responsible for leading the planning, management, and assessment of the college's operations. In addition to the college president, cabinet membership includes vice presidents for administrative services, academic affairs, student services, college advancement, and human resources. The associate vice presidents for equity and inclusion and institutional planning and effectiveness, as well as the president's executive assistant are also cabinet members. All members of the president's cabinet report directly to President Villa.

Cabinet meetings are held on a weekly basis, adhering to a pre-established agenda prepared by the president with input from cabinet members. Meetings focus on how to collectively strategize, organize, and oversee the college's operations, while also assessing its achievements and effectiveness. Cabinet members are also actively involved in regular planning and assessment activities specific to their areas of responsibility.

The president convenes a cabinet plus meeting, held on a quarterly basis, to facilitate broad-based planning and decision making. This meeting includes deans, directors, and other mid-level management, as well as cabinet members.

The current cabinet membership reflects changes since the college's NWCCU Mid-Cycle

Evaluation Report of 2021. In August 2022, President Dr. Thomas Keegan retired, and in September 2022, the college hired President Dr. Christopher Villa. In 2022, Dr. Gabriel Mast, associate vice president of institutional planning and effectiveness joined cabinet. In 2023, Carolyn Tucker was promoted to vice president of human resources. Also in 2023 Dr. Kenneth Lawson, vice president of instruction, left the college for a promotional opportunity, and was replaced by Dr. Darren Greeno, vice president of academic affairs (previously vice president of instruction).

Evidence

Leadership organizational chart

CURRICULUM VITAE OF EXECUTIVE LEADERSHIP

- » Christopher Villa, Ed.D., President CV
- » Darren Greeno, Ed.D., Vice President of Academic Affairs CV
- » Ed Jaramillo, Ph.D., Vice President of Administrative Services, CV
- » Claire Peinado, Ph.D., Vice President of Student Services
- » Anne Clark, M.Ed., Vice President of College Advancement, CV
- » Carolyn Tucker, MBA, Vice President of Human Resources, Title IX and EEO, CV
- » Gabriel Mast, Ph.D., Associate Vice President of Planning and Effectiveness
- » Yadira Rosales, M.Ed., Associate Vice President for Equity and Inclusion

STANDARD 2.A.3 CHIEF EXECUTIVE OFFICER

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The Skagit Valley College (SVC) Board of Trustees appointed Dr. Christopher Villa as college president on September 1, 2022. The president and CEO reports to the Board of Trustees and serves as secretary to the Board of Trustees as a non-voting member (SVC Board Policy GP-1, Article VII, Section 5.) The board delegates to Dr. Villa the authority and responsibility for interpreting board policy into administrative action and administering and operating the college. Dr. Villa's strategic priorities are reviewed during the board's fall retreat work session and are foundational for the president's annual performance evaluation.

Dr. Villa came to SVC from Portland Community College, Rock Creek where he served as president. Dr. Villa served an accumulated 12 years as vice president of student services for Los Angeles Mission College, Fresno City College, and Long Beach City College. He earned his bachelor's degree in social ecology from University of California, Irvine, a master's degree in public administration from University of Southern California, and a doctorate in educational leadership and policy from University of Utah. Dr. Villa

has also served as an adjunct faculty in the Educational Leadership and Policy Studies Department at California State University, Northridge.

Evidence

Christopher Villa, Ph.D., President, CV

SVC Board Policy GP-1 By-Laws of Skagit Valley College

STANDARD 2.A.4. DECISION-MAKING STRUCTURES

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

The structure and processes of Skagit Valley College's (SVC) governance system are implemented intentionally to honor inclusiveness. There are three primary levels to SVC governance: 1) the Board of Trustees; 2) president's cabinet, and 3) the governance committee and associated standing committees. In addition to these primary structures, the college collaborates closely with the classified (WPEA) and faculty (SVCFT) union leadership, and with the two associated student body leadership groups.

President's cabinet represents the college leadership team and meets weekly. Cabinet is the major district policy recommendation body. Its work includes: steering and assessing the institution's system of representative, shared governance; overseeing the college operating budget including recommendations of the values and principles for the district budget process and final annual budget recommendation to the president for Board of Trustees' approval; discussing issues confronting the district; and advising the president.

SVC Policy 2000 Operational Governance shows a well-defined structure for faculty, staff, and students to share their views. The primary function of the governance steering committee (GSC) is to receive and distribute—to the appropriate standing committees—requests for changes in governance policy. Requests for changes to policy and procedures may be submitted by any member of the college community ensuring shared governance and opportunities for college community input. Eight standing committees represent the following areas on campus: instruction, general education, assessment, student services, sustainability, equity and social justice, safety, and information technology. Standing committees recommend changes to policy and provide leadership, expertise, and information to other standing committees or the administration on institutional policies and procedures. All standing committees have representation from all college constituencies: faculty, students, administration, and staff; and include members from other district campuses and centers. SVC faculty comprise the majority of the instruction committee and are fully represented on other governance committees.

Faculty appointments to governance committees are recommended to the president

by the Skagit Valley College Federation of Teachers (SVCFT), and appointments are formally made by the president. Faculty members are also actively engaged in a variety of non-governance committees. Students have several opportunities to be involved in leadership across the district, including within student government and as governance committee members.

The Associated Students of Skagit Valley College (ASSVC) elect two presidents—one to represent students at the Mount Vernon campus and another to represent students at the Whidbey Island campus and centers. The presidents of ASSVC alternate reporting to the Board of Trustees each month as a standing agenda item. Students also have opportunities to serve on important non-governance committees. For example, each tenure review committee includes a student representative. Appointments of students to both governance and non-governance committees are made by student government leadership.

Similarly, the presidents of the WEPA and the SVCFT report to the Board of Trustees each month as a standing agenda item.

The college's current system of governance, in place since 2001, was most recently reviewed and modified in 2012. The college is undertaking a complete review of the governance system and plans to update the current model over the next year.

Evidence

Policy 2000 Operational Governance

STANDARD 2.B.1 ACADEMIC FREEDOM AND STANDARD 2.B.2. INDEPENDENT THOUGHT

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

AND

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Skagit Valley College (SVC) celebrates diverse perspectives and the importance of academic freedom and independent thought within its communities of interest. The

college fosters an inclusive environment that respects and values the contributions of all individuals, regardless of their background, beliefs, or affiliations.

These values are reflected in the college's faculty contract and Policy 5700 Code of Student Conduct (WAC 132D-150). The faculty collective bargaining agreement (article 4, section 12) affirms that "Academic freedom is fundamental for the advancement of truth in all institutions of higher education conducted for the common good. The common good is best achieved when faculty are free to pursue scholarly inquiry without undue restriction, and to voice and publish conclusions that the faculty member considers relevant."

SVC affirms the academic freedom of students in the Code of Student Conduct (Statement of Student Rights, Section 2): "The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college: (a) Academic freedom. (i) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public."

Similarly, the college affirms the academic freedom of students as a commitment to "learning in a climate of open inquiry, respect, academic freedom, and scholarship," on its Student Rights and Responsibilities webpage (Honor Code section).

Evidence

Policy 5700 Code of Student Conduct

Collective Bargaining Agreement Between the Board of Trustees of Community College District No. 4 and the Skagit Valley College Federation of Teachers, Article 4, Section 12

Code of Student Conduct (WAC 132D-150-040 Statement of Student Rights)

Student Rights and Responsibilities (Honor Code Section)

STANDARD 2.C.1. TRANSFER OF CREDIT

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

SVC is guided by clear, published policies and processes regarding the acceptance of credit from accredited colleges and universities. These policies maintain the integrity of the college's programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals. Policy 4300 Academic Standards and Grading, includes a section on transferring in credit from other colleges. The ability to transfer credit to SVC is further communicated to students on the transcript evaluation page (course placement section) of the website and the inter-college transfer and articulation among Washington public colleges and universities section of the SVC

College Catalog (page 231).

Policy 5140 Evaluation of Credit, Non-Traditional Credit and Advanced Placement ensures that students receive credit for prior learning that has occurred outside the classroom and/or through previous educational endeavors. This is accomplished through transcript evaluation, a robust College in the High School program, career and technical education dual credit partnerships, the petition for non-traditional credit for prior learning, credit for prior learning and military training, and credit by exam. SVC is working to eliminate duplicative coursework for students entering into the college by establishing directed self-placement in English and math.

SVC's credentials evaluators, who report through Enrollment Services, determine external credit transfer. The transfer-of-credit policy, as established by the state and followed by the college, is published in the catalog's Student Rights and Responsibilities section under Transfer Rights and Responsibilities.

SVC participates with the State Board for Community and Technical College's (SBCTC) Intercollegiate Reciprocity policy through which credit from other community and technical colleges within the state may be accepted Placement Reciprocity - Skagit Valley College. SVC may accept individual course completion or completion of a distribution requirement when a student meets requirements at a previous institution. This policy guides SVC's determination of course satisfaction for degree requirements. SVC's compliance with this policy eases student transfer between the state's community colleges and the baccalaureate institutions.

Students are responsible for providing official transcripts and, if required, additional documentation such as course syllabi, to determine course equivalency described in the earning college credit section of the academic catalog. Evaluations credentials evaluators evaluate official transcripts for SVC's course equivalencies. Evaluations are done on a course-by-course basis using the official course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the credentials evaluator requests course descriptions and course syllabi, and may also confer with the dean or with faculty from the academic division where credit might apply. SVC excludes credit accepted for transfer from the calculation of SVC's grade point average.

The earning college CTE dual credit program, students who complete selected high school courses with a "B" grade or better can earn college credit. Washington's Umbrella Policy on Intercollegiate Transfer and Articulation Among Public Colleges and Universities allows SVC students who wish to transfer to a college within Washington state to transfer credits seamlessly. SVC's administration stays apprised of these reciprocity protocols and participates in ongoing reciprocity work. SVC also has administrators who attend the Inter-College Relations Commission (ICRC) which is a voluntary association that works to increase transfer between higher education institutions and to improve communication and coordination. ICRC conducts a periodic review of the Direct Transfer Agreement (DTA) associate's degree which ensures that

a student who completes a DTA associate's degree at SVC (or any public community or technical college in Washington) can generally expect to enter a bachelor's degree program with 90 transferable quarter credits, and junior class standing.

SVC's published academic catalog houses transfer program planning guides for every SVC transfer degree. The guides include degree requirements, notes on four-year-specific transfer requirements, and degree maps. SVC's transfer program planning guides are designed to provide students with recommended courses that take into account transfer requirements. The Overview: Degrees and Certificates page in the academic catalog explains all SVC degrees to students to help them navigate degree options to meet their educational goals.

In an effort to create local access to bachelor's degrees, SVC offers a bachelor of applied science degree in management, a bachelor of applied science degree in environmental conservation, and a bachelor of science in computer science. Information on these degrees is published on the bachelor's degrees page.

Evidence

Policy 4300 Academic Standards and Grading

SVC College Catalog (page 231): Inter-College Transfer and Articulation Among Washington Public Colleges and Universities

Transfer Rights and Responsibilities

Evaluation of Credit, Non-Traditional Credit and Advanced Placement

Policy 4300 Academic Standards and Grading: Transferring in Credit

Washington's Umbrella Policy on Intercollegiate Transfer and Articulation Among Public Colleges and Universities

SVC Course Catalog: Degrees and Certificates Overview

STANDARD 2.C.2 STUDENT RIGHTS AND RESPONSIBILITIES

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The Code of Student Conduct, revised in 2021, and the Student Rights and Responsibilities contain the rights and expectations for students, including academic honesty, conduct, appeals, accommodations, and the processes for resolving alleged code violations. The recent revisions include Title IX requirements due to changes in federal processes around sexual misconduct allegations as well as to align the code with best practices in adjudication and conduct processes and procedures.

SVC seeks to streamline processes and clarify language to facilitate understanding for students and the campus community. The student conduct manager serves as

the conduct officer for the district. They are responsible for overseeing the conduct processes, including training and guiding the campus community regarding all conduct practices. The code outlines appeal processes, which may result in a new finding, as well as sanctions being upheld, removed, reduced or increased. The code and all appeal and complaint processes are available on the website. The Student Complaint Policy is clearly outlined on pages 35-38 of the SVC Faculty Handbook.

The Disability Access Services (DAS) department facilitates reasonable accommodation for qualified students and members of the public with disabilities. As noted in Policy 5500 Disability Support Services, the college's accommodations are in accordance with the Americans with Disabilities Act of 1990, the Federal Rehabilitation Act of 1973, and Washington state laws. Services include accommodated testing, sign language interpreting, alternatively formatted classroom materials and note taking assistance as well as addressing grievances and complaints. The DAS webpage contains information related to services, policies and procedures.

Evidence

Policy 5740 Academic Integrity

Policy 5700 Code of Student Conduct, section on Statement of student rights (WAC 132D-150-040) and section on Prohibited student conduct (WAC 132D-150-050) also posted at on the Student Conduct section of the SVC website

Policy 5705 Student Complaints

Student Grade Complaint Form

Policy 5500 Disability Support Services

SVC Faculty Handbook pages 35-38

STANDARD 2.C.3. ADMISSION AND PLACEMENT

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions

Skagit Valley College (SVC) is an open admission institution serving a diverse group of students with a wide range of abilities and funds of knowledge. The Admissions webpage includes clearly defined steps of the admissions process. The Enrollment Services section of the online academic catalog outlines admissions practices, including eligibility and policies for new, former, transfer, Running Start, Veterans, drop-in (non-

degree-seeking), and international students. Policy 5100 Admissions and 5110 Selective Entry Program Admissions address admissions.

Admission to the college does not guarantee admission to any specific program, course, or class. Some programs have selective admission criteria and a competitive admission process. These programs include Nursing, Dental Therapy, Park Ranger Law Enforcement Academy, three Bachelor of Applied Science degrees, and one Bachelor of Science degree. International, Running Start, Open Doors, and College in the High School also have specific admission requirements. Catalog and program webpages contain admission requirements for these programs. International students must complete the SVC international student admission application, including high school transcripts, proof of English proficiency, and bank statements documenting that the students meet SVC and U.S. immigration requirements.

Placement

SVC has developed and adheres to policies (Policy 5135 Assessment Testing) and programs to guide placement of students in certificate and degree programs. Students can place into math and English using a recent high school transcript, by taking the Accuplacer test or other options described on the Course Placement section of the website. SVC has established directed self-placement (DSP), which will launch in the 2024-2025 academic year. DSP informs students regarding their decisions about the English requirement for degree-seeking students and placement in English courses. English DSP offers a brief overview of English 101 and the two versions of the course: IBEST corequisite or ALPS corequisite, and stand-alone English 101. Students can sample various aspects of the course options, then work with an advisor to determine the most appropriate English placement. Math placement utilizes a DSP tool; students are placed into a corequisite math or a stand-alone math course depending on their intended math pathway—statistics and/or liberal arts math, pre-calculus, or workforce math.

Students may use credits from other accredited institutions to satisfy prerequisites for college level English, mathematics, and other classes. SVC accepts an unofficial copy of a transcript for determining a prerequisite; however, an official copy must be on file for credit to be granted towards a degree or certificate program. Enrollment Services support matriculated students with course placement by reviewing documents such as high school transcripts, college transcripts, and Advanced Placement, International Baccalaureate, and Cambridge test results. The student management registration system is coded with prerequisite requirements to ensure that students meet stated prerequisite requirements.

Student Continuation/Dismissal and Readmissions

SVC students must adhere to the Academic Standards Policy as outlined in the academic catalog. Students who do not meet the academic standards will progressively be placed on Academic Alert, Academic Probation, and Academic Suspension. Suspended students must meet with an advisor and apply for Academic Reinstatement before they can enroll

in classes again. Reinstatement petitions will be reviewed by the dean of enrollment services. If their petition is approved, students will be readmitted on Academic Probation until their cumulative GPA exceeds 2.0.

Students may also be dismissed from the college based on a student conduct violation. Student conduct violations can result in a range of progressive disciplinary sanctions including warning, probation, summary suspension, suspension, and dismissal. Policy 5700 Code of Student Conduct (WAC 132D-150), also found on the Student Rights and Responsibilities webpage, describes student conduct violations and possible sanctions, including dismissal.

The SVC Nursing Student Handbook details program progressions policies, program interruption process for readmission, and program re-entry policy for students enrolled in the nursing program (page 19).

Evidence
Admissions Webpage
Academic Catalog: Enrollment Services
Policy 5100 Admissions
Policy 5110 Selective Entry Program Admissions
Policy 5135 Assessment Testing
Academic Catalog: Course Placement
Satisfactory Academic Progress
Petition for Reinstatement Form
High School Dual Credit Programs
Policy 5335 Academic Standards
Nursing Student Handbook
Policy 5700 Code of Student Conduct (WAC 132D-150)
Admissions Forms

STANDARD 2.C.4 STUDENT RECORDS

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Skagit Valley College (SVC) Policy 5200 Student Records describes the secure retention of student records, which is compliant with the Family Education Rights and Privacy Act (FERPA). SVC publishes information about FERPA and the college's policy regarding student records and confidentiality on the Information for Parents-Students Welcome page of the SVC website and in the academic catalog (page 230 of the 2023-2024

catalog). A privacy statement that specifies how student records are protected and managed by SVC is also on the website. The college maintains student records in compliance with Policy 5200, Chapter 132D-125 WAC (Washington Administrative Code), and the Washington State Records and Retention Schedule for community and technical colleges, published by the Washington Secretary of State.

Evidence

SVC Policy 5200 Student Records

Information for Parents-Students Welcome page of the SVC website

Academic Catalog page 230

Chapter 132D-125 WAC Student Education Records

Privacy Statement - Skagit Valley College

STANDARD 2.D.1. INSTITUTIONAL REPRESENTATION

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Skagit Valley College (SVC) is committed to clear, accurate, and consistent information about our academic intentions, programs, and services. The college's Strategic Marketing and Communications (SMC) department within the College Advancement division, oversees all official college communications which includes marketing collateral, social media, website, press releases, and any other medium communicated internally and externally.

SMC maintains a Strategic Marketing and Communications webpage that contains resources available to all college employees. These include branding guidelines and a style guide. SMC also maintains a Non-discrimination Statement and Procedures guide available on the employee portal.

Information about college programs and services is collected and published annually in the college's online academic catalog jointly produced by SMC, Academic Affairs, and Student Services. Through the catalog and information on the college website, the college demonstrates that our academic programs can be completed promptly. Each college program maintains its own webpage on the college website—under the oversight of SMC—which links directly to the academic catalog. The catalog includes up-to-date program information, such as program maps. Examples of program maps include Medical Billing and Coding AAS, Engineering Technology AAS, and the Environmental Conservation Studies Certificate. Examples of program pages include Fire Sciences,

Culinary Arts, and Automotive Technology.

SVC Policy 1040 Limitation of Liability for Public Media provides a disclaimer that the college makes every reasonable effort to provide information that is accurate at the time of posting on its website or in any of its materials. This information is further distributed on the Disclaimer and Copyright Information webpage.

The executive director of strategic marketing and communications is responsible for monitoring publications to assure accuracy and clarity in all messaging to the internal and external community which includes students, the public, the media, community leaders, elected officials, and other constituents, with assistance from college employees and subject matter experts throughout SVC.

Evidence

Strategic Marketing and Communications webpage

SVC Branding Guidelines

SVC Style Guide

Non-Discrimination Statement and Procedures

Academic Catalog (online)

Program Maps:
   » Medical Billing and Coding AAS
   » Engineering Technology AAS
   » Environmental Conservation Studies Certificate.

Program Pages:
   » Fire Sciences
   » Culinary Arts
   » Automotive Technology

Policy 1040 Limitation of Liability for Public Media

Disclaimer and Copyright Information webpage

STANDARD 2.D.2. MANAGEMENT AND OPERATIONS ETHICAL STANDARDS

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Skagit Valley College (SVC) advocates for, subscribes to, and exemplifies high ethical standards in managing and operating the district. This includes the fair and equitable treatment of students, faculty, administrators, and staff. SVC's commitment to these high

standards is reinforced in the [Guiding Principles](#) of Respect, Integrity, Open and Honest Communication, Collaboration and Compassion..

[Chapter 42.52 RCW](#) (Revised Code of Washington) Ethics in Public Service and [WAC (Washington Administrative Code) 465-40-010 Ethics Policy](#) govern the actions and working relationships of SVC employees. The Ethics Policy states that state employees "hold a public trust that obligates them, in a special way, to honesty and integrity in fulfilling the responsibilities to which they are elected and appointed." Public office should not be used for personal gain or private advantage. These laws also contain processes for resolving relevant complaints and grievances, including the filing and investigation of ethics complaints. The [Washington State Ethics Board](#) advises state agencies on compliance with these laws. [SVC Policy 1200 Code of Ethics](#) addresses ethical standards at the college.

SVC employees are notified of their ethical obligations under these laws and policy through an annual notification from Human Resources (HR). HR conducts campus-wide ethics training on a three-year cycle—the next cycle completed fall 2024. The State Executive Ethics Board has scheduled executive team and supervisors/managers training by June 2024. Online training is being updated in consultation with the State Executive Ethics Board and will be provided to all employees. Ethics training materials are also currently available on the staff portal.

SVC takes a proactive approach to ethics compliance by assisting and supporting employees rather than only responding to ethics violations. College recruitment, hiring, supervision and guidance, and day-to-day operations reinforce principles of ethical conduct.

[SVC Policy 3070 Non-Discrimination and Prevention of Sexual Harassment](#) recognizes the college's "responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination…." [Policy 3010 Drug Free Workplace](#) establishes SVC as a drug free campus. College policy also prohibits retaliation as a result of an individual filing a report of discrimination or harassment or participating in an investigation of a claim of discrimination or harassment.

Article 4.2.2 of the Negotiated Agreement between Skagit Valley College Federation of Teachers and Skagit Valley College District ([SVCFT Negotiated Agreement](#)) reaffirms that faculty non-work-related activities shall not "violate conflict of interest regulations or violate state or federal guidelines." Article 4.18 states, "the parties agree that there shall be no discrimination against any faculty because of sex, age, race, color, national origin, sexual orientation, gender identity, marital status, disability, religion, or in the administration or application of the terms of this Agreement. Incidents of alleged discrimination shall be handled in accordance with the non-discrimination policy." [SVC Faculty Guidelines](#) provide information on the prevention of sexual harassment and discrimination, SVC's non-discrimination statement, policies, and the student code of

conduct.

All new hires complete on-line training related to discrimination and Title IX through Get Inclusive. The SVC Title IX Coordinator also provides presentations across the college that address the implementation of Title IX of the Federal Educational Amendments of 1972, Title VII of the Civil Rights Act of 1965, the Americans with Disabilities Act, and Washington State's Law Against Discrimination (RCW 49.60). Through these and other proactive measures, SVC leadership has seen an increase in reporting concerns about discrimination and harassment.

The fair and equitable treatment of students is ensured in Policy 5700 Code of Student Conduct (WAC 132D-150). The code states rules of student conduct, guarantees certain student rights, and establishes procedures governing student conduct. Policy 5705 Student Complaint provides an avenue for students to raise grievances. It is available in the policy section of the website and on the Student Rights and Responsibilities page under Policy on Student Complaints. This policy is currently under revision by a workgroup that includes stakeholders from across the college community, including a review of current best practices identified by organizations such as the Association for Student Conduct Administration; changes in state and federal laws; and feedback from shared governance committees, the student body, college community, and general public.

Incident reports, student complaints, and grievance processes are managed and tracked using Maxient software. The SVC incident reporting website provides information on how to file discrimination, harassment, misconduct and bias reports. Complaints and grievances submitted in the system are routed to the appropriate SVC personnel for action, and a case management team meets weekly to coordinate actions, updates, and case closures. The system tracks steps taken to address complaints and grievances. Additionally, Maxient tracks the number of complaints, frequency of complaints, and type of complaints.

Evidence

Guiding Principles

1200 Code of Ethics Policy

3070 Non-Discrimination and Prevention of Sexual Harassment, this includes Title IX and non-Title IX complaint procedures

Policy 5700 Code of Student Conduct

SVCFT Collective Bargaining Agreement

Incident reporting website

Faculty Guidelines (Handbook)

4300 Academic Standards and Grading Policy

5705 Student Complaint Policy, also available on the Policy on Student Complaints section of the Student Rights and Responsibilities webpage.

STANDARD 2.D.3. CONFLICT OF INTEREST

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Chapter 42.52 of the Revised Code of Washington (RCW), the Ethics in Public Service Act, applies to each member of the Board of Trustees. The by-laws of the board reassert this understanding through Board Policy GP-5 Board Members Code of Ethics and through defining core themes of Access, Achievement, and Community in board policies E-2 Access, E-3 Achievement, E-4 Community, and E-1 Mission.

All Skagit Valley College (SVC) employees are subject to the Ethics in Public Service Act, codified as Chapter 42.52 of the Revised Code of Washington. This law prohibits state officers or employees from having an interest in any activity that conflicts with the discharge of their official duties. Under RCW 42.52.365, the Act requires that the college, as an agency of the state, designate an ethics advisor. The vice president of human resources serves as the college's ethics officer.

Washington Administrative Code 465-40-010 charges that all "state officials and employees of government hold a public trust that obligates them, in a special way, to honesty and integrity in fulfilling the responsibilities to which they are appointed. Paramount in that trust is the principle that public office may not be used for personal gain or private advantage."

SVC requires that employees, except adjunct faculty, complete online ethics training that includes conflict of interest information when they are hired, and again every three years. Adjunct faculty are strongly encouraged to take this training. Policy 1200 Code of Ethics and Policy 1220 Use of Public Resources are posted on the website. Employees also receive an annual ethics notification and other materials to create awareness, such as Ethics in Public Service training materials, Ethics in Public Service Answer Guide, and an ethics intranet site that includes access to an ethics pamphlet and connection to the Executive Ethics Board website.

Evidence

Chapter 42.52 RCW Ethics in Public Service, including RCW 42.52.365 Ethics Advisors – Ethics Training

Board Policy GP-5 Board Members Code of Ethics

Board Policy E-1 Mission

Board Policy E-2 Access

Board Policy E-3 Achievement

Board Policy E-4 Community

WAC 465-40-010 Ethics policy.

Policy 1200 Code of Ethics

Policy 1220 Use of Public Resources

Annual Ethics Notice to Employees 2024

Ethics in Public Service training materials

Ethics in Public Service Answer Guide

STANDARD 2.E.1 AUDITS AND REPORTING

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Skagit Valley College (SVC) meets the standard set by the State Administrative and Accounting Manual (SAAM). This manual, published by the Washington Office of Financial Management (OFM) is based on generally accepted accounting principles (GAAP) and is required for state agencies. SVC also follows the ctcLink Accounting Manual, previously known as the Fiscal Affairs Manual, for its budgeting, accounting, auditing, and financial practices. The manual is published by the Washington State Board of Community and Technical Colleges (SBCTC) to provide guidance, policies, and procedures specifically for SBCTC institutions. The college also adheres to SVC Board Policy EF-1 Fiscal Health.

Audits and Financial Reviews

SVC is audited annually by the Office of the Washington State Auditor (SAO) in accordance with GAAP. SVC's audited financial statements are publicly available on the SAO website. The transition from legacy financial systems to ctcLink systems has created challenges for audit completion within the nine-month period after the end of the fiscal year. Compounding the issue, the SAO has informed all colleges that they are unable to conduct the annual audits due to staffing issues within the SAO office. That office has instructed colleges to seek third-party auditors, which are difficult to find for college audits. However, SVC has completed its audits six of the last eight years within the first nine months of the following year and has completed all audits with no findings.

Every four years, the SAO conducts an accountability audit focusing on compliance and adequate safeguarding of public resources from fraud, loss, or abuse. This includes the design, implementation, and maintenance of internal controls relevant to these objectives. At the last accountability audit, conducted in February 2020, the SAO determined that "College operations complied, in all material respects, with applicable state laws, regulations, and its own policies, and provided adequate controls over the safeguarding of public resources." The next accountability audit is scheduled for May 2024. All previously audited financial statements can be found on the Administrative Services webpage.

Reporting

The Board of Trustees requires a [monthly report of revenue and expenses](#) and an [annual fund report status](#) (includes reserves calculations). Reports are included in SVC's Board of Trustee's board packets.

Foundation Audits

Skagit Valley College Foundation is a registered 501(c)3 entity with an independent governing board (SVC Foundation Board of Governors), which engages in fundraising activities on the college's behalf. SVC maintains a memorandum of understanding detailing the exchange of services between the district and the Foundation.

The Foundation Executive Director selects a firm to perform auditing services in collaboration with the Foundation Board of Governors. The current firm is Wersen Nonprofit CPAs. Audited statements are included in the SVC Foundation's annual financial statements as a discretely presented component unit of the college, in compliance with the requirements of GASB Statement 39. The principal auditors of the college review the Foundation auditors' work as part of compliance with group auditing standards under AU-C 600.

Evidence

[State Administrative and Accounting Manual (SAAM) - Effective 1 January 2024](#)
[ctcLink Accounting Manual (CLAM) - Revised 1 February 2024](#)
[SVC Board of Trustees Fiscal Health Policy EF-1](#)
[SAO Report or Financial Statements, May 11, 2022](#)
[Annual Board of Trustees Budget Report (2023 example)](#)
[Accountability Audit Report For the period July 1, 2015, through June 30, 2019](#)
[Administrative Services webpage, section on Documents, Forms and Policies](#)
[Sample Board Report from January 2024](#)

STANDARD 2.E.2 FINANCIAL PLANNING

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial planning expectations at Skagit Valley College (SVC) are set by [Board Policy EF-1 Fiscal Health](#). This policy requires fiscal planning to align with the college's mission, vision, Core Themes, and strategic priorities. It ensures that planned annual expenditures are within conservative and credible revenue projections and accumulated reserves. The board delegates authority to prepare and administer college budgets to the college president, with clearly specified limitations. Board Policy EF-1 also describes:

» budget development and approval—submitted for adoption prior to June 20;

» budget reporting—monthly reports on YTD revenues and expenses; and

» audit reporting—results of federal and state audits provided to the board.

SVC Administrative Services conducts financial planning that supports the college's mission and Core Themes (found in board polices E-1, E-2, E-3, E-4), and strategic priorities. As a state agency, the college is guided by state law and regulations provided by the Washington State Office of Financial Management (OFM) for its financial planning process. The Washington State Board for Community and Technical Colleges (SBCTC) has responsibility for recommending the college system's operating and capital budget requests to the state legislature and for allocation of those budgets to colleges. SBCTC issues annual operating budget allocations based upon the state's biennial operating budget. The SBCTC also issues biennial capital budget allocations to system colleges based upon the state's biennial capital budget. OFM and the SBCTC maintain a multiple-biennia capital plan that provides stable planning for capital projects that often require up to three biennia for completion.

Stakeholders participate in the financial planning process in the following ways:

1. Managing internal budgets throughout the fiscal year to stay within assigned budgets.
2. Conducting reviews for possible budget requests or reductions during the operational planning cycle, related to the development of the yearly budget.

The college's Board of Trustees has statutory authority to develop and implement the college's budget based upon the state budget and accounting rules and guidelines issued by SBCTC in funding allocations.

Reserves

The Board of Trustees has established and maintains a restricted Errors and Omissions Reserve of $4 million. In addition to the restricted reserve, the college also maintains an unrestricted reserved fund managed by the president which currently has $9.1 million. This reserve fund can be used for emergency needs, emergent needs that arise between state allocations, and to provide start-up money for new programs or facilities. All emergent needs are reviewed by president's cabinet and approved in operational planning sessions that occur annually in the winter quarter. Per Board Policy EF-1 Fiscal Health, reserves are reported to the Board of Trustees annually.

Long Term and Current Obligations

SVC carries minimal debt. The entire $21.3 million debt found in SVC's financial statements is paid by Washington state as part of a Certificate of Participation (COP) allocated for the construction of Lewis Hall.

Risk Management

The Risk Management Division (RMD) of the Washington state Department of Enterprise

Services manages risk financing, provides loss prevention services, and administers loss prevention and self-insurance liability programs. General liability insurance through the RMD provides coverage of up to $10 million for each claim arising from general liability and vehicle accidents.

To address exposures not covered by the Self-Insurance Liability Program, the college purchases a variety of specialized insurance policies through the RMD. Examples include:

- » Cybersecurity incidents
- » Boiler and machinery
- » Fire insurance for facilities with long term debt
- » Medical malpractice for nursing, human services, and allied health students
- » Liability insurance for nursing, human services, and allied health students
- » Internship liability insurance
- » Athletics
- » Fine arts

Investments

SVC follows OFM investment requirements and SBCTC investments requirements as stated in its ctcLink Accounting Manual. Except for a $620,000 Certificate of Deposit invested in a local bank, all college funds are deposited with the Washington State Local Government Investment Pool, managed by the Washington State Treasurer. This is a high liquidity, very conservatively invested pool that provides a secure depository for college funds.

Budget Planning

Budget planning at SVC is based upon realistic and conservative estimates of expected college revenues from the state, student tuition, and other sources of funding. The annual budget is based on estimates of state funding, and in its earliest stages is considered across a range of funding levels. A new allocation model provides more visibility into the elements of the state's allocation to each college.

SVC develops models for tuition revenues, which account for 32% of the total annual budget (compared to 29% in 2008). Before the tuition freezes instituted in 2014-15, tuition revenues accounted for 40% of the total annual budget. Enrollment trends are closely monitored, and tuition revenue yield changes are tracked to estimate future tuition revenues. The college has a Strategic Enrollment Management Plan that is the basis for future tuition estimates. The Washington State Running Start program also provides revenue to support the budget. Historic enrollments as well as current year trends are the basis for revenue projections from this source, which supports approximately 8% of the operating budget.

SVC's bookstore, its only auxiliary service, maintains a balanced account. Its budget is based on the previous year's sales and current trends. The bookstore serves all college

locations, with physical locations at the Mount Vernon and Whidbey Island campuses. It operates a robust book buyback program. No college budget sources are used to support the bookstore.

Budget Development (Operating)

Starting with fiscal year 2013-14, the college has implemented a budget planning process in which department plans are developed based upon Core Themes, strategic priorities, and departmental goals. The budget planning process, which takes place after the college has set goals and prioritized programs, is part of the operational planning process. The college's direction is driven first by Core Themes and strategic priorities rather than funds available. Proposals requiring new funding are considered for inclusion in the college's operational plan by a team of cross-district administrators and the college president. President's cabinet meets over two months to evaluate as many programs and services as possible while remaining fiscally conscious. The college president presents items under consideration at his monthly, all-college meetings for discussion and feedback.

Budget staff prepare a draft budget in late spring, and detailed reviews are held with budget managers (primarily cabinet members) for each budget account. Each May, the Board of Trustees receives a preview of the budget and acts in June. The final budget is available on the college internal website and is distributed in paper form to each budget manager. SVC has consistently followed its budget development policy when preparing its annual operating budget.

Budget Development (Capital)

SVC manages its capital budgets and expenditures in accordance with the SAAM (Chapter 30) policies and with Chapter 6 of the SBCTC Policy Manual. In addition, SVC uses resources, tools, and procedures provided by SBCTC for monitoring, emergency requests, assessments, and dispositions.

Each biennium, SVC receives a capital allocation for building repairs, renovations, and other types of approved projects through the biennial allocation process. Allocations are based on a biennial Facility Conditions Survey. In Washington state, the Real Estate Services (RES) branch of the Washington State Department of Enterprise Services agency is responsible for all rental, lease, or purchase acquisitions of real property by/for community colleges. SVC also utilizes the Public Works Design and Construction Services for all capital project contracting, design, engineering, and management responsibilities.

Evidence

State Administrative and Accounting Manual (SAAM)

ctcLink Accounting Manual (CLAM)

SVC Board Policy EF-1 Fiscal Health

FY 2024 Operating Budget State Allocation

STANDARD 2.E.3 FINANCIAL MANAGEMENT

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

As a Washington state agency, Skagit Valley College (SVC) adheres to the terms of the Washington Budget and Accounting Act (Chapter 42.88 RCW) and the policies and practices found in the State Administrative and Accounting Manual (SAAM) and the ctcLink Accounting Manual (CLAM). Developed by the Washington state Office of Financial Management and available on their website, SAAM articulates the minimum accounting policies and procedures state agencies must follow.

In addition to state requirements, SVC has adopted institutional policies and procedures for financial management: Policy 6000 Fiscal Operations (including budget preparation and review); Policy 6100 Accounting (including revenue accounting); Policy 6200 Disbursement and Expenditures; Policy 6300 Purchasing and Equipment Inventory; and Policy 6400 Travel. These policies communicate and enforce relevant state and finance processes, supplement state finance policies with internal controls, and increase the transparency of finance functions.

Financial Operations and Controls

SVC maintains a system of internal controls that safeguards the financial health of the institution and maintains legal compliance. In addition to the policies laid out above, administrative services has developed processes and practices that communicate the college's financial and legal framework to staff. Wherever possible this guidance defers to the most authoritative policy or manual available. Administrative practices that govern fiscal reporting, compliance, contracts, and budget and finance (to include procurement, accounts payable, and receiving), are approved by the vice president for administrative services (or their designee) and govern daily operations with controls over financial activities.

Financial Instrument Controls

Board Policy EF-1 Fiscal Health delegates authority to the college president for preparing and administering college budgets, with specified limitations. The president, or designee, manage funds retained in the Local Government Investment Pool.

Enterprise Resource Planning (ERP) System

In 2022, SVC migrated from its legacy accounting system to ctcLink, an Oracle/

PeopleSoft system adopted by the State Board for Community and Technical Colleges (SBCTC). The SBCTC, with implementation vendor Ciber, maintains the system. SVC ensured that college data, business processes, and practices aligned with the new system and is responsible for a proportional share of its operational costs. CtcLink is used for procurement, accounting and reporting, customer solutions for students (registration, financial aid), and human resources. The system incorporates several controls over transactional behavior to ensure compliance with GAAP and provisions of state law. SBCTC strictly controls the coding, accounting hierarchy, and tables for the system. This includes controls over vendors, which require specific authorization on a college-by-college basis.

Payroll

Payroll is administered through the ctcLink system and managed for SVC by Bellevue College. The process draws upon a single bank account for all 34 of the community and technical colleges. SVC inputs key data for new hires and tracks time inputs for employees. This includes the rates, applicable charged budget codes, and elected benefits. College employees track hours through ctcLink's ctcTime application, with approvals managed by designated supervisors. The ctcTime application shows the pay rates and budget codes in the system for supervisory review, and tracks employee leave balances. Payroll and finance staff ensure that hours, overtime, and leave have received approval before payroll processing.

Procurement

Washington state mandates strict adherence to bid laws and use of authorized vendors for the procurement of goods and services. The Department of Enterprise Services (DES) Purchasing Manual explains procurement compliance, and the college ensures that key staff attend required DES trainings. Trained SVC staff monitor college procurement.

Required authorization for purchases depends on cost. The college maintains an active, annually updated, list of approvers based on their authority. Additional restrictions exist in the PeopleSoft system over commodity codes, using the National Institute of Governmental Purchasing to limit certain purchases from general authorization approvals. For smaller purchases, the college contracts with a procurement card (p-card) program, corporate card program, and gas card program. Employees approved to have p-cards receive training on appropriate use. Restrictions include prohibitions on item types and amounts. Spending limits are fixed but may have temporary increases if there is a compelling reason, but this requires approval from the purchasing department. Supervisors review and approve individual cardholder purchases before submission of reconciliations to the procurement office.

Financial Reporting Integrity

SVC maintains a firm commitment to maintain internal controls over financial reporting. The college implements prescriptive guidance from the Office of Financial Management and SBCTC to ensure compliance with generally accepted accounting principles in

accordance with standards issued by the Governmental Accounting Standards Board (GASB). For financial statements, the college incorporates best practices including the National Association of College and University Business Officers guidance for allowances. To ensure that staff are adequately trained, the college has participated in the Budget, Accounting, and Reporting Council; the Western Association of College and University Business Officers; and professional trainings hosted by various entities including the U.S. Department of Education, and other professional higher education and accounting organizations. (See Fiscal year 2021 Audited Financial Statement and Four-Year Accountability Audit). Annual financial reports can be found on the Documents, Forms and Policies webpage for Finance and Operations.

Fiscal Health Measures

Each year, SBCTC creates a report with key fiscal health measures for each college in the system (Fiscal Health Measures FY 2022). The reports are sent to the presidents and business officers at each college and provide a comparison on how their college (or district) compares to the average of other similarly sized colleges within the system. Key indicators include operating margin, operating reserve to expenditures, tuition per FTE, operating revenue to debt, local funds, and investments.

Internal Controls

The college follows internal control practices as defined in the SAAM to safeguard its assets (as in the Risk Assessment Process), maintain accurate accounting data, and achieve operational efficiency. Part of this work includes the submission of annual financial disclosure certifications to OFM, internal fiscal audits conducted by SBCTC, and routine accounting services staff meetings to review and discuss process and procedures.

Evidence

Washington Budget and Accounting Act (Chapter 42.88 RCW)

State Administrative and Accounting Manual (SAAM)

ctcLink Accounting Manual (CLAM)

Policy 6000 Fiscal Operations (including budget preparation and review)

Policy 6100 Accounting (including revenue accounting)

Policy 6200 Disbursement and Expenditures

Policy 6300 Purchasing and Equipment Inventory

Policy 6400 Travel

SVC Board of Trustees Fiscal Health Policy EF-1

Fiscal year 2021 Audited Financial Statement

Four-year Accountability Audit

Fiscal Health Measures FY 2022

Risk Assessment Process

STANDARD 2.F.1 CONDITIONS OF EMPLOYMENT

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

All new Skagit Valley College (SVC) employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and performance evaluation procedures by their supervisors and human resources. All faculty, administrative-exempt, and classified employees receive copies of their job description, which explains key duties and competencies required to be successful in the position.

SVC utilizes multiple communication avenues to share information with faculty, administrative-exempt, and classified employees, including:

>> the Human Resources section of the SVC employee portal (password protected),
>> new hire correspondence (Job Award Letter),
>> job and promotional opportunities announcements (sample job announcement),
>> employment posters,
>> email messages,
>> annual notifications,
>> Get Inclusive training modules, including required training on Harassment and Title IX, Data Security, Hazing and Bullying Prevention, and FERPA,
>> the annual performance review process,
>> guidance documents such as the Faculty Guidelines Handbook available to faculty and associate faculty (on the SVC employee portal), and
>> the collective bargaining agreements that govern employment practices and negotiated benefits for represented employees.

Human Resources policies and procedures are found in the 3000 section of the college's policies and procedures webpage. Title 41 RCW Public Employment, Civil Service, and Pensions and related WACs are followed in the absence of college policy, procedures, or collective bargaining provision.

Human Resources has designed its section of the SVC employee portal to provide access to necessary information to all faculty and staff. The department is currently engaged in several other initiatives, including:

>> Implementation of NEOGOV Onboard, a module within the college's NEOGOV system. Launching the Onboard module will standardize onboarding for all employees and ensure compliance with employee and supervisor training

requirements,

- » Updating current job descriptions for all employees,
- » Supervisor training, including a centralized hub of guidance materials for supervisors and managers, as part of a state-wide commission effort underway to provide standardized training for supervisors. Training was stalled due to Covid.
- » Revising and adding employment practices policies and procedures
- » Developing retention strategies: mentoring programs, stay interviews, and surveys, including the Diversity and Equity Campus Climate Survey.
- » Full performance evaluation compliance and monitoring for exempt and classified staff.
- » Development of an administrative-exempt handbook.

Classified

Classified staff employee working conditions, rights, and responsibilities are established in the Washington Public Employees Association Collective Bargaining Agreement (2023-2025) (WPEA). This agreement contains key employment provisions, including but not limited to: types of appointments; probationary periods; compensation, benefits and promotions; work location; employee job movement, reductions in force; leaves; procedures for evaluation (Article 6 Performance Evaluation); disciplinary standards and due process (Article 3 Workplace Behavior and Article 28 Disciplinary Procedures); and non-discrimination and grievance procedures (Article 30 Grievance Procedure). Article 27 covers the use of electronic devices and equipment (Chapter 42.52 Ethics in Public Service).

Classified staff engage in annual performance reviews where job performance expectations are reviewed, and annual goals are set for continued growth in the position. Position descriptions for classified employees are consistent with the job class specifications set by the Washington State Department of Enterprise Services. Human Resources is undergoing a review of all job descriptions to ensure they are formatted according to the standardized Washington General Service (WGS) Position Description template. In instances where an employee or supervisor has concerns that a position includes responsibilities that are not consistent with the job classification, the Human Resources Office conducts a desk audit to determine if an adjustment to classification or responsibilities is needed.

Classified employees may request, or supervisors may initiate, a position reallocation following the process outlined in WPEA CBA Article 41. The majority of the college's job openings are posted for competitive recruitment and college employees are encouraged to apply for advancement opportunities. Some positions are only posted internally for college employees for purposes of a promotional opportunity.

Faculty

The Negotiated Agreement between Skagit Valley College Federation of Teachers

and Skagit Valley College (SVCFT Negotiated Agreement) contains key employment provisions, including but not limited to: types of appointments (Article 5); probationary periods; compensation, benefits, and promotions (Article 11.1 and Article 11.6); work location; employee job movement, reductions in force (Article 14); leaves; procedures for evaluation (Article 8); disciplinary standards and due process (Article 4.3 and Article 12); and non-discrimination and grievance procedures (Article 13). As outlined in the SVCFT Negotiated Agreement Section 11.11, tenured faculty have promotional opportunities upon the successful completion of a terminal degree or for serving as a division chair. Faculty are evaluated using the appropriate faculty performance evaluation template. College-wide policies and procedures are publicly available (Article 4.10), and the Faculty Guidelines Handbook is also available for faculty (on the SVC employee portal).

Administrative-Exempt

Administrative-exempt employees serve at the will of the college. HR and supervisors are jointly responsible for training staff on SVC policies and procedures, ensuring that administrative-exempt employees understand their conditions of employment, work assignment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Administrative-exempt employees engage in performance reviews every two years, where job performance expectations are reviewed, and annual goals set for continued growth in the position.

To keep pace with changes in compensation structures the college periodically conducts market salary studies for administrative-exempt positions. The most recent study in 2023 led to significant compensation adjustments to align with the SBCTC state-wide average. Human Resources will complete a full compensation study, utilizing market data, by 2025 that will establish compensation bands based on the scope and duties for each position. The development of a promotional step plan for administrative-exempt employees, to move up in the pay scale, is also being considered.

Evidence

Human Resources webpage

Collective Bargaining Agreements

SVC Policies and Procedures (section 3000) including:

- » Policy 3070 Non-Discrimination and Prevention of Sexual Harassment
- » Policy 3090 Nepotism
- » Policy 3010 Drug Free Workplace
- » Job Announcement Webpage
- » Promotional Opportunities Webpage
- » Sample Job Announcement
- » Sample Job Award Letter
- » Faculty Performance Evaluation Templates
- » Faculty Guidelines Handbook

STANDARD 2.F.2 PROFESSIONAL GROWTH AND DEVELOPMENT

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Skagit Valley College (SVC) values the professional growth and development of faculty, staff, and administrators and provides a variety of professional development opportunities. All employees are provided opportunities for professional development through Skagit's All-District in-service days, communities of practice, ongoing cohort opportunities, and online learning opportunities. Tutorial libraries for our service management system (ctcLink) are provided to all employees. All employees working a minimum of 50% time, are eligible for SVC's tuition waiver program.

All full-time employees are required to complete the college's ethics training, data security, hazing and bullying prevention, combined harassment and Title IX (modules for employees and supervisors), DEI for the workplace, and FERPA. Also, all employees serving on job screening committees must complete training before serving on a committee.

Human Resources provides supervisory training related to leave management, performance evaluations, and labor relations collective bargaining agreements, and is currently working with the Human Resources Management Commission on a standardized training program for supervisors.

Starting in 2024, the college will be implementing a new institutional professional development day funded by the Office of Equity and Inclusion and Human Resources. This training will focus on diversity and inclusion.

Faculty

The college has negotiated a well-structured professional development program for faculty. The SVCFT Collective Bargaining Agreement, Article 7 Professional Development, addresses the essential competencies to be maintained for faculty. Faculty create professional development plans (PDPs) that disclose their professional growth objectives. The Faculty Professional Development Funds Application indicates how the professional development activity will fulfill the faculty's PDP objective and develop the essential competencies. Professional improvement sabbaticals may be considered for tenured faculty with five (5) years of service.

The SVCFT Negotiated Agreement provides full-time faculty with an annual allocation of $60,000 for the purpose of funding activities such as attending workshops, seminars, and schools or visiting industries or official or private institutions or conferences designed primarily to benefit the college. All active faculty are encouraged to apply for professional development funding.

Associate faculty are eligible to attend the Faculty Academy and funding up to $5,000

from the professional development funds will be set aside to fund a $500 stipend for up to 10 associate faculty members to participate in the SVC New Faculty Academy each year.

Nursing faculty have access to professional development funds with an annual allocation of $25,000. The vice president for academic affairs, working with the nursing department, is responsible for planning and administering the program. Funding is contingent upon the continuation of HB2158. An annual allocation of $9,000 is provided to fund Diversity, Equity, and Inclusion (DEI) focused projects and activities proposed by faculty members. The vice president for academic affairs, working with the Professional Development Committee, shall be responsible for planning and administering the program.

Exceptional faculty awards are made to members of the faculty who wish to engage in noteworthy activities that lead to individual professional development or program enhancement at SVC. Awards can also be made for distinguished accomplishments, which are recognized within the college or acknowledged by the local or larger professional community. Through this fund, SVC hopes to continue its exceptional and collaborative work in teaching and learning. The award is available to all full-time faculty who have completed one year of service at SVC and associate faculty who have taught at least the equivalent of one year of full-time service at SVC.

Faculty are provided with four noninstructional days per year that can be utilized for activities of faculty's choosing. Activities may include planning, grading, attendance at graduation, attendance at professional conferences or workshops, research, course/lab preparation, and design of learning communities. Two institutional meeting days are also scheduled each year for the purpose of working on college business and to support faculty cross-division collaboration on institutional effectiveness and/or campus-wide training.

Administrative Exempt

As part of the administrative-exempt evaluation process, employees work with their supervisors to identify key learning development opportunities for the biennium. Professional development opportunities are addressed individually at the department level. The primary funding sources are the exempt professional development funds program, which limits awards to one per year not to exceed $300, and the SVC Tuition Program. Staff and managers review professional development plans during the performance review cycle and managers may utilize department funding for conferences, webinars etc.

Skagit supports the application of upper-level administrators to the Washington Executive Leadership Academy, a year-long leadership development program designed as part of a senior leadership succession plan.

Classified

Classified employees may request professional development and training opportunities, such as conferences and workshops, deemed appropriate to their job. The WPEA CBA for classified staff outlines how training and professional development requests can be made. Department professional development and training budgets may be utilized so employees can attend classes or training courses. Employees may also request funding through the classified professional development fund program. Employees are eligible to request paid time to attend professional development.

Evidence

Collective Bargaining Agreements

> » See WPEA Collective Bargaining Agreement, sections: Article 9 Training and Employee Development, 9.2; and Article 9 Training and Employee Development, 9.5).
> » See SVCFT Collective Bargaining Agreement, sections: Sabbatical, Section 6.9; Advising Training, Sections 7.5.6.2 and 7.5.B.6.d; and Online Teaching Training Requirements, Sections 5.2.6, 7.7.E.1, 7.7.E.

Classified Professional Development funding request packet available on the HR site of the college's employee portal.

Exempt Professional Development funding request packet available on the HR site of the college's employee portal.

CtCLink Training Resources

SVC Tuition Program form on the HR site of the college's employee portal.

Faculty Professional Development Funds Application and the Essential Competencies for Faculty on the Academic Affairs Office site of the college's employee portal.

Sabbatical Request Form and Sabbatical Requests Memorandum available on the Academic Affairs Office site of the college's employee portal.

STANDARD 2.F.3 STAFFING CAPACITY AND QUALIFICATIONS

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, policies, and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to

responsibilities and duties.

Guided by our mission and core themes the institution employs faculty, staff, and administrators sufficient in the role, number, and qualifications. Human Resources (HR) is responsible for ensuring that district positions are accurately and appropriately classified and that all criteria and qualifications are detailed on job announcements and procedures for selection of each employee group are clearly defined. Statewide minimum qualifications for faculty appointments appear in Washington Administrative Code 131-16-080 and 131-16-091.

All instructors, full-time and adjuncts, meet these minimum requirements unless an exception is approved in accordance with the code. HR verifies prospective employee transcripts are from institutions approved by the Department of Education. Essential functions and responsibilities, qualifications, and required competencies for classified and administrative-exempt positions are developed between the supervisor, HR staff and a cabinet team member. Classified and administrative-exempt position descriptions are reviewed as part of the employee's performance and development plan process to ensure position responsibilities, qualifications, and required competencies remain in alignment with needs of the institution in meeting mission. In 2024, HR will review all SVC job descriptions to ensure they are up to date.

Currently, Skagit Valley College (SVC) has 1,069 employees of which 24% are classified, 10% are full-time faculty, 32% are adjunct faculty, 12% are administrative-exempt, and 21% are part-time. The most significant recent changes within the SVC workforce can be seen in the decreased number of part-time staff and adjunct faculty. These decreases are reflective of the effects of COVID-19 on enrollment and available workload for part-time employees.

Evidence

WAC 131-16-080 - General Standards of Qualifications for Community and Technical College Personnel
WAC 131-16-091 - Additional Qualifications in Areas of Specialization
Academic Affairs Organization Chart
Student Services Organization Chart
Search Committee Success Guide

STANDARD 2.F.4 EMPLOYEE PERFORMANCE EVALUATIONS

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Skagit Valley College (SVC) uses performance evaluations as a key element in continuous improvement for faculty, administrative-exempt, and classified staff.

Faculty

The SVC faculty evaluation process helps faculty members maintain and strengthen their professional excellence in the areas of instruction, student learning, and meaningful participation in college service. All faculty are assessed on the performance of their job duties and professional responsibilities according to the cycle outlined in the SVCFT Negotiated Agreement. Tenure track faculty initially undergo a three-year tenure review process in compliance with state law RCW 28B.50.850 through 28B.50.873 and Article 8 of the SVCFT Negotiated Agreement.

The SVCFT Negotiated Agreement, Article 8, outlines the evaluation cycle for faculty. All tenured faculty are evaluated once every four years. To remain in good standing, tenured faculty are expected to fulfill the duties outlined in Article 5, Faculty Workload Standards. Any areas of concern related to Article 5 are addressed in a faculty self-reflection and/or meetings with the faculty's supervisor. Associate faculty are evaluated once a year for the first three years of employment then evaluated once every four years. In addition to instructional duties, associate faculty are expected to satisfactorily fulfill the additional duties outlined in Article 5.6 and 11.6.7.

Professional-technical faculty members are required to align their professional development plan with the certification process for professional-technical instructors as outlined in WAC 131- 16-094.

During faculty contract negotiations in 2022, management and faculty agreed to revise the evaluation tools. This work was completed through the collaboration of faculty, management, academic affairs, and the Joint Labor Management Committee. The significant changes were adopted in spring 2023. The following documents are included in the faculty evaluaton portfolio that is managed through Canvas and can also be found in the SVCFT negotiated agreement.

> » **Observation of Practice.** One observation of practice will be conducted by the department chair or peer during the faculty evaluation process.
> » **Instructional Practice Review.** Three instructional practice reviews are completed by the faculty member and submitted to the supervising administrator as part of the faculty evaluation process.
> » **Professional Development Plan and Self-Reflection.** Faculty members complete one professional development plan and a self-reflection. Both are submitted to the supervising administrator as part of the faculty evaluation process. Supervisor Evaluations. Supervisor evaluations are completed by the appropriate supervising administrator and a meeting is scheduled to discuss the evaluation.

Completed evaluations are submitted to the vice president for academic affairs prior to June 1.

Administrative-Exempt and Classified Staff

For classified and administrative-exempt employees, SVC's Human Resources office maintains procedures and forms to ensure a systematic and complete evaluation process.

Administrative-exempt employees are scheduled to be assessed every two years, following the calendar year. Classified staff are evaluated every year per Article 6 of the WPEA Negotiated Agreement. All documents are due in HR by March 31. The evaluation form includes a review of priorities that were set for the previous year.

During the review period, the supervisor and employee will review the job description to ensure that job duties and requirements are still current. Potential changes in duties will be discussed, and Human Resources is notified to document any changes or additions to the job description. Performance goals and objectives from the prior year will be reviewed. The supervisor discusses performance as it relates to the employee's job duties, established goals, and objectives, and the performance accomplishments or areas for improvement revealed during the discussion. The supervisor and employee then establish performance goals for the next evaluation period and identify any training and/or professional development needs.

Classified Employees

The performance evaluation process is designed to provide supervisors and employees an opportunity to discuss and record performance planning, feedback and performance outcomes. Supervisors and employees will discuss how the employee's position aligns with the college's mission and goals and the employer's job requirements. Performance problems should be brought to the attention of the employee at the time of the occurrence to give the employee an opportunity to address the issue.

At the annual assessment meeting, the supervisor and employee discuss the evaluation each has prepared and how it aligns with the college's mission, goals, and job requirements. Classified employee evaluation procedures can be found in section 6.2 of the WPEA agreement. Classified employees are scheduled to be assessed annually, utilizing a two-part Performance Development Plan (PDP) form to evaluate the previous year's expectations for key results and key competencies and set expectations for the upcoming year. At the annual assessment meeting, the supervisor and employee discuss the evaluation each has prepared and how it aligns with the college's mission, goals, and job requirements. Classified employee evaluation procedures can be found in section 6.2 of the WPEA agreement.

During the PDP, the employee will complete a self-evaluation and develop a plan with goals for the coming year that will be discussed with the supervisor. HR provides training for supervisors to ensure consistency and compliance on evaluation processes.

In addition to the annual performance evaluation, newly hired classified employees are assessed at three months, and upon completion of a six or 12-month probationary period

in accordance with the WPEA contract.

Evidence

[SVCFT Negotiated Agreement](#): Tenure, Section 8.4; Faculty Salary Advancement, Section 10.3; Evaluation, Section 11.4; Post Tenure Evaluation, Article 14.

[RCW 28B.50.850 through 28B.50.873](#)

[WPEA Negotiated Agreement](#): Performance Evaluation, Article 6.

[RCW 28B.50.850 through 28B.50.873 - Faculty Tenure](#)

[WAC 131-16-094 - Certification Process for Professional-Technical Faculty](#)

[Washington State Workforce Competencies](#)

The faculty evaluation portfolio found in Appendix K of the [SVCFT Negotiated Agreement](#):

- » Student Questionnaires
- » Observation of Practice
- » Instructional Practice Review
- » Professional Development Plan and Self-Reflection
- » Annual Service Activities
- » Teaching Load
- » Summative Evaluation by the supervising administrator

[Evaluation and Professional Development Form (Classified Staff)](#)

[Evaluation and Professional Development Form (Exempt Staff)](#)

[Evaluation and Professional Development Form (Faculty)](#)

STANDARD 2.G.1 PROGRAMS AND SERVICES TO SUPPORT EQUITABLE STUDENT LEARNING AND SUCCESS

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success

Skagit Valley College's (SVC) holistic approach to our educational mission is grounded in the premise that effective and equitable student learning demands a comprehensive array of resources that support the whole student, both in and out of the classroom. In keeping with this vision, student support resources at SVC are housed throughout the divisions of Academic Affairs, Student Services, and Diversity, Equity, and Inclusion, all sharing the broad goal of providing targeted, equity-minded support for specific student learning needs.

Disability Access Services works with students to ensure equitable access to academic programs and services. DAS coordinates accommodations for students, providing Access Planning Meetings (APM), notifying faculty, and arranging for both services and additional technological aids. DAS maintains a comprehensive web presence that includes a Frequently Asked Questions (FAQ) section, administrative procedures, and other resources for faculty regarding their obligations.

Counseling and Advising Services offers appreciative, holistic advising for current and returning SVC students. Counselors, advisors, and navigators work with students on identifying career and academic pathways, partner in creating educational plans, provide academic interventions, and empower students to take ownership of their educational experience. Counseling faculty also provide intake and referrals for crisis intervention.

CARE Team (Consultation, Assessment, Reporting, and Education) supports students as they face a variety of barriers to their success and well-being through collaborative support from faculty counselors and referrals to community agencies. The CARE team also assists in connecting students with appropriate departments, institutional processes, and identifying college and/or community resources for assistance.

Career Counseling is offered to current and returning students on an individual basis. Students will meet with a counselor to explore their interests, values and skills to determine the best fit for their education and career planning. A Student Job Board is located on the Counseling and Advising webpage. Local employers list jobs, salary, qualifications, and how to apply for each position. Work study jobs are listed on the financial aid website for students eligible for work study awards.

College and Career Bridge is designed for pre-college skill development and prerequisite access and includes IBEST options for accelerated completion of math and English, introductory courses required for professional-technical degrees and common science prerequisites, and dual enrollment options with tuition supports for pre-college English and math classes.

Cooperative Education (Co-op Ed) is a component for students pursuing an Associate in Technical Arts Degree, offering practical work experience aligned with academic goals via a paid or volunteer employment position. This program benefits students by integrating classroom learning with real-world experience, assisting in career decision-making, improving job prospects, and teaching essential job-search skills. Employers also gain advantages by accessing well-prepared employees, enhancing the hiring process, saving costs on recruitment and training, increasing workforce diversity, and building stronger connections with colleges and students.

Student Equity and Inclusion Services (SEIS) assists systemically non-dominant students such as students of color, students in the LGBTQ+ community, students with disabilities, students with undocumented status, and more in achieving academic success by providing holistic support and extracurricular programming. SEIS programs facilitate student success by fostering and sustaining an inclusive campus community and building

a sense of belonging for all.

The Diversity Center is a space for students from non-dominant populations to study, gather, learn, and connect as a community. The Diversity Center offers a computer lab, study tables, a diverse library, and a social lounge. This space is often used to facilitate high impact, culturally responsive student programs and serves as a meeting hub for various student groups.

INVEST Program provides an onramp to college for young adults with developmental and behavioral disabilities transitioning from supported high school programming. Programming includes college and career exploration, mentoring and support to create understanding about college expectations and college processes, and social support.

Student Emergency Assistance (SEAG) aims to make access to emergency funding as low of a barrier as possible and is designed to be inclusive of all students regardless of whether they meet the traditional definition of a "needy student." The fund is allocated for sudden, urgent, or unforeseen occurrences that require immediate attention and would impact the student's ability to stay in college and complete their educational goal. Student emergency support funds include housing costs, gas, bus passes, child and health related expenses, groceries, meals, utilities, and technology.

Food Pantry is operated on the Whidbey and Mount Vernon campuses as a collaboration of the Office of Student Life, Associated Students of Skagit Valley College (ASSVC), and the Community Basic Needs Navigator. The food pantry is supported through community donations, staff payroll deductions, club support, collaboration with community food resource organizations, and support from the ASSVC.

Sue Krienan Early Learning and Child Care Center (SK ELC) is a college and community resource providing a safe, nurturing, and high-quality learning environment for children ages two through 5. The center operates Early Head Start and Head Start programming and has paid childcare slots to serve student-parents of SVC. Tuition support for student-parents is available through SVC Emergency Funds and through Washington State Working Connection Childcare subsidies for qualified parents. The Child and Family Learning Center, located directly adjacent to the SK ELC, is a Head Start center.

Cardinal STEM Scholars Program (CSSP) provides scholarships and support to qualified students with financial need at SVC who are pursuing transfer degrees in Science, Technology, Engineering and Math (STEM). Scholarship awards, up to $10,000 per year, and a STEM fellowship experience are key components of the CSSP. The CSSP is supported by a grant from the National Science Foundation, *S-STEM proposal 1833851.*

Cardinal Achievement Program (CAP) was created in 2023 to support student success outcomes and decrease equity gaps towards completion. The program supports undocumented students as well as BIPOC and LGBTQ+ students who are pursuing a degree at SVC. Through the Summerbridge program, students are recruited into CAP and are provided coaching, support, cultural enrichment activities, financial aid, and

scholarship support.

Library and Media Services offers laptops for quarterly checkout to support student learning and BEdA textbooks are available as Open Educational Resources or for student checkout.

Maestros Para el Pueblo focuses on supporting Latinx students in pursuing Teacher Education pathways. The program is formed within a consortium including Mount Vernon High School, Burlington-Edison High School, and Western Washington University. Students receive individual advising, transfer workshops, cultural enrichment opportunities, volunteer and scholarship resources.

Office of Student Life serves SVC students through the support of the ASSVC, campus clubs, and student program boards. The many functions of the Office of Student Life support students' educational, cultural, social, and personal growth. Students participate in a wide range of activities that encourage and emphasize leadership development, personal and professional relationship-building, community connections, and healthy lifestyle balance. The Office of Student Life aims to foster a sense of belonging, encourage student engagement and connections, and support the goals and success of students as they move through their educational pathways.

TRIO Student Support Services empowers first-generation, low-income students, and students with disabilities to navigate opportunities and overcome barriers in order to identify and attain their academic and career goals. The SVC TRIO grant was first received in 1981 and the program has continued over the last 40 years, serving 300 SVC students each year. TRIO provides students with personalized advising about their academic pathways, financial literacy education, one-on-one tutoring, transfer guidance, peer mentoring, cultural events, and experiences. The program partners closely with the Office of Student Life and SVC cohorted programs to provide the best support system for their students.

Tutoring Centers on the Mount Vernon and Whidbey Island campuses provide free academic and tutorial support to students enrolled in courses offered by SVC. The Tutoring Center services are offered both in person and virtually and include drop-in, one-on-one, or small group tutoring for a variety of classes, computer and Canvas support, and an array of learning support resources. The centers also provide students with a place to study independently or with peers, relax, enjoy a cup of coffee or cocoa and still have access to a variety of tutors for a variety of subjects including math, chemistry, physics, English, biology and many others. Students can access online tutoring services by self-enrolling in the SVC Tutoring Canvas page. SVC is also a member of the Western eTutoring consortium, which allows the college to expand the scope of available discipline-specific tutoring opportunities.

Veterans Education offices located on the Mount Vernon and Whidbey Island campuses serve as a liaison between SVC, the U.S. Department of Veterans Affairs, and the Washington Student Achievement Council as the State Approving Agency (SAA). The

Veterans Office assists veterans and their family members along with active-duty members with their VA education benefits. The Veterans Office maintains certifying documents and student's history of VA benefits.

Writing Center offers trained peer consultants that provide writing support to all SVC students in any class, at any stage of the writing process. Students can drop in or schedule a session. The Writing Center also offers writing support materials and resources, or just a quiet space to work on writing. Writing assistance from the writing center consultants is also available online. Synchronous ("real-time") and asynchronous ("feedback") sessions through the WCOnline site are provided. Appointments are made online.

Evidence

Disability Access Services · Counseling and Advising Services

CARE Team (Consultation, Assessment, Reporting, and Education)

Career Counseling

>   » Student Job Board

College and Career Bridge

Cooperative Education (Co-op Ed)

Student Equity and Inclusion Services

The Diversity Center

INVEST Program

Student Emergency Assistance

Food Pantry

Sue Krienan Early Learning and Child Care Center (SK ELC)

Cardinal STEM Scholars Program

College Assistance Migrant Program (CAMP)

Summerbridge

Library and Media Services

Maestros Para el Pueblo

Student Life

TRIO Student Support Services

Tutoring Centers

Veterans Education

Writing Center

STANDARD 2.G.2 CATALOG

The institution publishes in a catalog, or provides in a manner available to students and

other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The Skagit Valley College academic catalog is hosted on the college website as a dynamic, living document using a web-based format. It is updated regularly to reflect current policies, procedures, and program updates. A PDF version, required by the Veterans Administration, is a snapshot in time and does not necessarily reflect real-time catalog content.

Evidence

Institutional Mission: SVC website About Skagit Valley College - Mission, Vision, Guiding Principles

Admission requirements and procedures: Online Academic Catalog, Enrollment Services – Eligibility / How to Apply

Grading policy: Online Academic Catalog, Policies and Regulations (Grade Reports, Grade Changes, and Grade Point Average)

Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and project timelines to completion: located under four different menu options in the Online Academic Catalog:

» Overview: Degrees and Certificates
» Degrees and Certificates by Department
» Degrees and Certificates List
» Course Descriptions

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: Online Academic Catalog, Faculty and Staff Directory

» Updated regularly from HR bulletins
» Includes slassified staff information (required by the VA)

Rules and regulations for conduct, rights, and responsibilities: Online Academic Catalog, Student Rights and Responsibilities, which links to the Code of Student Conduct. Also, Policy 5705 Student Complaint.

Tuition, fees, and other program costs: Online Academic Catalog, Tuition, Financial Aid and Funding

Refund policies and procedures for students who withdraw from enrollment: Online

Academic Catalog, Policies and Regulations – Refund Policy

Opportunities and requirements for financial aid: Online Academic Catalog, Tuition, Financial Aid and Funding, subsections Financial Aid/Scholarships, Workforce Grant Scholarship Programs, Other Financial Assistant Programs, and Waivers and Discounts

Academic calendar: Online Academic Calendar, Academic Calendar and Enrollment Services' Important Dates and Deadlines

STANDARD 2.G.3 PROGRAM LICENSURE AND EMPLOYMENT REQUIREMENTS

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Skagit Valley College provides clear descriptions of unique requirements for employment for each appropriate professional-technical program. Licensure and entry requirements are provided to students on program description web pages and in the SVC catalog, and advisors discuss specialized admissions and licensure requirements with students. All information is accurate and is annually reviewed and updated as needed. Some programs offer prospective and admitted student sessions, which provide information on specialized admissions requirements for program eligibility and licensure requirements, respectively. Admission information for programs with prerequisites and other admissions requirements are published in the catalog and on the website. Examples include Allied Health, Dental Therapy, Human Services, Nursing, and Park Ranger Law Enforcement programs.

Evidence
Allied Health
  » Program Page
Dental Therapy
  » Program Page
Human Services
  » Program Page
  » Catalog
Nursing
  » Program Page
Park Ranger Law Enforcement
  » Program Page
  » Catalog

STANDARD 2.G.4 FINANCIAL AID

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Skagit Valley College (SVC) provides an effective and accountable program of financial aid consistent with its mission and student needs. SVC assists students in accessing financial aid funds from a variety of sources including the Pell Grant and other federal student aid; Washington College Grant and other state funded grants; SVC Foundation scholarships; institutional funds; workforce grant funding; and external scholarship opportunities. Approximately 30.5% of SVC students received need-based financial aid in academic year 2022-2023. Students receiving financial aid at SVC are notified of any repayment obligations as part of their award notification prior to any fund disbursements and the obligation to maintain academic standing (Policy 5600 Financial Aid and Financial Aid Academic Standards).

The SVC Financial Aid website includes further explanation about the possibility of repayment of financial aid funding for nonattendance. The Financial Aid website is a primary information portal for both incoming and returning students. The site provides information on scholarships and student loans, as well as traditional aid sources. Financial Aid staff at each campus are assist students seeking information or clarification and regularly provide financial aid workshops at SVC, local high schools, and in the community. SVC's Student Loans web page outlines student responsibilities and requirements associated with student loans. Students are required to complete the Federal Online Direct Student Loan Entrance Counseling at the U.S. Department of Education Student Aid website, as well as the Master Promissory Note and SVC's separate student loan application. The online and PDF versions of the academic catalog also include financial aid information.

Ability to Benefit

SVC has embraced the Ability to Benefit provision of the 2014 Higher Education Act as a critical equity initiative and has dedicated resources to inform students about their options and help them navigate the application process. Under the approved process, SVC students without a high school diploma may qualify for federal or state financial aid if they are enrolled in an eligible SVC career program. To demonstrate the ability to benefit from a college education, students must either have earned six hours of college credit or co-enroll in SVC's High School Plus and Integrated Basic Education and Skills Training (I-BEST) programs.

Additional Funding

In addition to financial aid offered through the Pell Grant and the Washington College

Grant, SVC students, especially those from underserved populations, may be able to access additional funding sources, though the criteria for eligibility for these funds is more restrictive. SVC Financial Aid staff are knowledgeable and available to assist students in seeking additional funding sources outside of SVC's traditional financial aid.

Workforce Grants offers scholarships, resources, and support for training and education, including professional-technical training and pre-college skills (High School Diploma, GED, Basic Skills or ESL). Workforce Grants offers the following:

» **Basic Food Employment and Training (BFET)** provides educational training for low-income students receiving federally issued Basic Food Assistance access to college, BFET students can receive funding to pursue professional/technical pathways, basic education and gain employment. BFET assists with tuition, fees, books, and other educational expenses. Childcare referrals through Working Childcare Connections and Basic Food referrals are available to BFET eligible students.

» **Opportunity Grant (OG)** serves low-income adults at or below 200% of the federal poverty level who are pursuing one of the following technical educational pathways: Allied Health, Nursing, Office Technology, Business Management, Manufacturing, Welding, Early Childhood Education, Marine Technology, and Automotive. The OG can fund up to 45 credits of college tuition and fees, up to $1,000 per year toward the cost of books and supplies, and other educational expenses.

» The **WorkFirst (WF)** grant can fund tuition, books, and fees for professional-technical educational programs for students receiving Temporary Assistance for Needy Families (TANF) cash assistance. To receive funding as a WF student, the student must have a referral to SVC from their DSHS WorkFirst case manager.

» **Worker Retraining (WRT)** can provide educational job training for people who wish to gain skills in a high wage, high demand field. WRT assists students who receive or have received unemployment benefits, displaced homemakers, veterans, and self-employed now unemployed.

» **Early Achievers (EAG)** serves eligible students who are currently employed in an actively-participating Early Achievers childcare facility. EAG can provide 52 credits of college tuition toward ECE training and up to $1,000 per year toward the cost of books along with wrap-around student support services.

Student Emergency Assistance (SEAG) aims to make access to emergency funding as low of a barrier as possible and is designed to be inclusive of all students regardless of whether they meet the traditional definition of a "needy student." The fund is allocated for sudden, urgent, or unforeseen occurrences that require immediate attention and would impact the student's ability to stay in college and complete their educational goal. Student emergency support funds include: housing costs, gas, bus passes, child and health related expenses, groceries, meals, utilities, and technology.

SVC Foundation Grants: The SVC Foundation offers a wide variety of scholarships to all SVC students, made possible by the generosity of donors. In order to be eligible for these scholarships, students must be enrolled (or plan to be enrolled) in a certificate or degree program in the academic year following the application period. More than 200 scholarships are offered to over 300 students annually. These scholarships demonstrate SVC Foundation's commitment to advancing the mission, vision, and strategic plan of SVC, creating greater opportunities for all students, transforming lives, the workforce, and our communities.

Cardinal STEM Scholars Program (CSSP) provides scholarships and support to qualified students with financial need at SVC who are pursuing transfer degrees in Science, Technology, Engineering and Math (STEM). Scholarship awards, up to $10,000 per year, and a STEM fellowship experience are key components of the CSSP. The CSSP is supported by a grant from the National Science Foundation, *S-STEM proposal 1833851*.

Evidence

Policy 5600 Financial Aid and Financial Aid Academic Standards

SVC Financial Aid Website

Financial Aid Scholarship Section

Financial Aid Student Loan Section

Online Academic Catalog, section on Tuition, Financial Aid and Funding or Catalog (PDF version), pages 23-27

Workforce Grants

Basic Food Employment and Training (BFET)

Opportunity Grant (OG)

WorkFirst (WF)

Worker Retraining (WRT)

Early Achievers (EAG)

Student Emergency Assistance (SEAG)

SVC Foundation Grants

SVC 2019-2016 Strategic Plan

Cardinal STEM Scholars Program

STANDARD 2.G.5 LOAN REPAYMENT

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Students receiving financial aid at Skagit Valley College (SVC) are notified of any repayment obligations as part of their award notification, prior to any fund disbursements.

Repayment obligations are also included in the Financial Aid Office's Conditions of Award. The SVC Financial Aid webpage includes information about all aspects of financial aid, including how to get started with a Federal Direct Loan. The online academic catalog section on Tuition, Financial Aid, and Funding also includes financial aid information, including the possibility of financial aid repayment for official or unofficial withdrawal (found on pages 23-27 in the PDF version of the 2023-2024 Catalog).

Students are notified of loan repayment obligations prior to completing SVC's loan application and as part of the award letter they receive when their loan application is processed and the loan is awarded. Students are also notified of repayment obligations and how to view their loan history through the Direct Loan Disbursement Notification that is emailed to the student at the time of disbursement. Students who have graduated, are attending less than half time status, or who are no longer attending SVC are sent a notice to complete Direct Loan Exit Counseling at Federal Student Aid.

Students are notified of their obligation to maintain satisfactory academic progress through Policy 5600 Financial Aid and Financial Aid Academic Standards and the Financial Aid Office's Satisfactory Academic Progress Policy.

SVC's Financial Aid Office regularly monitors its student loan programs by monitoring and tracking their loan default rate and reviewing the student loan default list sent by the U.S. Department of Education (DOE) to ensure its accuracy. SVC's draft cohort default rate is published by the DOE every February, with final rates published in September. SVC's three-year College Default Rates (CDRs) are posted to the college's Federal Direct Student Loan Guide and the Student Loan Default Rate webpages. SVC's 2019 three-year default rate was 8.9%. The most current cohort default rates are 2.9% in FY 2019 and 0.0% in FY 2020.

Evidence

Financial Aid Office Conditions of Award

SVC Financial Aid webpage

Federal Direct Loan—Getting Started Webpage

Online Academic Calendar, Section on Tuition, Financial Aid and Funding

Catalog (PDF version), pages 23-27

Policy 5600 Financial Aid and Financial Aid Academic Standards

Financial Aid Office's Satisfactory Academic Progress Policy

STANDARD 2.G.6 ACADEMIC ADVISING

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their

responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Skagit Valley College's (SVC) approach to academic advising is committed to equity, in which structural barriers are eliminated and every student has access to a range of clear curricular possibilities. SVC has been a state leader in developing and implementing an advising model built upon an equity-centered student completion agenda. This model consists of both technical and cultural structures and interventions—including mandatory advising checkpoints—that advance equity and contribute to a sense of belonging. SVC's dedication to equitable processes was demonstrated in 2015 when SVC was one of the three original Washington state community colleges to participate in the American Association of Community College (AACC)-sponsored Guided Pathways movement (SBCTC Guided Pathways page).

SVC's advising model is built around curricular pathways that are easy to identify, predictable to navigate, and assist in timely degree completion. This is consistent with the Guided Pathways framework to "identify a path, get students on the path, keep students on the path, and ensure learning." SVC links curricular pathways with career and transfer options through program guides and degree maps, equipping students with further clarity and transparency to support their educational and career aspirations. The college requires that students identify a program pathway—an area of study—upon entry, enabling them to establish immediate clarity and reducing credit accumulations that do not lead toward degree completion. This model allows students to connect with relevant faculty and staff early in their educational career and uses financial aid resources more effectively. Resources are targeted toward the achievement of students' intended goals and degree completion, rather than excess credit.

Areas of study are collections of related instructional programs based on affiliated career trajectories and common academic requirements. Students taking courses within an area of study make structured, informed choices about the degree or certificate programs that are most appropriate to meet degree options. SVC's current areas of study include: Basic Education for Adults (BEdA), Business, Public Service and Social Science, Arts and Communication, Education, Industrial Technology and Transportation, Health Sciences, STEM, and Food and Beverage Management. In addition to the identification of an Area of Study, students enroll in a mandatory First Quarter Experience (FQE) course in which they develop an education plan with their assigned advisor and learn student success strategies consistent with course outcomes.

Culturally, SVC embraces an appreciative advising philosophy (adopted in 2015-16), that accounts for students' strength-based assets as key contributors toward their academic development and success. Appreciative advising relies on open-ended questions that help students optimize their educational experiences. During New Student Orientation (NSO), students receive one-on-one advising and registration support fostering a sense of belonging and connectedness with staff and faculty early in their SVC careers.

In SVC's systematic and holistic approach to academic advising, counselors, advisors, navigators, and instructional faculty all proactively support students in a designated Area of Study pathway and serve in various roles as academic advisor. Faculty counselors provide crisis intervention, personal, career, and educational advising services. Counselors are the lead faculty for student development courses such as the required FQE course. They are responsible for curriculum design and assessment of these courses. Counselors are assigned an advising load of students requiring extra support. All tenured and tenure-track SVC faculty are assigned a load of 20-30 students to advise as outlined in Section 5.2.12 of the SVCFT Negotiated Contract. Advising is an integral part of faculty responsibilities and is identified as one of five essential competencies for faculty, upon which tenure-track and post tenure evaluations are based. The Faculty Evaluation Portfolio, available on Canvas, includes an Overview of SVC Faculty Essential Competencies. Advising is intended to foster relationship-based connections with students in support of their academic and career aspirations. Academic advisors and navigators are exempt employees who assist students with the registration process; advise students into the appropriate area of study; assist FQE instructors in the development of student educational plans; advise students within their area of study; and provide academic intervention and support as needed.

In addition to the SVCFT Negotiated Contract, advising is addressed in Policy 5745 Advising and in the Advising Guide.

Upon admission to SVC, students in workforce and transfer associate's degree programs receive at least two mandatory advising checkpoints, beginning with NSO. At NSO, students meet with an advisor, select classes, and are assigned to a contextualized FQE course focused on College Success Skills (CSS 103, 109, 110, and Business 101) and organized around areas of study and special population cohorts such as TRIO Student Support Programs, College Assistance Migrant Program (CAMP), and the Cardinal Achievement Program (CAP). NSO serves as the student's initial advising checkpoint.

The second advising checkpoint takes place across students' first quarter in which a faculty counselor or navigator is assigned to each FQE course and works with each enrolled student in that course to complete an educational plan.

Prior to the pandemic, SVC began implementing a third advising checkpoint in which students transitioned from their counselor or navigator to a faculty advisor: for workforce students, this transition occurred after the first quarter (or 15 credits) to enable strong linkages with faculty in primarily cohort-based degree programs. For transfer students, who take a broader range of coursework and prerequisites, the transition to a faculty advisor occurred upon completion of the first year of classes, or at 45 credits. Faculty counselors and navigators used a combination of criteria (i.e., grades, satisfactory academic progress, number of completed credits, and professional judgment) to determine transition readiness, and students were sent introductory messages to acknowledge their continued progress and new advisor assignment. Student Services plans to reignite the pandemic-delayed implementation of the third advising checkpoint

and transition to faculty advisors beginning fall 2024. It will be coupled with faculty advising training and support. Student Services plans to add a fourth advising checkpoint to take place in the second year; it will be led by faculty advisors and help students craft their transition plans for the workforce and transfer to universities.

Notably, special student populations needing additional support are assigned to FQE courses built around equity-based cohorts. A few examples of special population cohorts include TRIO, CAMP, CAP, and Maestros Para el Pueblo, in which students work with an assigned navigator or faculty counselor throughout their enrollment at SVC, where they also complete an education plan. Learning outcomes for these cohorts are calibrated with the general FQE curriculum while providing additional interest-based programming and student support skills for first-generation, migrant farmworker, and other marginalized student populations to ensure equitable outcomes for SVC students.

Students pursuing BEdA pathways participate in NSO for their first advising checkpoint. Based on SVC's commitment to equity, Student Services has also implemented Student Support Sessions during NSOs through the first week of each quarter to assist all students, particularly BEdA students, with technical support, navigation to various resources, and classroom readiness. In the special student population model, upon entry at NSO, BEdA students are assigned to a specific advisor, who provides specific advising support for English Language Learners, high school and GED completers.

Students enrolled in one of SVC's Bachelor's degrees, including BAS in Management, BAS in Environmental Conservation, and BS in Computer Science, receive one-on-one advising as well as group advising, functioning as a cohort, and delivered through the curriculum.

In summer 2023, SVC implemented a new admission/intake process to further strengthen the initial advising and registration experience for students. Most sessions are held on-ground at both the Mount Vernon and Whidbey Island campuses, and students work one-on-one with an advisor or faculty counselor to discuss their educational goals and select courses. Looking ahead, NSO will be oriented with Areas of Study more prominently foregrounded, beginning in the 2024-25 academic year. This will include faculty advisors participating and engaging with students as a central component of the exploratory phase in Guided Pathways.

SVC provides many opportunities for Student Services and faculty to reflect on the efficacy of academic advising and plan for continuous improvement. Biweekly Counseling and Navigation (CAN) meetings provide opportunities for advisors to learn about unique program attributes and build faculty connections, in addition to ongoing technical training related to program improvement. This meeting serves as a collaborative, ongoing site of professional development and information sharing.

Since 2018, SVC has organized an annual non-instructional day for faculty professional development with a focus on academic advising (Advising Day Fall 2019 Presentation). This has included an overview of the SVC advising model, best practices including

appreciative advising, training with our student success CRM tool known as "Target X," and rubrics and guides to support transformative advising conversations with students. Institutional Day 2022 ([Institutional Day Fall 2022 Presentation](#)) included a session on advising, including opportunities for feedback.

In 2022, [SVC's negotiated faculty contract](#) included new criteria for faculty evaluation and more specifically, academic advising duties and obligations. Beginning in fall 2024, faculty advising caseloads will be restored as part of our third advising checkpoint model, which will be one of five parts in their overall evaluation portfolio. Further, we plan to build out a mandatory fourth advising checkpoint in which faculty address transfer and career aspirations and planning with their advisees.

Evidence

[Guided Pathways movement (SBCTC Guided Pathways page)](#)
[SVCFT Negotiated Contract](#)
[Overview of SVC Faculty Essential Competencies](#)
[Policy 5745 Advising](#)
[Advising Guide](#)
[College Catalog: Support Services section, Advising and Counseling Services](#)
[Advising Day Fall 2019 Presentation](#)
[Institutional Day Fall 2022 Presentation](#)

STANDARD 2.G.7 DISTANCE IDENTITY VERIFICATION

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Skagit Valley College (SVC) maintains an effective identity verification process for students during the admissions process to ensure both privacy and validity are accurately applied to the person whose achievements are evaluated and credentialed. Upon application, students are assigned a Student Identification Number (ctcLink ID) and college email account at the time of admission to the college. Information that is unique to the student is linked to the ctcLink ID and stored in the Student Management System (SMS). Students are enrolled in individual courses through the SMS only, and all programs and courses offered through the online learning management system (Canvas) require that students log in using their college email and a personalized password. As a security measure, SVC online systems use multi-factor authentication for all students (including

online students) and employees. They must enter their ctcLink ID and email to receive a temporary code and reset link sent to their personal email or cell phone. Students set a unique password and select security questions, as an added layer of protection. As a security measure, students must enter their ctcLink ID and email to receive a temporary code and reset link. Students find the procedures for activating their MySVC account on the website in the student's toolbox. There are no additional charges associated with the student verification process at the time of admission or at the time of enrollment in any online course.

In addition, SVC adheres to all FERPA (Family Educational Rights and Privacy Act) regulations to protect student's privacy as outlined in the Student Records Policy as well as on the SVC website. SVC also maintains membership to NC-SARA (National Council for State Authorization Reciprocity Agreements).

SVC underscores the significance of regular and substantive interaction within online courses. The syllabi for all online courses comprehensively outlines the essential communication information required for successful completion, including explicit details about interaction requirements. To ensure compliance, quality and uniformity, a peer-reviewed Canvas course template (page 74) has been developed and is implemented to enhance the quality of online courses. Additionally, the eLearning team, consisting of instructional designers and technologists, conducts quarterly workshop sessions addressing various instructional topics, with a dedicated focus on fostering regular and substantive interaction within online courses. In addition, a comprehensive faculty evaluation process is conducted to ensure that the online courses meet quality standards. These initiatives collectively contribute to the commitment of maintaining high standards of interaction and engagement in online education at SVC.

Example of best practices to enhance student-instructor interaction encompasses maintaining online discussions, encouraging tone, providing constructive feedback, promptly grading assignments, and frequently solicit student feedback. Office hours are established, offering students avenues such as phone calls, online chat, video conferencing, and arranged in-person meetings when possible. Utilizing Canvas features, instructors employ email to send reminders and personalized messages, prioritizing individualized communication over group emails. Recognizing the urgency of student queries, instructors commit to responding within 24 hours, a commitment explicitly outlined in syllabi. Whenever possible, communication with students is conducted through the Canvas platform rather than external tools like Outlook. As a proactive measure, instructors are encouraged to plan and integrate strategies for regular and substantive interaction in their course development process, aiming to enhance the overall learning experience irrespective of the instructional format.

Evidence

Procedures for activating a student's ctcLink ID

Procedure for activating an MySVC account

STANDARD 2.H.1. LIBRARY AND INFORMATION RESOURCES

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The Skagit Valley College (SVC) libraries, on the Mount Vernon (MVC) and Whidbey Island (WIC) campuses, aim to foster student success and independent lifelong learning, to provide information resources and services that support faculty research and instructional programs, to provide access to information resources that support diverse educational and personal needs, to promote a positive learning environment, and to select and use technology for the delivery of educational and informational services.

The MVC library is staffed with two librarians and an associate librarian; the WIC library has one librarian, and each campus has a circulation supervisor. The college also employs an archives, cataloging, and media technician, and multiple student workers.

Library department meetings and library faculty meetings are held bi-monthly to plan, update library policies and procedures, and address other library business. Library policies, including the Collection Development Policy, as well as other library management documents are maintained in the SVC employee portal. SVC Policy 8000 Information Resources and Technology includes a section on copyright. Library analytics and reports are run through SVC's library software system, Alma. Program reviews and other library assessment reports are produced in alignment with institutional or state requirements.

Faculty librarians serve on the Curriculum Committee, the General Education Committee, and the Assessment Committee (see membership sections in Policy 2000 Operational Governance) in addition to other college committees. This participation ensures direct communication between librarians and other departments about college-wide concerns and library resources and services.

The libraries promote services through campus emails, social media platforms Instagram and Facebook, Target-X to students (by request), and on leader boards both inside and outside campus buildings. Library staff members provide assistance at circulation and reference desks and through library research guides, tutorial videos, Canvas, and library website links. The libraries also foster the college community through speaker and other events.

INSTRUCTION AND INFORMATION LITERACY

SVC librarians have adopted the following learning outcomes based on the Association for College and Research Libraries' Framework for Information Literacy:

- » Create an appropriately scaled research question or statement.
- » Demonstrate an appropriate search strategy.
- » Critically evaluate information for relevance and quality.
- » Articulate how library resources and services support academic research practices.

SVC librarians employ multiple methods to teach information literacy and assess their effectiveness:

- » A library orientation is formally embedded in the CSS 103, a first quarter experience class that introduces students to academic resources. Students complete a worksheet to assess their understanding of library resources.
- » An asynchronous series of modules in Canvas Commons are available to import into online courses. These modules include assessment quizzes and activities for information literacy skills.
- » A five-credit course, LIB 201: Critical Information Studies is currently taught in a learning community with ENGL 102. It focuses on using academic sources for research and analyzing current issues related to media literacy. It offers built-in assessments in multiple modalities for its learning outcomes.
- » In-person research skills instruction customized for specific course outcomes and assignments. These course-specific research skills instruction sessions are assessed via an online form and reviewed regularly to inform librarians' instruction.
- » Instruction videos and guides that are aimed at teaching specific search skills and tools.
- » Synchronous instruction by librarians for online courses; these are recorded and can later be viewed asynchronously.

COLLECTION DEVELOPMENT

Librarians are primarily responsible for the quality and assessment of all facets of the SVC library collection. Librarians consult collections data analytics reports, the Collection Development Policy, student and faculty input, usage reports, and professional journal reviews for selections and access formats. Suggestions are invited through a collection suggestion form available from the faculty page on the library website. Departments such as nursing and dental therapy, with particularly time-sensitive materials, assist in periodic reviews of collections used by their students. The fiction collection has recently expanded in response to an increase in pre-college level classes that include reading fiction as coursework.

Collection development planning occurs in fall, when librarians discuss purchasing, weeding, and selection for specific areas of the collection. Librarians address specific

disciplines on a rotating basis, to ensure the entire collection is consistently maintained.

During the COVID college closure, librarians began to expand e-book and streaming video collections. Based on collection usage reports, and in anticipation of a move to a new building, the library has reduced the number of print periodical subscriptions. Print monograph, e-book, database, and media usage are tracked monthly and added to a cumulative spreadsheet. Librarians review the list of lost or missing items through generated reports and replace titles with continuing value to the collection monthly.

Evidence

Collection Development Policy 2024

SVC Policy 8000 Information Resources and Technology, section on copyright

SVC Policy 2000 Operational Governance

Association for College and Research Libraries' Framework for Information Literacy

Library Instruction Feedback Form

Instruction videos and guides

Collection Suggestion Form

STANDARD 2.I.1 PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical Infrastructure

Through the State Board of Community and Technical Colleges (SBCTC), Skagit Valley College (SVC) has successfully applied to the legislature for construction of two major buildings: a new library to replace the existing facility, with construction estimated to start in the 2025-2027 biennium; and a 55,000 square foot building to host the college's main trade programs, expected to come up for funding in the 2031-33 biennium cycle. These projects are in alignment with the SVC Facilities Master Plan.

Accessibility

All new or renovation construction projects meet applicable Americans with Disability Act (ADA) standards. The college works to meet the guidelines set forth by the ADA in older, existing buildings by expanding access in the form of parking, specialized building doors and openers, restroom design, and signage. SVC Policy 6900 Accessibility requires all facilities, services, and content are available to people with disabilities and are guided by the following: (1) SBCTC Accessible Technology Policy; (2) WA State CIO Policy 188; (3) Web Content Accessibility Guidelines 2.2 for Web and cloud products used by staff and students; and (4) the Whole Building Design Guide when designing or renovating

buildings incorporating best practices for accessibility. Technology Services works with Disability Support Services (DSS) to ensure that college software meets ADA accessibility requirements. The department works with DSS on student accessibility and with Human Resources on employee accessibility.

Facilities Management and Oversight

SVC, under the leadership of the vice president of administrative services and the assistant vice president for campus operations, manages all college facilities to ensure a high quality, secure, safe, and clean environment for students and staff. The director of facilities provides direct oversight of maintenance, grounds, custodial, and central services departments. The capital projects manager provides direct oversight of ongoing and future capital projects. Campus maintenance is conducted on a regular annual schedule and as needed. The college uses a computerized maintenance management system (CMMS), Megamations, that employees can use to submit work order requests for routine and elective work.

Facilities Conditions

SVC's physical facilities are generally sufficient in quantity and quality to ensure a healthy learning and working environment. The biannual facility condition survey, conducted by the SBCTC, looks at the structural integrity and state of repair in SVC facilities (SVC Facility Condition Survey 2023). Needed repairs are typically funded through the legislative capital allocation process each biennium. Space scheduling software maximizes space use and operational efficiencies. The facility condition survey helps the director for facilities achieve high levels of facility functionality, equipment life cycle and replacement, accessibility, safety, and prioritization of projects.

Facilities Planning

The SVC Facilities Master Plan (FMP) informs decisions on the growth and development of the campus environment. The goals of this 15-year plan—developed through a series of meetings, assessments, surveys, and interviews—are based on SVC's mission statement and end states. The primary goals of the Facilities Master Plan are to:

» Provide a safe, secure, accessible, and easily understood campus,

» Create student-centered, flexible, and adaptable environments that enhance instruction and learning,

» Increase partnerships and funding,

» Align with and support SVC's Strategic Plan, and

» Incorporate sustainability through an economic, environmental, and social approach.

Major Project Request Reports (PRR), based on the FMP, have historically been submitted to the SBCTC each capital budget biennium. System colleges compete for capital funds by submitting PRR's for system-wide review in four categories: growth, replacement, renovation, and match. SVC currently has two approved new buildings on SBCTC's

Capital Budget Requests.

Hazardous Waste

SVC manages the acquisition, use, storage, and disposal of hazardous materials to protect the safety and health of all employees, students, and visitors. The college demonstrates environmental awareness by implementing environmentally correct practices, outlined in the SVC Safety Manual. The college strives to remain a "small generator" as defined by the Department of Ecology. Areas of the college using potentially hazardous materials are outfitted with appropriate equipment and supplies for proper handling and disposal. The chemistry department continuously reviews lab procedures to reduce chemical use and isolate waste to avoid contamination. Instructors must meet the applicable labeling and storage requirements in their departments. Non-hazardous materials are used whenever possible in instructional spaces. The college's custodial department chooses sustainable cleaning products when possible. The facilities department discontinued the use of oil and epoxy paints in favor of a water-based latex paint when possible.

A list of hazardous chemicals, materials, and gases used on campus, along with instructions on the safe use and emergency action following accidental exposure can be found in the college's All Hazards Emergency Response Plan. The plan to address biowaste is in the Bloodborne Pathogens Exposure Control Plan. The Safety Committee evaluates plans and practices annually to ensure compliance and effectiveness.

SVC also files annual reports with the Washington state Department of Ecology informing the community of the impact of the college's storm water discharges on the environment and pollutant reduction steps.

Safety and Security

SVC Campus Security ensures a safe and welcoming learning environment at all SVC grounds and facilities by enforcing policies and providing customer service. Campus security officers are trained to aid in any situation and use law enforcement-based methods to de-escalate incidents or assist in times of emergencies. Campus Security provides an on-campus presence 24 hours a day at the Mount Vernon campus and 20 hours a day at the Whidbey Island campus. Campus Security conducts patrols of all college properties and maintains a building access control system. Its staff inputs all building schedules to ensure they open for business and classes at their appropriate times and secure at the end of the business day. Officers conduct routine checks on doors to confirm that the access control system is working as scheduled, manage after-hours access by faculty and staff, and initiate lockdown procedures when required.

Crimes that occur on or around college property are recorded and maintained for inclusion in a report published annually on the SVC website and submitted to the U.S. Department of Education (Annual Security and Campus View Village Fire Safety Report).

The director for campus security and emergency management oversees emergency

preparedness and the [All Hazards Emergency Response Plan](#), which is updated annually and provides emergency plans, guidelines, and roles. Convenient booklets, with guidelines for dealing with an emergency, are in all classrooms and offices. ([Emergency Flip Guide Mount Vernon Campus](#) and [Emergency Flip Guide Whidbey Island Campus, San Juan Center, Marine Technology Center](#)).

SVC maintains a building captain program that trains volunteers for each building to assist during times of emergencies. Building captains participate in monthly meetings/training, are provided with first aid/CPR/AED training, and assist in developing individualized emergency plans for their buildings.

Emergency preparedness educational sessions are conducted during welcome week, teaching and learning days, and new employee orientation. They cover fire and active shooter scenarios.

Campus Security administers the RAVE emergency notification system. All student and employee email addresses are auto subscribed, and everyone is encouraged to also register personal emails and cell phones. Notifications are sent for campus closures, delayed starts, and early releases due to weather or other emergency situations, such as a lockdown or building evacuation.

In 2017, the college developed a [Pandemic Flu Response Plan](#), intended to prepare faculty and staff for a potential infectious disease outbreak that could impact daily operations. The plan was implemented during the COVID-19 pandemic and is now under major revisions based on the lessons learned from that experience.

Technology Infrastructure and Student Support

SVC's technology systems and infrastructure support its management and operations. The network infrastructure is made up of servers (including virtual servers), network appliances (including firewalls and print servers), switches, and both wired and wireless endpoints. The college maintains separate employee and student networks, a campus-wide student and employee email system, and other local and web services. The technology services department supports computer labs (including virtual labs), employee offices, and classroom and lab computers, including program-specific computer technology, software, equipment, and network systems. The department also maintains the backend of the college's website and the intranet site. The college uses an Avaya phone system on campus and offers softphones for remote operations.

Technology Services works closely with the SVC Library to provide enhanced media, printing and copying services to students and employees. SVC uses a state data system (ctcLink) to support operational functions such as student support services, human resources, data and research, accounting, and other business services. Through the SVC Library, students have access to a computer lab and group meeting spaces with large monitors upon request. Technology Services maintains an IT help desk in the library.

Technology Services provides technology support for teaching stations in every

classroom, including computers, video players, projectors, document cameras, and capabilities for podcasting and lecture capture. Most degree programs have at least one associated computer lab or laptop cart loaded with software suites as well as faculty-requested software. Laptop carts are available for use in any classroom. Computers and media equipment such as portable Communication Access Real-time Translation (CART) technology, large screen monitors, laptops, document cameras, video capability (including iPads), Apple TV, and wireless microphones are also used in lab settings, along with simulation software and equipment. Wi-Fi is available in all buildings on campus.

Employee Systems and Training

The Technology Services system administration and development team integrates software applications to work with the college's data and single sign-on system, as well as developing small software applications to support the college's mission. The team maintains the servers and Microsoft Office365 system that hosts college email; administers SQL databases and database servers for applications and systems; and manages student, faculty, and staff accounts and their lifecycle to facilitate access, authentication, and authorization to college applications and third-party systems. Technology Services offers regular workshops and operates a Help Desk (via phone, email, or video collaboration) for all employees on technology-related topics.

Technology Planning and Maintenance

Technology Services, eLearning, and Disability Support Services are consulted about proposed new technology to determine if it is feasible and compliant with Wasington state Policy 188, as well as compliance with FERPA, PCI Security Standards Council, and HIPPA regulations. Technology Services works with all employees to help select, purchase, install, and maintain software and hardware upgrades and other types of multimedia equipment. All hardware and software purchases must be approved by the director of technology services or their delegate. The college conducts yearly computer lab and employee computer updates. All labs, classrooms, and employee computers are on a five-year replacement cycle as seen in the Technology Replacement Presentation, IT Replacement Plan, and Replacement Planning Update).

Evidence

SVC Facilities Master Plan

Policy 6900 Accessibility

SBCTC Accessible Technology Policy 3.20.30B

Washington State OCIO Policy 188 – Accessibility

Web Content Accessibility Guidelines (WCAG) 2.2

Whole Building Design Guide, Best Practices for Accessibility

SVC Facility Condition Survey 2023

SVC Safety Manual 2022

All Hazards Emergency Response Plan – revised 2022

Bloodborne Pathogens Exposure Control Plan – revised 2013

Annual Security and Campus View Village Fire Safety Report – published August 2023

Emergency Flip Guide Mount Vernon Campus

Emergency Flip Guide Whidbey Island Campus, San Juan Center, Marine Technology Center

Pandemic Flu Response Plan

Technology Replacement Presentation

IT Replacement Plan

Replacement Planning Update, in section 2.I.1.

MOVING FORWARD

As Skagit Valley College (SVC) begins to prepare for our Year 7 Evaluation of Institutional Effectiveness (EIE) the institution remains focused on the strategic priorities of improved student completion rates, the elimination of equity gaps, and institutional sustainability through a focus on enrollment, and fiscal and social indicators of institutional health.

In the year and a half since Dr. Christopher Villa assumed leadership of the college, he has instilled a new focus on the use of data to achieve improved student completion, enrollment and budget planning, continuous program improvement, and the elimination of equity gaps in student populations. This focus will also help the college to prepare for our Year 7 EIE.

SVC is currently updating our integrated planning and program review process. The institution has developed a strong program review and learning outcomes assessment process for instructional programming and has expanded this process to include student support services and other support areas of the college. The institution-wide use of program review and effectiveness will help with the systemic integration and use of data at all levels and keep a focus on deliverable outcomes and continuous improvement. It will also help to more closely align our budgeting, resource allocation, and planning process with the achievement of institutional goals and objectives.

The college community, led by the Board of Trustees and the President's Cabinet, are also currently engaged in a year-long process to update the college strategic plan. The new plan be the result of intensive campus-wide and community participation and input and will allow for a tighter link between institutional planning and the achievement of stated goals and objectives. The new plan will be more goal oriented and will expand from its current form to include the development and monitoring of meaningful institutional sustainability indicators, including indicators of fiscal, enrollment, and staffing health. In addition, the budgeting process is undergoing an update to allow for more meaningful input from campus stakeholders and to more closely align our budgeting and the allocation of institutional resources with mission fulfillment and the strategic objectives. SVC will begin to operationalize the new strategic plan this fall, ensuring the

college is moving steadily and reliably towards reaching its goals and objectives.

Finally, SVC has hired a consultant to review and update all our operational policies and procedures, including the improvements to governance operations (e.g procedures to update new policies and procedures surrounding the governance model). Upon completion of this process, the institution will begin a collaborative institution-wide process to update how the institution practices shared governance, since the last systemic review of the process took place more than 20 years ago.,