

Board of Trustees

District No. 15

Meeting Notice

October 19, 2022

Wenatchee Valley College, Omak Campus
116 Apple Avenue W, Omak, WA 98841

OUR MISSION

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college is committed to diversity, equity and inclusion for all students and employees and provides high-quality transfere, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Wenatchee Valley College Board of Trustees October 19, 2022

Work Session	10:30 am	Hazel Burnett - 401, Zoom https://wvc.zoom.us/j/81653813461
Regular Meeting	3:00 pm	Hazel Burnett – 401, Zoom https://wvc.zoom.us/j/85485160089

WORK SESSION AGENDA

10:30 am	COMMUNICATIONS	
	<ul style="list-style-type: none"> • Voting Delegate for ACCT Leadership Congress 1 	
10:35	REPORT FROM TRUSTEES	
	<ul style="list-style-type: none"> • ACCT Leadership Congress – New York, October 26 - 29 • ACT Fall Conference – Seatac, November 17 - 18 • Trustee Tuesday – “How to get the most from the ACCT Congress”, October 11 	
10:40	PRESIDENT’S REPORT	
	<ul style="list-style-type: none"> • Financial Report (Brett Riley) • Capital Update (Brett Riley) • Enrollment (Ty Jones) • Foundation Report (Rachel Evey) 2 • President’s Update (Dr. Jim Richardson) 	
11:00	BOARD DEVELOPMENT	
	<ul style="list-style-type: none"> • Omak Campus Tour 	
12:00	LUNCH	
12:45	BOARD AGENDA ACTION ITEMS	
	<ul style="list-style-type: none"> • DEI Strategic Plan Adoption (Dr. Richardson/Erin Tofte)22 • Adoption of WAC 132W-125-01038 	
12:55	BOARD MEETING AGENDA REVIEW	
1:00	POST-TENURE REPORT	
	<ul style="list-style-type: none"> • Will Kraske • Tria Skirko 	
2:00	EXECUTIVE SESSION	
	<p>The Board may hold an executive session for purposes allowed under the Open Public Meetings Act. Legal purposes include, to consider acquisition or sale of real estate; to review negotiations of publicly bid contracts; to receive and evaluate complains or charges brought against a public officer or employee; to evaluate the qualifications of an applicant for public employment; to review the performance of a public employee; and to discuss with legal counsel matters relating to agency enforcement actions, litigation, or potential litigation.</p>	

REGULAR MEETING AGENDA

CALL TO ORDER

LAND ACKNOWLEDGEMENT

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- Brett Riley, Vice President of Administrative Services 11
- Dr. Tod Treat, Vice President of Instruction 13
- Dr. Chio Flores, Vice President of Student Services 16
- Dr. Jim Richardson, President 21

ACTION

1. DEI Strategic Plan Adoption: Dr. Richardson, President & Erin Tofte,22
2. Adoption of WAC 132W-125-010: Reagan Bellamy, Executive Director of Human Resources38

PUBLIC COMMENT

Persons wishing to address the board must sign up and limit their remarks to three minutes.

ADJOURNMENT

NOTE: An Executive Session may be called for any reason allowed under the Open Public Meetings Act (RCW 42.30)

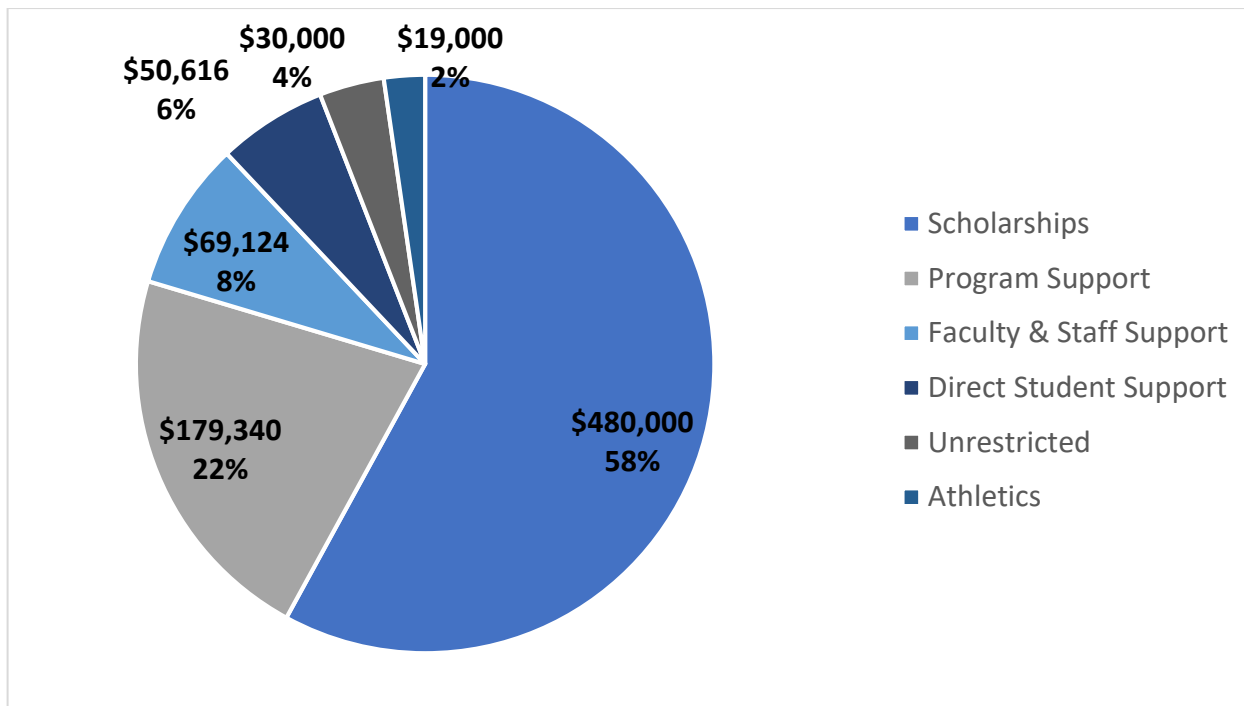
Report to the Board of Trustees – October 2022

Rachel Evey

Executive Director of the WVC Foundation

Support for 2022-23

Through a combination of endowment allocations and direct contributions, the WVC Foundation anticipates supporting Wenatchee Valley College with \$828,080 in funding. New this year, the foundation board of directors approved funding for enrollment support. This support consisted of an allocation to the WVC recruiter budget, sponsoring “Knight at the Wild” as a recruitment event, and covering instructor costs to offer SDS 112 as a summer college readiness bootcamp.



Annual Retreat for Board of Directors

The Wenatchee Valley College Foundation held its annual retreat on September 19, 2022. Twenty of 23 board members attended. Overall, positive feedback was received from those who attended.

The purpose of the retreat was to review the foundation’s recent changes, identity (vision and mission statement), and perform a S.W.O.T. analysis in preparation for strategic plan discussion. Additionally, considerable time was planned for socializing and strengthening interpersonal relations.

With the results of the S.W.O.T analysis as a base, continued strategic plan discussion will take place over the coming months.

Scholarship Program

The WVC Foundation has modified its scholarship program to offer a quarterly application in an effort to increase enrollment and respond to students’ financial need. Scholarship recipients receive funding for the remainder of the academic year, regardless of which quarter they receive funding. Renewal awards are prioritized, to increase retention and completion.

The latest scholarship application was for fall quarter. The application opened August 2 and closed September 25, after the first week of fall classes. The foundation received 315 applications. These were reviewed by 33 volunteer evaluators, all of which were returning volunteers from previous application cycles. The foundation anticipates awarding \$150,000 from the fall cycle.

This amount is on top of the \$455,000 already awarded for this academic year.

Community Engagement

In addition to regular donor and stakeholder development, the foundation has two on-campus events this quarter to engage the community and raise funds to support our mission.

Food Truck Knight – September 23

The inaugural Food Truck Knight was a great success with overwhelmingly positive feedback and an estimated attendance of 2,000 people. The foundation hosted the event to engage the community and raise unrestricted funds. We had nine food trucks and five beverage partners.

The event would not have been possible without the support of President Richardson with the vouchers for WVC employees and family members, partnership with multiple WVC departments, and dedicated foundation board volunteers.

After reviewing successes and improvements, the foundation anticipates holding Food Truck Knight on an annual basis, with the next being held September 29, 2023 (first of the first week of fall quarter).



Knight Fright Fun Run – October 22

The Knight Fright Fun Run is a partnered event to raise funds for the Finish Line Scholarship. Our partners include ASWVC, ASWVC-O, and WVC at Omak Foundation. This will be the third partnered fun run, the first as a virtual run in May 2021 and the second as a color run in May 2022.

The Knight Fright Fun Run will be held October 22 at 10am in Wenatchee on the WVC campus and in Omak at Eastside Park. It is a costume-themed event with prizes for best individual, couple, and group costumes. Over \$3,000 has been raised from the event so far.



APPROVAL OF MINUTES

District No. 15
Wenatchee, Washington

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES

Regular Board Meeting

September 21, 2022 – 3:00 P.M.
Wenatchi Hall - 3210

MINUTES

ATTENDANCE

Trustees Present:

Tamra Jackson, Chair
Wilma Cartagena
Paula Arno Martinez
Phylicia Hancock Lewis

Also Present:

Cabinet Members
Faculty Members
Students

CALL TO ORDER: 3:00 P.M.

AMENDMENT OF AGENDA

Wilma Cartagena moved to amend the agenda to add an action item: Naming of Facilities: Library space in honor of Anne Livingston. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO 2403

APPROVAL OF MINUTES

June 20, 2022, Regular Board Meeting, June 28 Special Board Meeting and August 17, 2022, Board Retreat Meeting Minutes

Paula Arno Martinez moved that the minutes of the June 20, 2022, Regular Board Meeting, the June 28 Special Board Meeting, and the August 17, 2022, Board Retreat Meeting be approved. The motion was seconded by Wilma Cartagena and carried unanimously.

MOTION NO. 2404

Amendment of March 16, 2022, Regular Board Meeting Minutes

Amendment to include Amanda Stringham's name in the meeting minutes as being granted tenure status after the successful completion of nine quarters. Amanda's name was inadvertently left off the written meeting minutes.

Wilma Cartagena moved to amend the March 16, 2022, regular board meeting minutes to include Amanda Stringham's name as being granted tenure status after the successful completion of nine quarters. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO. 2405

CELEBRATING SUCCESS

Student Development Skills (SDS 112) Pilot Course

As part of an innovative suite of enrollment enhancing initiatives called the “Big Idea,” student services, instruction team and faculty collaborated to create a first of its kind college readiness class offered Sept. 6-15. Wenatchee Valley College was able to offer SDS 112: College Readiness Summer Bootcamp for free based upon the generosity of the Wenatchee Valley College Foundation.

Students can earn three college credits for this class. SDS 112 is a two-week intensive course in basic college readiness skills including college navigation, study skills, and reading, writing, and math fundamentals. Students had the opportunity to strengthen their English and math foundations and receive assistance with correct placement in writing and math. The course included presentations from guest speakers across campus, including Student Senate, Counselors and Student Access, Librarian / Write Lab / Math Center, TRIO, MESA, CAMP, Peer Mentoring, Academic Planning, and IT.

Offering a program like involved incredible ingenuity by all involved. For example, students in CAMP, TRIO SSS, Transitional Studies or those who are receiving workforce grants are taking the course noncredit to ensure they maintain their financial aid packages. In addition, there is a faculty rotation throughout the class to ensure students get personalized attention.

INTRODUCTION OF NEW EMPLOYEES

Dr. Flores introduced Lance LaVetter, Athletic Director; Matt Vargas, Men’s Basketball Coach and Enrollment Navigator; Jamie Yallup, Campus Life & Diversity Coordinator; Iris Rodriguez, Softball Coach and College Navigator; Kris Groce, Women’s Basketball Coach and Assistant Athletic Director; Guilhermelr Ferreira, Women’s Soccer Coach and International Coordinator

Dr. Treat introduced Roxanna Linares, MESA Director; Cecilia Escobedo, Executive Assistant to VP of Instruction; Naydelin Arevalo-Garcia, Omak Running Start Ed Planner.

Brett Riley introduced Jazmin Reed-Glen, Custodian and Anthony Garcia, Custodian.

SPECIAL REPORTS

Arturo Mayo Lopez, ASWVC Wenatchee President

Arturo introduced himself and gave an overview of the ASWVC events happening on the Wenatchee Campus.

Abigail Steinshouer, ASWVC Omak President

Abigail introduced the new senate members and provided an overview of ASWVCO events happening on the Omak Campus.

Wendy Glenn, Chief Steward WPEA

Wendy Glenn was not present to provide a verbal report.

Patrick Tracy, AHE President

Patrick Tracy was not present to provide a verbal report.

STAFF REPORTS

Brett Riley, Vice President of Administrative Services

Brett Riley did not add to his written report.

Dr. Tod Treat, Vice President of Instruction

Dr. Treat did not add to his written report.

Dr. Chio Flores, Vice President of Student Services

In addition to her written report, Dr. Flores share about the success of the new student orientation where over 280 students attended and congratulated Erin Tofte on the achievement of the event.

Dr. Jim Richardson, President

In addition to Dr. Richardson's written report, he spoke about more students being on campus for face-to-face instruction and acknowledge staff wearing blue shirts who helped students get around campus the first week of the quarter.

ACTION

Revised Policy 000.120 Institutional Planning, Ty Jones, Executive Director of Institutional Effectiveness.

Policy 000.012 Institutional Planning was discussed in detail during the work session.

Phylicia Hancock Lewis moved that the Revised Policy 000.120 Institutional Planning be approved as presented. The motion was seconded by Wilma Cartagena and carried unanimously.

MOTION NO. 2406

Election of Board of Trustees Officers

Wilma Cartagena moved that the following slate of officers be approved for the 2022-2023 year: Tamra Jackson, Board Chair; Steve Zimmerman, Vice Chair; Paula Arno Martinez, Legislative Action Liaison; Phylcia Hancock Lewis alternate Legislative Action Liaison. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO. 2407

Naming of Facilities: Library space in honor of Anne Livingston.

A lounge/study space in Wenatchee Campus Library dedicated to the memory of Anne Livingston who worked for WVC for over forty-two years.

Phylicia Hancock Lewis moved to name a lounge/study area in the Wenatchee Campus Library to be named in memory of Anne Livingston. The motion was seconded by Paula Arno Martinez and carried unanimously.

PUBLIC COMMENTS

No public comments

ADJOURNMENT – 3:40 P.M.

Secretary

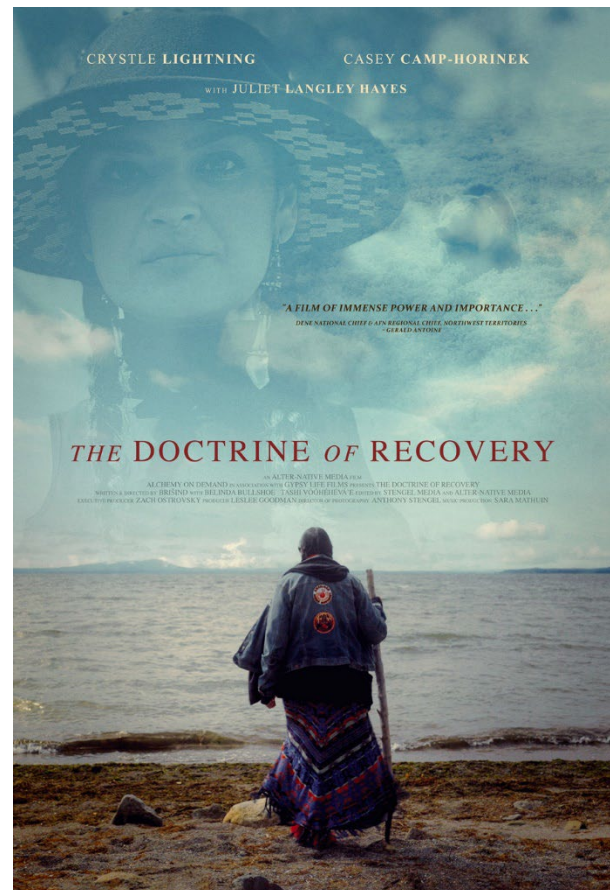
Chair

CELEBRATING SUCCESS

Student/Community Partnerships: WVC at Omak hosts “Doctrine of Recovery” film screening

Jamie Yallup, WVC at Omak Campus Life and Diversity Coordinator, Kestrel Smith, American Indian Indigenous Studies Faculty

The Associated Students of Wenatchee Valley College at Omak (ASWVCO) Red Road Association presented “Doctrine of Recovery” at the Omak Theater on Thursday, Oct. 13 with a discussion panel will follow the film screening. The ASWVCO Red Road Association cosponsored this event in collaboration with [The Methow Interpretive Center](#), [Aboriginal Outfitters](#), [FYRE](#), and [Room One](#). Programs like this are testament to what can be accomplished when there is combination of engaged student clubs, great campus life leadership, supportive community partners, and a nationally recognized American Indian and Indigenous Studies (AIIS) Program.



SPECIAL REPORTS

Abby Steinshouer

ASWVCO President

Current cabinet: President: Abigail Steinshouer, Vice President: Erik Martin, Secretary: Keilahni Pelton, Treasurer: Mercedes Weeks, Director of Public Relations: Bobbi Nicholson, Director of Campus Activities: Sophia Webb, Advisor: Jamie Yallup.

October and November Events:

- On September 19th and 20th, the Omak Student Senate team had an event called Coffee and Donuts. We had a good turnout.
- The Red Road club is having a film show on October 13th.
- We are having the Knight Fright Fun Run on October 22nd. It starts at 10 AM and will be at the Eastside Park. It is Halloween themed, and there will be a costume contest! We are getting sponsors and putting out the word.
- We are hosting a FAFSA night at WVCO on October 27th from 5 PM to 7 PM. We are working with Jocelyn Vincent-Ramsey.
- We plan to have a Halloween-themed Grab and Go bag on the 26th, 27th, 28th, and 31st of October.

Motions:

- We approved spending \$300 for the Coffee and Donuts on September 7th.
- We approved spending \$200 for Office supplies on September 28th.
- We approved raising the ASWVCO travel food expenses from \$10 to \$14 on September 28th.
- We approved spending \$375 for the October Grab and Go event on October 5th.
- We approved spending \$200 on the FAFSA night on October 5th.
- We discussed and approved spending \$35,000 per year for the next two years coming out of our contingency budget for an Omak campus College Navigator/Campus Life Program Assistant on October 5th.

Other:

- We had the first Omak Interclub council meeting on October 3rd. The Red Road Association, SNOW at O, and WVCO Science Club attended. We now have a set time for a bi-monthly Interclub council meeting.
- The David Lindeblad memorial art will hopefully be finished by the end of November. The artist will start putting it in by mid-October! This was an item that was approved by the 2021-2022 ASWVCO senate team.

Respectfully Submitted,
Abigail Steinshouer
ASWVCO Student Body President

Arturo Mayo Lopez

ASWVC President

CURRENT MEMBERS:

President: Arturo Mayo Lopez

Vice President: Currently Vacant

Treasurer: Ryder Munly

Secretary: Ally Aspen

Director of Campus Activities: Katherine Barragan

Director of Diversity: Miranda Rivera

Director of Public Relations: Bryan Moreno Prado

Director of Social and Civic Responsibility: Brittany Trammel

Director of Health and Wellness: Nicolas Gonzales

Student Ambassador: Kaylee Darlington

Student Ambassador: Caleb Abbruzzi

UPDATES:

- Our Senate team meets every Tuesday at 7:00 am
- Tenure Committees assigned to Senate members
- Student Per Diem rates going up from \$12 to \$14 a meal.
- Hiring for VP position currently as VP resigned her position

UPCOMING EVENTS:

- Oct. 18th Intermural- Dodgeball
- Oct. 28th Fright Night – Haunted house and dance
- Nov. 2nd Dia de Los Muertos
- Nov. 15th Turkey Bowl

SENATE ACTIONS AND APPROVALS:

- Senate approves cafeteria per-diem to be raised to \$14
- Senate approves \$200 for Disability Awareness Month
- Senate approves partnership with Fun Run event.
- Senate approves \$4,500 for intramurals for this year
- Senate approved \$9,000 for Halloween event
- Senate approved \$7,000 for ASACC conference
- Senate approved \$5,000 for MESA
- Senate will partner with QSA club for Queer Formal \$1,500 for food

Livia Millard

Omak Foundation President

October 2022

- Financial emergency support for students- the Board continue to assist financially stressed students through gas cards which helps to offset the cost of high gas prices and travel expenses. A total of 20 at \$50 each was given out (total amount \$1,000)
- The financial investments for the Foundation have remained healthy with good overall growth.
- Scholarships-The Foundation gave our 7 scholarships at a total of \$15,000.
- Nelson Family Scholarships of \$10,000 were given out to Omak students.
- Fun Run- Wenatchee Valley College Omak Foundation co-sponsored the 2nd Annual Fun Run in May with Wenatchee Valley College Omak Student Government. We were successful with our fundraising efforts and raised a total of \$3,357.
- David Lindeblad Memorial Book Fund- A total of \$1,725 (23 awarded at \$75 each) was given out to students.

If any Board of Trustees member or guest would like to donate to the Wenatchee Valley College at Omak Foundation Board, please send your check or money order to: P.O. Box 1374, Omak, Wa 98841. Or send to the Omak Campus through interoffice mail. Thank you.

Respectfully submitted,

Livia Millard

Chairperson, Wenatchee Valley College Omak Foundation

STAFF REPORTS

Brett Riley

Vice President of Administrative Services

Administrative Services

- Administrative Services met with Time Value Investments (TVI) to begin the process to invest our Board reserve funds.
- Administrative Services, Budget, Fiscal Services, and Information Technology staff have been collaborating on new budget and financial dashboard for use by budget managers and other campus stakeholders.
- As part of our responsibilities with the NWCCU, Administrative Services has begun the fall Policies, Regulations, and Financial Review (PRFR) process. We expect the fall slate of review to be completed by November 1st.

Budget & Internal Auditing

- Budget- Budget staff are currently building the preliminary 23-24 budget. We expect minimal activity on the budget until February as legislative activity will start picking up.
- Budget and IT staff continue working through the Process, Improvement, Review Counseling (PIRC) process. As stated last month, this PIRC will be taking a look at the payroll process in a post ctLink environment.

Fiscal Services

- Fiscal Services staff are going through the state procurement process to select an external auditor to perform the 2020-21 and 2021-22 financial statement audits.
- Business Office staff continue to create and disseminate new training tools and updated websites for campus stakeholders as it relates to new workflows that have resulted from the conversion to ctLink.

Facilities and Capital

- Mish ee twee is currently in the warranty period. Recently, outstanding landscaping issues were addressed. We still have a few cosmetic issues to address in the conference center that are outstanding.
- Omak Health Sciences Center- The design team has reconvened and have had two schematic design meetings since the last board meeting. We are currently waiting for feedback from the Omak Foundation to determine next steps on site selection for the building.

- CWETI/Batjer Replacement- Predesign on the project continues with ongoing meetings with campus stakeholders. At this point, only minor design concerns remain. The biggest factor moving forward is our effort to relocate the power lines on 9th street.

Minor Works

- Minor projects are either awaiting executed contracts or beginning work. Minor projects included:
 - Eller Fox Lab Bench Replacement- completed. While the original scope has been completed, new concerns have been raised. Facilities is currently working with SBCTC staff to reallocate funds to complete the new scope of work.
 - Local funding project- basketball backboard project largely completed, with only long lead time items remaining.

Safety and Security

- SSEM staff along with IT representatives have been working through our emergency notification systems on campus ensuring effective and accurate information across the district.
- SSEM staff is also preparing to participate in The Great Washington ShakeOut, a local collaborative to the International ShakeOut Day on 10/20/22 at 10:20 am. This event is an international earthquake drill.

Information Technology

- IT staff continue to work with campus departments to deploy tools and resources to navigate ctcLink.
- IT staff continue to coordinate ctcLink enhancements for the college. WVC has been well represented in a statewide.
- IT staff are participating in all the major capital project meetings to ensure alignment with the campus IT strategic plan and guide the IT package for the two projects.

Dr. Tod Treat

Vice President of Instruction

Educational Achievement

Instruction Council, consisting of faculty Division Chairs, held its first meeting and discussed the roles of division chairs, guidelines for supportive tenure processes, course modalities in light of student and faculty preferences, and area planning. Course modality discussions will continue to improve enrollment and retention.

Mix	Modality	Division	Count	Sum	Average
27%	hybrid	ENGAH	38	476	13
50%	online	ENGAH	72	1090	15
23%	in person	ENGAH	33	294	9
17%	hybrid	NURS	4	70	18
83%	in person	NURS	20	520	26
22%	hybrid	SCIMA	34	515	15
53%	online	SCIMA	82	1650	20
26%	in person	SCIMA	40	487	12
3%	hybrid	AHLTH	1	8	8
84%	online	AHLTH	26	284	11
13%	in person	AHLTH	4	37	9
Mix	Modality	Division	Count	Sum	Average
13%	hybrid	TRSTU	4	91	23
59%	online	TRSTU	19	305	16
28%	in person	TRSTU	9	177	20
12%	hybrid	WED	14	129	9
55%	online	WED	65	742	11
33%	in person	WED	39	413	11

Figure 1 Division Analysis of Course Modality, 10 Day Census, Fall, 2022

Responsiveness to Local Needs

WVC's new BSN pathway in the LPN to BSN program due to launch in January 2023. Applications are being accepted now and will be reviewed the first week of November.

Continuous Improvement

Two Career Launch Equipment funds have been approved by the State Board of Community and Technical colleges for Automotive Technology and Machining. Funds will support the replacement and expansion of equipment for both programs.

Sustainability

Nursing/Allied Health celebrations that touches on all of the core themes: Staffing!! Welcoming Jamie Minnock MSN, RN to Omak as nursing faculty and simulation manager, Edith Gomez in the Omak allied health admin support position and we will offer the Omak part-time lab assistant position to an applicant that interviewed on 10/7/22 (hopefully can announce the individual soon). Additionally, this

week we welcomed Ramon Sandoval, full-time simulation lab assistant in Wenatchee and Imelda Barragan, fulltime allied health and nursing admin assistant. The Nursing and Allied Health team is complete!

As of October, the Instruction Team is back to full strength. As expressed in the October 7 Kudos, WVC offers “appreciation and gratitude to Dr. Jenny Capelo, Dr. Andrew Tudor, and Riva Morgan for their diligence and support of academic programs and faculty while deans Holly Bringman and Yuritz Lozano were out. Thank you for your professionalism, care, and concern in keeping things running, addressing the needs of faculty and staff, and ensuring continuity in deans’ absences.”

Support for Learning

MESA has developed a sequential enrollment process intended to support student development. MESA is again working closely with CAMP and TRIO as well as academic departments to support student success.

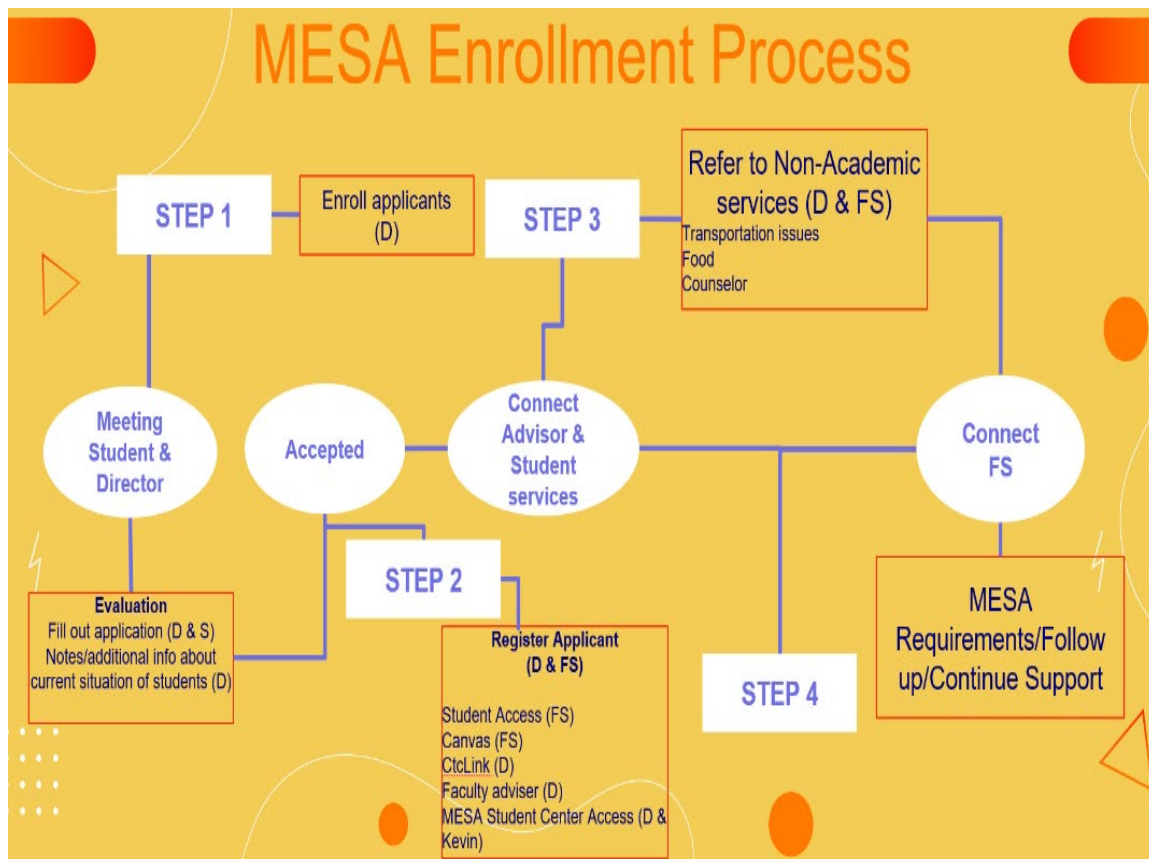


Figure 2 MESA Student Enrollment Process

Diversity and Cultural Enrichment

Organized by Art Professors Natalie Dotzauer and Ellen Bruex, the October 7, 2020, Pecha Kucha in the MAC, "Space within the Land", focused on intersections between the Wenatchee Valley/PNW and its peoples and cultures.



Figure 3 Pecha Kucha announcement and participants.



Figure 4 Dr. Joan Qazi celebrates WVC's status as a Tree Campus USA

Dr. Chio Flores,
Vice President of Student Services

For the 2022-2023 academic year, three Student Services departments will be featured each month. This month Education Planning, Financial Aid and Enrollment Services are showcased.

Educational Planning

Over half of the EP team (see below) is new and come with a wonderful variety of personal and professional experiences to draw from when supporting WVC students and implementing new initiatives.

Jaima Kuhlmann, Director of Educational Planning, has been with WVC for 19 years.

Karina Mendoza-Flores, Program Assistant, started at WVC in February 2021.

Noah Fortner, College Navigator for Allied Health & Nursing, has been with WVC for 10 years.

Isabela Rodriguez, College Navigator, started at WVC in February 2022

Pati Zavala, College Navigator, started at WVC in February 2022

Iris Rodriguez, College Navigator for Transitional Studies and Softball Coach, started June 2022

Felix Son Vu, Student Employment Coordinator & Men's Soccer Coach, started April 2022

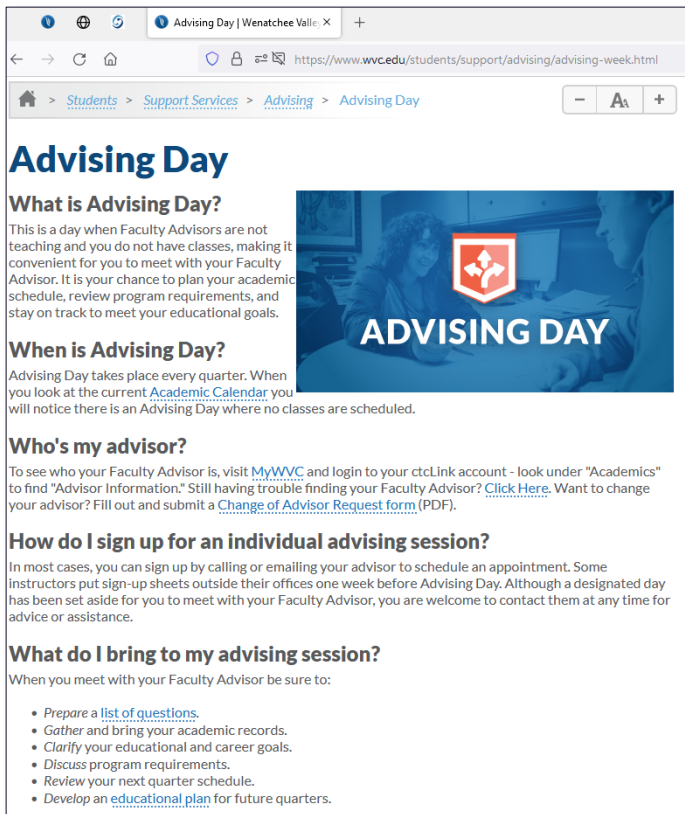
The new team is gaining momentum and working toward goals and projects to support WVC students and provide them with the level of service they need to succeed. They continue to work on enhancing support services and implementing a Guided Pathways approach to in-take and on-boarding all while addressing equity, retention, and completion concerns.



Felix Son Vu
Student Employment

An area of growth has been student employment. Due to the pandemic, on-campus job opportunities and student interest all but evaporated. As students begin to return to campus in larger numbers, Felix is seeing an increased interest in student employment. At the moment there are still many more job openings than there are students applying but the numbers are trending in the right direction. Felix has received over 150 work study inquires via a new online information request form. So far, the Financial Aid Office has identified about 50 of those as eligible for work study funding.

This past summer, the EP team spent time making long-overdue updates and revisions to specific webpages. In addition to updating the team directory, staff worked to improve and revise online resources for students and advisors found at www.wvc.edu/advisingtools by adding new tools and information, several fillable and online forms, as well as links to the Course Equivalency Guides and Transfer Guides at virtually all the four-year universities in Washington state.



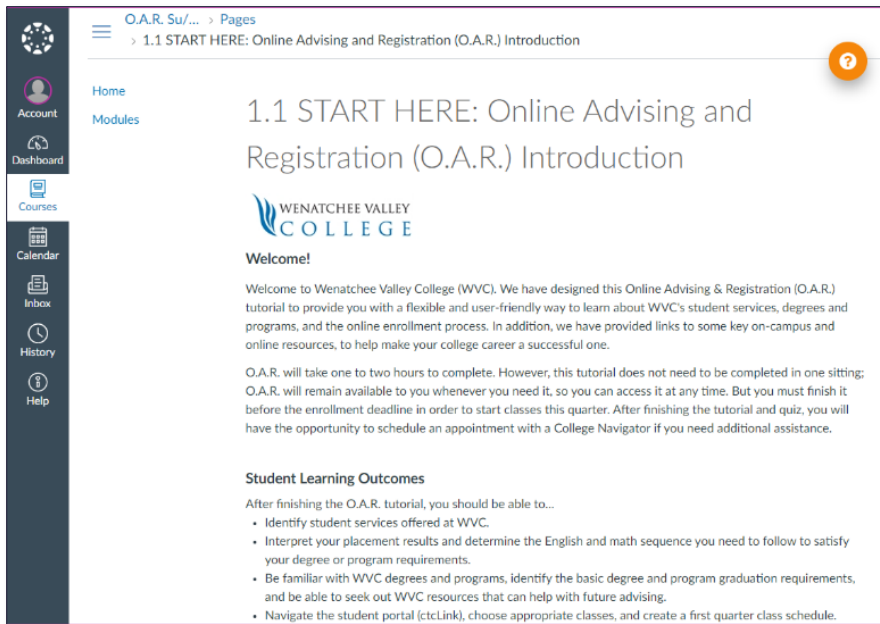
These webpage improvements led into a second project of the summer: developing a communication strategy and drafting tailored messages to students to be sent via text and email at strategic points throughout the academic year. The intention is to help increase student engagement, retention, and completion especially as everyone (students and staff included) recover from the effects of the pandemic. Some of the new material the team has developed for the webpages (and will be developing in future months, such as the how-to videos) are being promoted to students through these weekly communications and notifications. For example, the team refreshed and enhanced the www.wvc.edu/AdvisingDay page in preparation for November 3. The team plans to develop more instructions and guidance to promote student use of important new ctcLink tools specifically the Degree Progress

and What If tools and Planner tool.

In an effort to boost retention and completion, the team has been coordinating with Enrollment Services to contact students who ended up being short of the graduation requirements needed to complete their intended degree. The College Navigators have begun to reach out to students encouraging them to complete their program and providing guidance and options to finish. The team partnered with the WVC Foundation to help identify some of these students who would benefit from the Foundation's new Finish Line Scholarship.

Updates and Future Plans

There was an increase in in-person traffic this summer for fall enrollment from all types of students: prospective, new, transfer-in, former/returning, and continuing. The team continues to work with a substantial number of students remotely via Zoom, email, and phone. The team also supported the college-wide Welcome Wednesday initiative in June and August which extended into evening hours and also generated a significant number of in-person student contact not experienced since 2019. Almost 60 more new fall-start students this summer than last summer and 100 more than fall of 2020 were enrolled which greatly contributed to the college's overall enrollment trend.



New students were helped through the in-take and on-boarding process by working through a carefully designed Online Advising and Registration (O.A.R.) tutorial in Canvas to help familiarize them with WVC student services, program/degree requirements, the enrollment process, and other valuable new student resources and information. In the spring, College Navigators spent time reviewing and revising the O.A.R. tutorial content and

making improvements to the navigation and resources included. Over the summer, the team collected feedback from students on their O.A.R. experience and the results were overwhelmingly positive. The College Navigators identified seven key objectives to assess students on at the end of the O.A.R. tutorial and an average of 88% of students indicated they felt confident in those key areas. Students were also able to leave their own comments on the feedback survey. Based on specific feedback and with the help of the additional new staff, the team has plans to create various how-to videos to insert in the O.A.R. tutorial as well as develop targeted resources and advice based on individual needs students identified. For example:

- 36% of respondents identified as needing help in the areas of study habits and study skills and 40% identified time management and prioritize tasks as a struggle.
- 48% indicated they struggle with math.
- 23% of respondents identified family issues or personal problems as being a potential barrier to success.

Financial Aid

Currently, the FA team is made up of some pretty outstanding individuals. Most of them are new to the team but a couple of them have been dedicated to serving students at Wenatchee Valley College (WVC) for several years.

Maria Navarrete former College Assistance Migrant Program (CAMP) Director, transitioned successfully to her new role as the Financial Aid Director earlier in May. **Michael Hicks**, former Program Specialist is also back. Michael worked for five years in the Financial Aid office before relocating to the Tri-Cities area. He returned to WVC as the Financial Aid Assistant Director of Systems and Technology in June.

Maria has worked very closely with her team to ensure that that everyone in her department is cross-trained in multiple financial aid procedures/processes (e.g., awarding, verifications, and

loans). As a result, student's forms are being processed faster and they are getting awarded in a quicker timeframe than in previous years.

CTCLink

The Financial Aid department has transitioned and has been operating 100% on CTCLink since May 2022. This system requires more data element entries in various screens than the prior system. Though, there were several hiccups initially, the Financial Aid department has done a great job adapting to the new system and are thriving.

Awarding WVC Students 2022-2023

Over 750 WVC students that applied for the Free Application for Federal Aid (FAFSA) have been awarded. In addition, over 60 students that applied for the Washington Application for State Financial Aid (WASFA), have also been awarded. Considering they started awarding in August (late due to set up issues in CTCLink), they have been able to award 1/3 of the student population. One excellent highlight is that they have never awarded this many WASFA students this soon or this fast. Now that the department is familiar with the set up on CTCLink, they will be better prepared for the next academic year and will begin awarding students sooner.

FAFSA Simplification

Good news! The Department of Education has simplified the process to apply for financial aid for the 2023-2024 academic year. The number of questions on the FAFSA have been reduced from 108 to 36. In addition, the federal Pell grant eligibility has also been simplified and will allow students and parents to know sooner if they qualify for the grant(s). Eligibility will be based on the student's family size and adjusted gross income and compared to federal poverty guidelines.

Outreach

WVC Financial Aid department has participated in several outreach events. The FAFSA application for 2023-2024 opened October 1st and the financial Aid Department has already collaborated with Wenatchee High School, Brewster High School, NCW Education Opportunity Center and GEAR-UP. They have already helped over 100 individuals fill out their FAFSA Application. In addition, they have been participating in Welcome Wednesdays in efforts to increase enrollment and retention. Lastly, the Financial Aid Department partnered up with Campus Life and will be hosting the FAFSA/WASFA Night on Campus on October 20th.

Enrollment Services (Admission & Registration)

The ES Team:

Maggie Segesser serves as the office lead, and aids front-line staff, while handling most interdepartmental processes. She has been at Wenatchee Valley College for three years.

Maria Lagunas serves as one of the main points of contact for the community for six years.

Andrea Rolon has served as the primary admissions processor for a year, while also assisting with graduation.

Mary Adamski hired about a year ago, serves a split role (Credentials Evaluator) with athletics (administrative assistant).

Matthew Vargas hired in August 2022, serves in a split role (Enrollment Navigator) and men's basketball head coach.

Cindie Martin serves as a main lead for the Omak campus in all matters student support and involved in many other administrative components.

Edith Gomez is the face of the Omak campus, first point of contact primarily serving in registration and the in-take process.

Jonathan Barnett has served as Director of Enrollment Services/Registrar for five years.

Application/Admit/Enroll:

Fall 2021 to Fall 2022, there was an increase of new students admitted, and of those an increase of those enrolled. The ratio of students who were admitted to enrolled between the terms increased by 1%. This does not reflect the number of students returning to WVC from previous enrollments.

Evaluations:

In 2020-2021 academic year, 154 requests for transcript evaluations were processed. For the 2021-2022 academic year, 210 transcript evaluations were completed. As of present day, 45 have been requested. Mary is in the process of creating an online form for smoother processing for students and advisers. A consultant has been hired to aid in building out "Degree Audits" called Academic Advisement Reports (AARs) a tool that guide sour students in their academic progress.

Graduation:

In 2020-2021 academic year we had a total of 1,085 applications for graduation come through our office, of those 733 were for transfer students, and 325 for our professional/technical students. This past 2021-2022 academic year we received 1,103 applications for graduation, of those 276 were for transfer students, and 374 for our professional/technical students. We are making strides in our graduation process, and working on ways to improve processing, such as looking at requiring graduation applications at least 2 quarters prior, so that we are able to evaluate the student's current academic progress, with planned courses they plan to take prior to graduation.

Where we are going:

As a state, all institutions within the SBCTC system are live in ctLink. The state has developed a process for enhancement requests that go through a process, with the hope that the more enhancements made and service improves for students. Another project is enhancing the transcript request process which will now include digital diplomas, allowing for a timelier process and time saver.

Lastly, a farewell message from Jonathan Barnett, Director:

"It is with much gratitude, that I inform the Board of Trustees that this is my last report. I have submitted my letter of resignation.....and my last official day at WVC will be November 15th. I have accepted a position back home in Walla Walla, WA, at Whitman College, where I will be serving as Registrar. My experience here at Wenatchee Valley College has come with exponential growth and opportunity. However, it is time for us to be back in Walla Walla, where our family is and get to spend that precious time with our loved ones, because if anything learned through these past few years, is the value of family".

Dr. Jim Richardson

President

- We continue to have weekly staff meetings (zoom) for the Omak campus and the Wenatchee campus. We also continue to have cabinet office hours each Monday morning, either in person or zoom.
- The Shared Governance Committee continued to meet during the summer once a month. This last meeting included focuses on the PACE survey with the PACE Task Force and with the Big Idea Committee about enrollment and other ideas to make the campus a more welcoming place for students and staff.
- We continue to follow the Governor's announcements about the state of emergency around COVID ending October 31 and what that means for colleges.
- Met with other presidents from the small colleges (Gray's Harbor, Cascadia, Peninsula, and Big Bend), in the state to discuss enrollment, budgets, and issues related to being small.
- Attended a great community event put on by the WVC Foundation - Food Truck Knight. It was a great success with employees, employees' families and many community members enjoying a beautiful evening around the fountain.
- Attended a NCWashington Workforce Board meeting.
- Had a regularly scheduled equity conversation with Erin Tofte. We discussed the DEI Strategic Plan and changes to be made as the Trustees go through it.
- We have continued "Coffee with Cabinet" and it remains popular with good conversations among many different employees.
- Met with Lynn Palmanteer-Holder to discuss presenting at an eastern Washington gathering of colleges and tribal officials. The gathering is to discuss working together through government-to-government agreements and cooperation.
- Held meetings with the new SBCTC Executive Director, Paul Francis and Carli Schiffner who were on the Wenatchee campus as the new director is making his introduction tour of colleges and meeting key people across the state. They met with me, the cabinet and students.

ACTION

DEI Strategic Plan

WVC submitted this draft Equity & Inclusion Strategic Plan to the State Board of Community and Technical Colleges in June 2022 to meet the WA state Requirements under SB 5194.

Pending board approval, the plan will be reviewed in November 2022 by the President's Advisory Council on Diversity, Equity and Inclusion in conjunction with the findings from the equity audit performed by Education Northwest.

RECOMMENDATION: That the board approve the DEI Strategic Plan

Equity & Inclusion Strategic Plan for Wenatchee Valley College 2022–2024

Vision Statement | Centering the experiences and dreams of our Latinx and Indigenous students and community, Wenatchee Valley College will work to eliminate systemic injustice and create accessible, culturally and linguistically inclusive education.

Wenatchee Valley College is proud to be a diverse community college that serves an even more diverse community and we continue to strive to reflect the community and to serve them in culturally relevant ways. We are proud of the legacy of our Omak Campus to serve rural students who wouldn't otherwise have access to higher education so close to home.

WVC is a Hispanic Serving Institution and we have an impressive history of enrolling and graduating Latinx students at WVC. Our students have many intersecting identities from first generation to LGBTQIA+ to a wide array of cultures, ethnicities, abilities and backgrounds. Our campuses reside on the lands of the Colville Confederated Tribes. These are lands that American Indian and indigenous communities still occupy today and WVC acknowledges the privilege it is to use the lands. We strive to partner with the tribe and to support our tribal students and families. Especially on our Omak Campus where we enroll a larger percentage of American Indian students. We offer classes in Nespelem and we are incredibly proud of our American Indian, Indigenous Studies program on the Omak Campus.

Because we are a rural, agricultural and ranching community we have had an uphill battle to combat stereotypes and to fight against deeply held beliefs and racism within our community. The College works to be a beacon of learning, understanding and a place to fight against oppression and discrimination. We also recognize that we have a long journey ahead of us because we are a College built as



a part of the system that has historically excluded certain groups from higher education, such as women, people of color, those with disabilities, people living in poverty, those who identify as LGBTQIA+, and those who do not speak English as a first language. We know this work takes time and we hope this Equity and Inclusion Strategic Plan will help solidify and direct the important work of equitable access, equitable support and equitable outcomes for students at Wenatchee Valley College.

We hope to move beyond simply enrolling and graduating our diverse students at WVC, we want to also serve them and equip them to be successful in their futures. We choose to focus on strength-based approaches and changing the narrative to meet students where they are and to support them to find their own version of success. We strive to identify the cultural wealth and knowledge diverse students bring and to integrate that into our curriculum and student experience.

This type of change will only come when we approach our mission with open minds and hearts. Increasing diversity in our staff, embracing and speaking multiple languages on our campuses, and deconstructing white dominant narratives through ongoing trainings will allow us to truly live our mission as a College. Higher education should be a place that acknowledges differences, embraces change, and breaks down historic barriers. We believe in an institution where every staff member or student can show up as their true and authentic selves. Where multiple languages can be spoken in classrooms, where diverse people, experiences and stories are not only celebrated but become the fabric of who we are. We invite the community to join us in these endeavors.



WVC Equity & Inclusion Strategic Planning Process

Wenatchee Valley College, with the guidance of Education Northwest, created this strategic plan between April and July of 2022.

Committee members involved in the creation of this plan include: Erin Tofte (*Associate Dean of Campus Life, Equity and Inclusion*), Gina Graham (*Director of Tribal Relations*), Jaime Ramirez (*Department Chair Chicana Studies*), Holly Bringman (*Dean of Math & Sciences*), Meleah Butruille (*Nursing Faculty*), Maria de Jesus Alvizar (*Diversity & Equity Center Coordinator*), Livia Millard (*Multicultural Coordinator*), Kristen Hosey (*Faculty Nursing*), and Oscar Licon-Eusebio (*Outreach & Recruitment Coordinator*). The committee began by reviewing DEI strategic plans from similar institutions with a high number of Latinx or Indigenous students, including Highline College, Bellevue College, Clark College, Heritage University, Columbia Basin College, Yakima Valley College, University of Montana, University of Alaska Fairbanks, Pima Community College, and the University of Washington College of Engineering. The committee identified and prioritized key essential features of these DEI plans that were relevant and applicable to WVC. Education Northwest facilitators captured these ideas and then asked committee members to review the notes and put a star beside any idea that resonated with them. The committee members agreed upon the following essential components to achieve equitable learning environments:



- A strongly worded focus inclusive of student populations served (for example, Latinx) is important for a designated Hispanic Serving Institution
- Relevant and culturally responsive teaching and learning institutional and educational practices are essential for student learning
- A glossary of shared definitions to establish a common understanding and language across the institution is necessary to create consistent educational approaches and practices
- Include inclusive language in institution produced printed texts and titles creates an all-inclusive campus community

- Maintain and strengthen a strong relationship with the community meets the needs of students and community
- Racial equity is an endeavor worth achieving excellence to elevate and enhance student achievement, completion, and/or transfers to higher learning institutions
- System-level outcomes are important to measure alongside student level outcomes

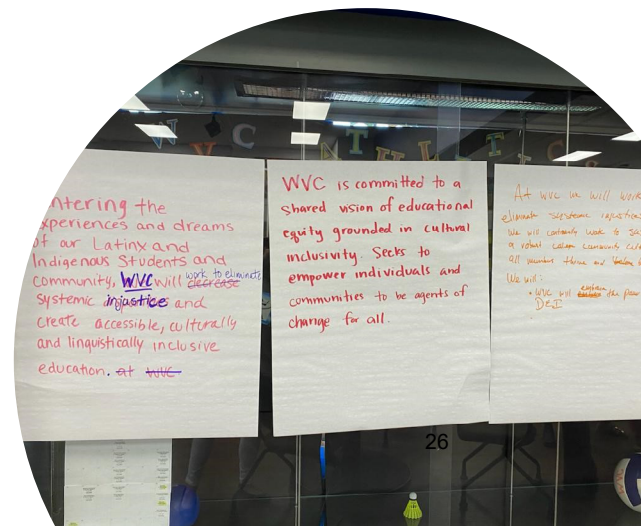


Also in meeting one, the WVC committee collaborated to develop **vision** statement for the Equity & Inclusion Strategic Plan. The vision statement agreed upon by the committee is: **Centering the experiences and dreams of our Latinx and Indigenous students and community, Wenatchee Valley College will work to eliminate systemic injustice and create accessible, culturally and linguistically inclusive education.** In meetings two and three, the committee worked in small groups to draft goal statements for four **focus areas**: students; staff members, faculty members, and administrators; community partners; and the system and institutional culture. In addition, committee members also identified three to four **key priorities** for each focus area. Committee members engaged in a process to gather feedback on each focus area and priority, working toward consensus that was agreed upon by the entire committee.

In a follow-up meeting on June 13, the committee met via Zoom in a two-hour session. The purpose of the meeting was to identify **specific action steps** for each priority. Committee members focused on action steps that could be accomplished within the two-year period covered in the strategic plan. The action steps were documented using Jamboard.

The EDNW facilitators used the Fist to Five tool for group decision making. The tool builds consensus, commitment, and investment by offering participants a range of choices to express agreement or disagreement. A vote of five indicates that person is so supportive of the item in question, that they are willing to champion the idea. A vote of four is warm approval. Three indicates a lukewarm positive response. Two indicates a lukewarm negative response. A vote of one indicates some serious problems exist. A vote of zero (a fist) indicates a person will actively work against the idea.

Throughout the process, the Education Northwest facilitators worked to ensure that all members of the committee were able to participate meaningfully and authentically. Agendas were designed to incorporate a variety of facilitation techniques to encourage committee members to process and engage. To



support participation from both WVC campuses, our first meeting was held on the Wenatchee campus, the second meeting was virtual, and the third meeting was held on the Omak campus.

The committee noted that they brought the following strengths to this process: pride that we are focusing on this work and on this path; humility; intention around listening to students (specifically with student governance); a desire to focus on equity in leadership movement and examination of current practice; current strength with diversity events, highlighting cultures throughout the college; a nursing focused DEI group; new engagement from students of color in nursing classrooms (more questions, more approaching); stronger relationships with the tribe, including buildings named after tribal members, land acknowledgements as practice, new programs; removing structural barriers (statewide approach for admission—changes that recognize lived experience); experience providing specific mentorship (not just passive mentorship).

2022-2024 Focus Areas, Strategic Priorities, Action Steps and Outcomes

Students | Students feel empowered, connected, included, and have a sense of belonging within the WVC family and are provided tools to successfully navigate our systems.

Key Priority One: *Provide holistic and flexible support services that help students identify and achieve their educational and life goals.*

Action Step 1: Develop an equitable advising model for students to identify their chosen pathway through an onboarding process inclusive of cultural values, guided career assessment, and a creation of a two-year academic plan within their first 6 months of attending WVC. Process informed by best practices implemented by CAMP, TRiO/SSS, MESA, and Running Start. *(Ed. Planning)*

Outcome: Diverse students are connected to Campus and understand how to successfully meet their goals. Improved retention and completion rates for BIPOC students also evident.

Action Step 2: Continue early alert warnings, providing early intervention to retain students of color by gathering and disaggregating data to identify institutional, course-based patterns harming students. *(Instructional Deans and faculty)*

Outcome: Assessment of efficacy of early alert/intervention and consider adjustments to system to improve student outcomes.

Key Priority Two: *Students are encouraged to be their authentic selves and utilize multiple languages and cultures within their academic journey.*

Action Step 1: Classrooms honor and encourage student utilization of linguistic and cultural knowledge in their learning. *(Faculty)*

Outcome: Culturally and linguistically affirming classrooms, identify gateway courses to be offered in dual language to remove barriers for Spanish speakers.

Action Step 2: Ensure WVC signage, public documents, and communication are dual language inclusive of Spanish and English. *(PIO and Facilities)*

Outcome: Improved access and success of bilingual students.

Key Priority Three: *Diverse students are recruited, connected, and supported by diverse staff and faculty.*

Action Step 1: Create and implement a clear and inclusive recruitment and marketing plan for historically marginalized students and families. *(Outreach and Recruitment Coordinator)*

Outcome: Final plan developed by June 2024.

Action Step 2: Continue to organize and provide diverse events fostering cultural awareness and celebration for students, staff, families, and community. *(Diversity and Equity Coordinators)*

Outcome: Increased feelings of belonging for diverse student populations on our campus'.

Key Priority Four: *Latinx and Indigenous student voices are uplifted through shared governance and mutual respect at WVC.*

Action Step 1: Student representatives trained and assigned to shared governance and advisory committees. *(Associate Dean of Campus Life)*

Outcome: Common practice to have students on all governing committees including, advisory committees, tenure committees, instruction council, and core theme councils.

Action Step 2: Establish shared definition of dominant culture narrative and work to deconstruct it in classrooms and on our campuses. *(Deans and Faculty)*

Outcome: Creation of space for the voices and lived experiences of students excluded from dominant culture.

Staff, Faculty, and Administrators | WVC staff, faculty, and administrators center DEI to create a safe and supportive environment for our diverse students and employees. We strive for diversity in our employees that is reflective of the community we serve.

Key Priority One: *WVC employees commit to prioritizing ongoing personal and professional growth in antiracism and social justice.*

Action Step 1: Create a mandatory training course in Canvas for all employees centering around professional and personal growth in antiracism and social justice. Additional training to be provided to employees with frequent student interaction surrounding culturally responsive/inclusive service. *(Human Resources and Executive Director of DEI)*

Outcome: 100% of staff, faculty and administrators will have engaged with training by June 2024.

Outcome: Increase in student satisfaction with interactions with student-facing services and faculty.

Action Step 2: Employee evaluations will implement focus on equity and inclusion practices in daily work. *(Human Resources and Executive Director of DEI)*

Outcome: Increased dialogue and accountability for centering equity in our work.

Key Priority Two: *DEI frameworks are used in shared governance to inform decision making at all levels.*

Action Step 1: Informed by existing DEI frameworks for decision making, create and implement DEI framework in WVC shared governance. *(President and Executive Director of DEI)*

Outcome: Increased frequency of equity-centered discussions during meetings and improved awareness of inclusive decision making.

Key Priority Three: WVC faculty utilize culturally responsive instructional practices to create inclusive and effective learning environments.

Action Step 1: Faculty and Course Enrichment (FACE) Coordinators design and implement faculty professional development opportunities in culturally responsive pedagogy (CRP). (FACE, Deans and Faculty)

Outcome: Faculty engaged in CRP development and implementation in courses, and actively tracking impact.

Action Step 2: Work with instructional deans and faculty to disaggregate course outcome data and identify effective approaches to improve student learning. (FACE, Deans and Faculty)

Outcome: Improved data-informed assessment of learning and instructional revision, contributing to more equitable outcomes for students.

Community Partners | Our community and partners see WVC as a valued resource for partnership, investment, and a beacon for inclusion and cultural exchange.

Key Priority One: Prioritize partnerships with local and regional DEI-focused organizations to connect and support those who have been historically excluded within North Central Washington.

Action Step 1: Create a consortium with Hispanic Serving Institutions in Washington state to share strategic practices supporting success of Latinx students. (Executive Director of DEI)

Outcome: Increased support and learning in Hispanic servingness.

Action Step 2: Establish an advisory board with DEI-focused community partners such as CAFÉ, Parque Padrinos, and Wenatchee Valley Museum/Cultural Center to collaborate with and consult WVC in our continued service to the community. (Executive Director of DEI, Director of Tribal Relations and Diversity Coordinators)

Outcome: Increased network of resources allowing for more effective needs assessment and response for students and community we serve.

Key Priority Two: Deepen, strengthen, and elevate relationships with regional indigenous communities.

Action Step 1: Continue to strengthen and prioritize partnership with the Colville Confederated Tribes to improve service to tribal members. *(President, Director Of Tribal Relations and Executive Director of DEI)*

Outcome: Increased communication about course/program offerings that serve needs of the Colville Confederated Tribes.

Action Step 2: Replicate tribal partnership model established on Omak campus with local tribal members surrounding Wenatchee Campus to better serve indigenous communities in the Wenatchee Valley. *(Executive Director of DEI)*

Outcome: Establish communication with local tribal members in Wenatchee Valley and begin to identify needs.

Key Priority Three: Build and sustain relationships with community-based organizations, K-12, employers and industry partners to facilitate Latinx and indigenous student success.

Action Step 1: Build on the work of past and current advisory committees at WVC to ensure students receive training and education aligned with the evolving needs of industry. *(Workforce Grants, Business and Industry Liaison)*

Outcome: Improved student pathways from earning a credential to gaining employment.

Action Step 2: Conduct needs assessments with school districts in our service area to improve understanding of the districts' and students' needs for transition and success. *(Executive Director of DEI, Outreach and Recruitment Coordinator)*

Outcome: Improved collaboration between WVC and K-12 district partners.

Systems and Culture | WVC systems and institutional culture will be DEI centered with the goal of normalizing inclusion and equity. WVC Board of Trustees, Cabinet, and leadership will create policies that will represent the cultural complexity of our district.

Key Priority One: *Develop DEI focused planning, decision-making, and resource allocation structures for programs and services to help students to meet their academic and personal goals.*

Action Step 1: Develop diversity, equity and inclusion framework for institutional resource prioritization and allocation. *(President, BOT, Cabinet, and Executive Director of DEI)*

Outcome: Equitable and transparent budgeting and financial decision-making centering student needs.

Action Step 2: Acknowledge institutional responsibility for student success and systemic barriers contributing to their challenges. *(Cabinet)*

Outcome: Collectively define and adopt a strengths-based, culturally affirming approach to equitable student outcomes.

Key Priority Two: *Live and practice our identity as an Indigenous and Hispanic Serving Institution.*

Action Step 1: Review and revise policies that act as barriers to a more welcoming and culturally affirming campus. *(PAC-DEI, Cabinet, and Executive Director of DEI)*

Outcome: Policy review audit and identification of practices or processes potentially harmful to students and families. Begin revision discussions as part of shared governance.

Action Step 2: Continue to explore as a college how to become a Hispanic Serving Institution as part of ongoing professional development for all employees. *(Human Resources, Cabinet, and Executive Director of DEI)*

Outcome: Establish shared language and understanding about servingness. Move from Hispanic Enrolling to Hispanic Serving.

Key Priority Three: WVC institutional culture will model diversity, equity, and inclusion and will embrace challenges through continual dialogue and transformation.

Action Step 1: Hire Executive Director of Diversity Equity and Inclusion by Fall 2022 to serve on the Cabinet. *(President)*

Outcome: Cabinet representation centering equity in decision making at the highest level of the college.

Action Step 2: Create and support a more racially diverse workforce reflective of the community we serve. *(Human Resources, Cabinet, Executive Director of DEI)*

Outcome: Implementation of DEI hiring practices such as, search equity advocates, revision of job announcements, and DEI training for all search committees.

Next Steps and Implementation of this Plan

Wenatchee Valley College will submit this draft Equity & Inclusion Strategic Plan to the State Board of Community and Technical Colleges by July 30, 2022 to meet the WA State requirements under SB 5194.

The WVC Board of Trustees will review and approve implementation of the plan (with any needed changes) in September 2022.

The plan will be reviewed in November 2022 by the President’s Advisory Council on Diversity, Equity and Inclusion in conjunction with the findings from the equity audit being performed by Education Northwest. Any edits or additions needed at that time will be included and updated.

The Executive Director of DEI and the PAC-DEI and identified area experts will begin implementation of action steps starting in January 2023.

In October 2024 the plan will be reviewed and evaluated for progress in each priority area. At that time the PAC-DEI and Executive Director of DEI will make any updates or changes needed to the document and submit a new strategic plan to the Board of Trustees for approval.

Thereafter, this plan will be evaluated and updated every two years to make sure WVC is staying relevant and focused on continual improvement and growth towards a more equitable educational system at WVC to meet the vision statement of this plan.

Glossary of Terms Used in this Document

Diversity: Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, learning styles, and the ways in which identities or characteristics intersect. Diversity can be considered a numerical representation of different types of people and it does not necessarily entail inclusion or equity.

Equity: The process by which individuals are provided access to the correct amount and types of resources, opportunity, and supports needed to achieve equal footing with others. It differs from equality, which focuses on the equal distribution of resources rather than equal outcomes.

Inclusion: The deliberate, authentic, and intentional act of including systemically excluded individuals and groups in processes, activities, decision-making, and policymaking and acknowledging the ways individuals interact within systems and institutions to achieve a sense of belonging.

Anti-racism: The act of becoming aware of the impact of internal, interpersonal, structural, institutional, and historical racism; proactively assessing behaviors, policies and practices for embedded racism; and actively opposing, dismantling, restructuring, and rebuilding an equitable system.

Culturally appropriate: The understanding of what is customary or needed given a particular culture, context, identity or belief system. Including awareness of norms, values, systems and symbols.

Culturally competent: The effort to incorporate or include different cultural beliefs and identities into the work we do. Continual journey that makes an effort to remove systems and beliefs from utilizing only dominant white culture and instead utilizes non-dominant cultural thought processes and identities as norms.

BIPOC: Black, Indigenous and People of Color. This term is used to specifically highlight the extreme experiences of slavery and erasure of black and indigenous people within the United States while also recognizing all people of color.

Chicano/a/x: A chosen identity used by those born or raised in the United States who have Mexican heritage. It is sometimes interchangeable with Mexican American. The identity has been used to express pride in a shared cultural, ethnic and community identity of Chicanismo. It also recognizes and celebrates the connection between indigenous and Spanish culture.

Cultural enrichment: The goal of the cultural enrichment is to facilitate understanding and acceptance of persons with diverse abilities, cultures, gender identities and ethnicities within WVC and

the greater community through support and education. Cultural activities strive to raise awareness and understanding of a variety of experiences and cultures. This can include cultural heritage events, museum or art showings which celebrate art from different cultural perspectives. Music and sports events from around the world and curriculum development to encourage multicultural perspectives in the classroom.

Culture: The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic religious or social group.

Discrimination: Is the selection for unfavorable treatment of an individual or individuals on the basis of: gender, race, color or ethnic or national origin, religion, disability, sexual orientation, social class, age, marital status or family responsibilities or as a result of any conditions or requirements that do not accord with the principles of fairness and natural justice.

Gender identity: Perception of one's self as male, female, or both or neither. Generally developed in toddlerhood or early childhood and reinforced by social experience and pubertal changes. Most people develop a gender identity that matches their biological sex. For some, however, their gender identity is different from their biological or assigned sex.

Implicit bias: Thoughts and feelings are "implicit" if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Thus, we use the term "implicit bias" to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge. A fairly commonplace example of this is seen in studies that show that white people will frequently associate criminality with black people without even realizing they're doing it. Take implicit bias tests here.

<https://implicit.harvard.edu/implicit/takeatest.html>

Indigenous: People who originated in an area and are the pre-colonial original inhabitants of a given region. They often still have many pieces of their original culture which they continue to practice and honor. Often these groups are fighting for their autonomy and ability to govern themselves and their indigenous lands.

Institutional culture: Communication patterns, common ideas, values, traditions and standards that permeate the everyday lives of members and that are perpetuated by institutional policies, procedures, actions and leadership. The values and behaviors that contribute to the unique social and psychological environment of an organization or institution. Institutional culture is the sum total of an organization's past and current assumptions, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and

future expectations. It is based on shared attitudes, beliefs, customs, express or implied contracts, and the written and unwritten rules that the organization develops over time and that have worked well enough to be considered valuable. It involves communication patterns, hierarchy and decision-making, who is rewarded and for what behavior.

Institutional racism: Institutional racism is that which, covertly or overtly, resides in the policies, procedures, operations and culture of public or private institutions thereby reinforcing prejudices and being reinforced by them in turn. Whereas individual racism is the expression of personal prejudice, institutional racism is the expression of a whole organization's racist practice and culture.

Latinx: Is the gender-neutral alternative to Latino, Latina and even Latin@. Used by scholars, activists and an increasing number of journalists, Latinx is quickly gaining popularity among the general public. It's part of a "linguistic revolution" that aims to move beyond gender binaries and is inclusive of the intersecting identities of Latin American descendants. In addition to men and women from all racial backgrounds, Latinx also makes room for people who are trans, queer, asexual, non-binary, gender non-conforming or gender fluid.

LGBTQ / IA / GSM / DSG / + : (*noun*) Initials used as shorthand or umbrella terms for all people who have a non-normative (or queer) gender or sexuality, there are many different initials which people prefer. LGBTQ is Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning (sometimes people add + at the end in an effort to be more inclusive); IA is Intersex and Asexual; GSM is Gender and Sexual Minorities; DSG is Diverse Genders and Sexualities.

Oppression: The systemic devaluing, undermining, marginalizing and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access. Oppression can be broken up into four levels: ideological, institutional, interpersonal, and internalized.

Privilege: Involves unearned advantage that accompanies a person's perceived status and/or perceived membership in identified groups. A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexual with respect to homosexuals, adults with respect to children and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious.

Race: A social construct that divides people into groups based on factors such as physical appearance, ancestry, culture, history etc; a social, historical and political classification system. Generally,

those classifications are white/European, American Indian/Alaska Native, Black/African, Asian/Pacific Islander.

Racial micro-aggressions: Racial micro-aggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. Perpetrators of micro-aggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities. Micro-aggressions seem to appear in forms; micro-assault, micro-insult, and micro-invalidations.

Racism: The conscious or unconscious, intentional or unintentional, covert or overt, and institutionalized enactment of racial power, grounded in racial prejudice, by an individual or group against another individual or group perceived to have “lower” racial status. Racism involves race-based prejudice plus power. The systematic mistreatment experienced by people of color is a result of institutionalized inequalities in the social structure. Racism is one consequence of a self-perpetuating imbalance in economic, political and social power. This imbalance consistently favors members of some ethnic and cultural groups at the expense of others. The consequences of this imbalance pervade all aspects of the social system and affect all facets of people’s lives.

Stereotypes: Stereotypes are generalizations or assumptions that people make about the characteristics of all members of a group, based on an inaccurate image about what people in that group are like. For example, Americans are generally friendly, generous, and tolerant, but also arrogant, impatient, and domineering. Asians are humble shrewd and alert, but reserved. Stereotyping is common and causes most for the problem in cross-cultural conflicts.

Historically marginalized communities: Non-dominant cultural or identity groups who have not had power or privilege or recognition historically in the United States. Groups who have been intentionally discriminated against with laws and systems within the United States. Especially people of color, people with disabilities, women and LGBTQIA+ communities.

Communities of color: An overarching term to identify groups of people of color often used when describing the impacts of systemic racism. Can include many different racial and ethnic groups within the United States.

Low-income communities: Areas where a large portions of the population live below the poverty line. This often disproportionately impacts the communities access to resources and systems of power.

Community organizations: Groups, programs or organizations working in the community such as non-profits to improve community health and well being in a variety of ways.

ACTION

WAC 132W-125-010 Statement Policy

AMENDATORY SECTION (Amending WSR 14-08-013, filed 3/20/14, effective 4/20/14)

WAC 132W-125-010 Statement of policy. The college expects that students, staff members, faculty members, or former students who receive services for which a financial obligation is incurred will exercise responsibility in meeting these obligations. Appropriate college staff are empowered to act in accordance with regularly adopted procedures to carry out the intent of this policy, and if necessary to initiate legal action to insure that collection matters are brought to a timely and satisfactory conclusion.

~~((Admission to or registration with the college, conferring of degrees and issuance of academic transcripts may be withheld for failure to meet financial obligations to the college.))~~ If any person, including faculty member, staff member, student, or former student, is indebted to the institution for an outstanding overdue debt, the institution need not provide any further services of any kind to such individual including, but not limited to, admission, course registration, library access, transmitting files, records, or other services which have been requested by such person.

RECOMMENDATION: That the board approve WAC 132W-125-010 Statement Policy.