



Year Seven Self-Evaluation Report

Submitted by
Dr. James Richardson, President
Wenatchee Valley College

to
Northwest Commission on Colleges and Universities

March 1, 2019

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Institutional Overview





“

I understand first-hand the trials that our students face and can assist them to overcome the obstacles and be successful on the path of higher education. It is so rewarding when I see students transform their lives and succeed. It is one the most fulfilling experiences at Wenatchee Valley College at Omak.

FIRST GENERATION COLLEGE STUDENT AND COLLEGE ADVISER HELPS STUDENTS SUCCEED

Livia Millard

WVC at Omak Multicultural Coordinator and Academic Adviser

- Faculty member at Wenatchee Valley College Omak since 1994
- Bachelor's in education from Eastern Washington University
- Master's in education from Gonzaga University
- Student government adviser
- Red Road Association adviser

Born and raised locally in Omak and on the Colville Indian reservation, Livia enjoys working with students from unique and diverse backgrounds. Livia has seen the college develop the past 24 years and is excited about new programs such as the American Indian Indigenous Studies program. Being a first-generation college student herself, she understands the challenges of those students that are the first to trailblaze in their respective fields of study at a community college.

Institutional Overview

Wenatchee Valley College (WVC) was founded in Wenatchee in 1939 as a private college, with funds to hire the first teaching faculty guaranteed by community members. After a period of affiliation with the public K-12 school system, WVC became a public community college in 1967 with the passage of the Community College Act by the Washington State Legislature. At this time, Chelan, Douglas, and Okanogan counties were designated as WVC's service district. This area covers over 10,000 square miles and currently has a population of more than 158,000. Though the area is primarily rural with widely scattered communities, the greater Wenatchee area has grown to a population of over 50,000.

WVC's main campus is on a 52-acre site in central Wenatchee. It includes nine buildings with classrooms, teaching labs, and offices; a library/media center with interactive television classrooms; a gymnasium; a student center with dining area and bookstore; a facilities and operations center; and athletic fields for baseball, softball, and soccer. The historic Wells House, named after the family that donated property for the college campus, stands at the northeast corner of the campus. Wenatchi Hall, the first new building on the campus in nearly 20 years, was opened in August 2007. It houses student services and administrative offices; an academic testing center; classrooms and a computer lab; four science laboratories; and teaching and simulation facilities for the nursing and radiologic technology programs. A new residence hall was completed in summer 2009 and provides on-campus housing space for 75 students. Construction of a new Music and Art Center facility began in summer 2011 and was completed in fall 2012. This project was accomplished through a capital campaign conducted by the WVC Foundation that raised over \$4 million private dollars to match a \$2.6 million allocation from the state legislature. The Student Recreation Center opened in September 2017 and includes a gymnasium, multi-use studio and fitness equipment.

In 1972, a satellite campus was established in Omak, 100 miles to the north of Wenatchee, to better serve the residents of Okanogan County. In 1975, WVC purchased its first permanent building to begin the campus in Omak. WVC then built Mary Henry Friendship Hall in 1985. Over time, the WVC at Omak programs and services and buildings have grown to include additional classrooms, laboratories, offices, and a library. In 2007-08, the WVC at Omak Foundation assisted with the purchase of property adjacent to the college, providing additional office and meeting space in the short term and land for eventual campus expansion. In 2015, WVC at Omak built and opened Hazel Allen Burnett Hall on a portion of that land. The new building included three classrooms and faculty offices across the street from the administrative offices.

In 2016-17, WVC served over 7,000 students. Over 6,000 individuals enrolled in credit or basic skills programs, representing 3,247 FTEs (full-time equivalent students). Nearly half of this group (47 percent) is enrolled in transfer/liberal arts and sciences courses; 40 percent are enrolled in professional/technical education; and 13 percent are in adult basic skills. Of all students, 30 percent are enrolled in pre-college (developmental) courses, either exclusively or in combination with other coursework. More than 1,000 people enrolled in non-credit continuing education and training courses. About 89 percent of enrollment is at the Wenatchee campus and 11 percent is at Omak. Wenatchee Valley College is a federally designated Hispanic Serving Institution with 47 percent of its students of Latino/Latino origin. In addition, 2.5 percent of WVC's students are Native American. The majority of Native American students are enrolled at WVC at Omak, which is adjacent to the reservation lands of the Colville Confederated Tribes.

As a state-supported community college, one of 34 in the Washington state community and technical college system, WVC's mission is grounded in state statute (RCW 28.B 50). This legislation establishes

community colleges as open-access institutions with a purpose of providing pre-transfer preparation, workforce education, basic skills instruction, and lifelong learning opportunities. WVC's mission echoes this purpose, with a focus on serving the residents of its service district as the only institution of higher education with a full-time presence in this vast area. The college's mission statement was most recently revised during the 2007-08 academic year and formally adopted by the Board of Trustees in February 2008:

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

To accomplish this mission, WVC collaborates with a number of community-based and educational entities. These partnerships help leverage resources to expand access to higher education for district residents and promote economic development in the region. Key partnerships include:

- Central Washington University: CWU maintains a university center on the WVC Wenatchee campus offering three bachelor's and one master's degree program in addition to upper-division coursework. CWU is the primary receiving institution for WVC transfer students.
- High school outreach: WVC currently has over 700 students participate in Running Start, the Washington state dual enrollment program for high school students, each year. Since 2016, WVC has partnered with district high schools to offer The Admissions Guarantee (TAG) program. High school seniors are automatically admitted to WVC and receive regular communication to help them navigate the admission process. WVC also offers College in the High School (CHS) courses at multiple high school campuses. The CHS partnership with Bridgeport High School, a rural district in a high-poverty area, was a key factor in the school's selection as a finalist in President Obama's Race to the Top High School Commencement Challenge in 2011.
- Workforce and economic development: WVC maintains active advisory committees comprised of business, industry, and partner representatives for each of its professional/technical program areas. College representatives also participate in local and regional economic planning efforts. WVC has begun developing applied baccalaureates in Bachelor's of Nursing (BSN) (2016), Applied Engineering (2017), Teaching (2019), and Data Analytics (2020), with Business and Agriculture in planning phases.

Basic Institutional Data Form

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institutional

Mailing Address: 1300 Fifth St
Address 2: _____
City: Wenatchee
State/Province: Washington
Zip/Postal Code: 98801
Main Phone Number: 509.682.6400
Country: United States of America

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Jim
Last Name: Richardson
Position (President, etc.): President
Phone: 509.682.6400
Fax: 509.682.6441
Email: jrichardson@wvc.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Ty
Last Name: Jones
Position (President, etc.): Exec. Director of Institutional Effectiveness & Planning
Phone: 509.682.64.5
Fax: 509.682.6441
Email: tjones@wvc.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Brett
Last Name: Riley
Position (President, etc.): Vice-President of Administrative Services
Phone: 509.682.6515
Fax: 509.682.6441
Email: briley@wvc.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- Comprehensive
- Specialized
- Health-Centered

- Religious-Based
- Native/Tribal
- Other (specify): _____

Degree Levels *(Choose all that apply)*

- Associate
- Baccalaureate
- Master

- Doctorate
- If part of a multi-institution system,
name of system: Washington State Board For Community & Technical Colleges

Calendar Plan *(Choose one that applies)*

- Semester
- Quarter
- 4-1-4

- Trimester
- Other (specify): _____

Institutional Control

- City County State Federal Tribal

- Public OR Private/Independent
 Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2019(most recent year) FTE Student Enrollments

Classification	Current Year: <u>2018</u>	One Year Prior: <u>2017</u>	Two Years Prior: <u>2016</u>
Undergraduate	2988	2823	2793
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	2988	2823	2793

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2019(most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2018</u>	One Year Prior: <u>2017</u>	Two Years Prior: <u>2016</u>
Undergraduate	2423	2453	2466
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	2423	2453	2466

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: Fall 2019 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	84	156	1	5	5	57	0	16

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	0	0
Associate Professor	0	0
Assistant Professor	0	0
Instructor	0	0
Lecturer and Teaching Assistant	0	0
Research Staff and Research Assistant	0	0
Undesignated Rank	\$64,474	9.53

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

The items requested above can be found on pages 19-27 of this report.

Document/ Page Number

- Statement of cash flows, page 19
- Balance sheet, page 21
- Operating budget, page 23
- Capital budget, page 24
- Projections of non-tuition revenue, page 27

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2019 - 2021 (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
Adding courses or academic programs including Title IV-eligible degree/certificate/diploma programs that do not represent a significant departure from programs previously approved.	Bachelors	Bachelors of Applied Science in Teaching	Early Childhood Education
Adding courses or academic programs including Title IV-eligible degree/certificate/diploma programs that do not represent a significant departure from programs previously approved.	Bachelors	Bachelors of Applied Science in Data Analytics	Math/Computer Science
Adding courses or academic programs including Title IV-eligible degree/certificate/diploma programs that do not represent a significant departure from programs previously approved.	Bachelors	Bachelors of Applied Science in Agriculture	Agriculture
Adding courses or academic programs including Title IV-eligible degree/certificate/diploma programs that do not represent a significant departure from programs previously approved.	Associates	Associates of Technical Science in Paralegal	Paralegal/Business

Adding courses or academic programs including Title IV-eligible degree/certificate/diploma programs that do not represent a significant departure from programs previously approved.	Associates	Associates of Technical Science in Pharmacology	Pharmacology/Chemical Dependency

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A						

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A						

**Wenatchee Valley College
Statement of Cash Flows
Fiscal Years 2016, 2017, 2018**

	FY 2018	FY 2017	FY2016
Cash flows from operating activities			
Student tuition and fees	4,131,966	3,970,040	3,451,890
Grants and contracts	12,006,480	9,891,762	9,638,721
Payments to vendors	(5,020,446)	(7,161,902)	(7,566,747)
Payments for utilities	(474,606)	(520,359)	(490,059)
Payments to employees	(19,014,395)	(18,192,108)	(17,076,224)
Payments for benefits	(6,376,214)	(6,147,778)	(5,699,972)
Auxiliary enterprise sales	861,433	1,733,860	1,509,141
Payments for scholarships and fellowships	(3,951,920)	(4,452,813)	(5,920,034)
Other receipts (payments)	763,271	592,458	1,398,367
Net cash used by operating activities	(17,074,431)	(20,286,840)	(20,754,917)
Cash flows from noncapital financing activities			
State appropriations	14,485,931	13,926,785	13,162,589
Pell grants	5,461,732	5,471,286	5,946,206
Amounts for other than capital purposes			(525,145)
Building fee remittance	(866,571)	(885,435)	(565,299)
Innovation fund remittance	(204,398)	(208,889)	(197,722)
Other nonoperating expense		863,294	-
Net cash provided by noncapital financing activities	18,876,694	19,167,041	17,820,629
Cash flows from capital and related financing activities			
Proceeds of capital debt			
Capital appropriations	307,318	1,297,544	441,556
Purchases of capital assets	(906,418)	(5,848,263)	(420,224)
Certificate of participations proceeds		7,597,000	
Note payable proceeds		2,845,036	
Principal paid on capital debt	(1,634,000)	(3,258,036)	(215,000)
Interest paid	(506,859)	(146,880)	(206,533)
Net cash used by capital and related financing activities	(2,739,959)	2,486,401	(400,201)
Cash flows from investing activities			
Purchase of investments			(1,724,713)

Proceeds from sales and maturities of investments			4,137,859
Income of investments	140	1,826	14,330
Net cash provided by investing activities	140	1,826	2,427,476
Increase in cash and cash equivalents	(937,556)	1,368,428	(907,013)
Cash and cash equivalents at the beginning of the year	3,419,281	1,815,937	2,722,950
Cash and cash equivalents at the end of the year	2,481,725	3,184,365	1,815,937
Reconciliation of Operating Loss to Net Cash used by Operating Activities			
Operating Loss	(21,814,974)	(21,928,408)	(20,576,781)
Adjustments to reconcile net loss to net cash used by operating activities			
Depreciation expense	1,719,722	1,354,871	1,201,439
Changes in assets and liabilities			
Receivables, net	923,581	(1,188,543)	(925,533)
Student loans receivable		(13,140)	4,414
Inventories	(697)	275,893	42,032
Other assets			
Accounts payable	319,432	90,902	(242,588)
Accrued liabilities	541,538	212,901	(655,994)
Deferred revenue	328,855	231,854	207,749
Compensated absences	120,956	741,997	360,956
Pension liability adjustment	(61,396)	(62,535)	(168,315)
OPEB liability adjustment expense	848,552		
Deposits payable		(2,632)	(2,296)
Loans to students and employees			
Net cash used by operating activities	(17,074,431)	(20,286,840)	(20,754,917)

**Wenatchee Valley College
Statement of Net Position
Fiscal Years 2016, 2017, 2018**

		FY 2018	FY 2017	FY2016
Assets				
	Current assets			
	Cash and cash equivalents	1,972,688	2,806,105	1,435,046
	Restricted cash	130,777		2,631
	Short-term investments			
	Accounts receivable	1,438,898	2,362,479	2,124,215
	Student loans receivable	5,024	4,327	
	Interest receivable			
	Inventories			275,893
	Prepaid expenses			
	Total current assets	3,547,387	5,172,911	3,837,785
	Non-Current Assets			
	Restricted Cash	378,260	378,260	378,260
	Long-term investments	46,299,024	46,886,364	42,392,972
	Student loans receivable			
	Non-depreciable capital assets			
	Capital assets, net of depreciation			
	Total non-current assets	46,677,284	47,264,624	42,771,232
	Total assets	50,224,671	52,437,535	46,609,017
	Deferred Outflows of Resources			
	Deferred outflows related to pensions	938,126	1,006,953	686,503
	Deferred outflows related to OPEB	212,224	-	-
	Total deferred outflows of resources	1,150,350	1,006,953	686,503
Liabilities				
	Current Liabilities			

	Accounts payable	338,828	446,895	75,950
	Accrued liabilities	2,096,582	1,632,766	1,307,989
	Compensated absences, short term	661,540	769,940	577,903
	Deposits payable			2,632
	Unearned revenue	1,215,018	886,163	654,309
	Settlement payable			137,501
	Current portion of long-term liabilities	1,139,000	1,634,000	
	Leases and certificates of participation payable			220,000
	Total pension liability, short term	31,154		
	OPEB liability, short term	1,316,387		
	Total current liabilities	6,798,509	5,369,764	2,976,284
	Non-Current Liabilities			
	Compensated absences	1,180,683	1,633,753	1,083,793
	Long-term liabilities	8,796,000	9,935,000	4,165,000
	Net pension liability	3,242,450	5,713,425	3,228,420
	Total pension liability	1,669,730		
	OPEB liability	12,093,785		
	Total non-current liabilities	26,982,648	17,282,178	8,477,213
	Total liabilities	33,781,157	22,651,942	11,453,497
	Deferred Inflows of Resources			
	Deferred inflows related to pensions	1,303,407	663,539	510,694
	Deferred inflows related to OPEB	2,193,550	-	-
	Total deferred inflows of resources	3,496,957	663,539	510,694
Net Position				
	Net Investment in Capital Assets	37,064,024	37,317,364	38,017,042
	Restricted for:			
	Nonexpendable	378,260	378,260	378,260
	Expendable	130,777	19,341	435,505
	Student Loans	(23,476,154)	(7,685,958)	(3,499,478)
	Unrestricted (deficit)			
	Total Net Position	14,096,907	30,129,007	35,331,329

**Wenatchee Valley College
Operational Budget Summary
Fiscal Years 2017, 2018 and 2019**

Operating Budget Summary					
2016/17		2017/18		2018/19	
Instruction	13,602,238.00	Instruction	12,271,449.00	Instruction	13,385,574.00
Instructional Support	1,718,859.00	Primary Support	1,423,903.00	Primary Support	2,191,549.00
Library	773,194.00	Library	1,078,687.00	Library	834,004.00
Student Development	3,750,516.00	Student Services	3,038,538.00	Student Services	3,142,247.00
Administration	5,294,933.00	Institutional Support	4,882,124.00	Institutional Support	5,884,079.00
Facilities and Operations	3,334,624.00	Plant & Maintenance	2,909,629.00	Plant & Maintenance	2,881,215.00
Auxiliary Services	2,003,837.00				
Total All Programs	30,478,201.00		25,604,330.00		28,318,668.00

*Note - Beginning in budget year 2017/18 budget categories were condensed from 7 to 6.



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2017-2019 Capital Allocation Schedule
Wenatchee Valley College - 150

OFM Project	SBCTC Project	Fund	Approp	Description	Approp Reapprop	Unallotted Reserve	Allocations
	L543	147	R10	Purch.: .29 acres 412 N. Elliott Ave. & .09 acres 24 Birch St. N. Omak (reapprop estimate)	\$184,832.60	\$0.00	\$184,832.60
--	L547	147	R10	Recreation Center Local funds (COP) (reapprop estimate FM13)	\$5,940,351.24	\$0.00	\$5,940,351.24
30000985	M457	147	R10	Pre-Design, Design Wells Hall Replacement (Local Funds) (reapprop estimate)	\$4,991,349.62	\$0.00	\$4,991,349.62
	M472	147	R10	Gym Floor Replacement (reapprop estimate)	\$10,555.03	\$0.00	\$10,555.03
30001294	N105	060	U89	Brown Library (150-BLM; UFI A02712) - Replace the failed elevator controls (FCS F02); +\$2K ESSB 6095	\$134,000.00	\$0.00	\$134,000.00
30001294	N106	060	U89	Multiple Buildings (150A) - Replace the worst three fire alarm panels and use the spare parts to maintain the remaining panels (FCS F04); +\$1K ESSB 6095	\$79,000.00	\$0.00	\$79,000.00
30001294	N107	060	U89	Sexton (150-SXT; UFI A06871) - Repair or replace the chiller (FCS F01); +\$6K ESSB 6095	\$435,000.00	\$0.00	\$435,000.00
30001293	N140	060	U09	Van Tassell (150-VTC; UFI A00894) - Re-surface roofing to extend it's life (FCS R01); +\$4K ESSB 6095, -\$80K 11/29/18 moved to N519 (Bal = \$207,000)	\$207,000.00	\$0.00	\$207,000.00
30001369	N257	060	U19	Emergency Repairs and Improvements (RMI)	\$332,000.00	\$0.00	\$332,000.00
30000985	N276	057	U05	Wells Hall Replacement (Design); +\$68K 2018 Supp ESSB 6095	\$2,840,000.00	\$0.00	\$2,840,000.00
30001291	N297	060	U55	Preventive Facility Maintenance and Building System Repairs	\$450,000.00	\$0.00	\$450,000.00
30000985	N487	147	R10	Wells Hall Conference Center - local/COP SB Res 18-06-29 and 2019-21 capital request	\$5,000,000.00	\$4,500,000.00	\$500,000.00
30001293	N519	060	U09	Reconfigure and make repairs to pedestrian paths to create accessible routes between buildings. (Main Campus (150A); Site (150A) - UFI)	\$80,000.00	\$0.00	\$80,000.00

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2015-2017 Capital Allocation Schedule
Wenatchee Valley College - 150

OFM Project	SBCTC Project	Fund	Approp	Description	Approp Reapprop	Art Comm Deduction	Unallotted Reserve	Allocations
--	K517	147	R10	Storage Building Project: +\$131,000 (Bal = \$304,971)	\$304,971.00	\$0.00	\$0.00	\$304,971.00
30000897	L174	060	S08	CLOSED **Facility Repairs (Replace damaged wallboard.): Unexpended Bal. \$2,356 -\$0 (Re-approp. Auth.) = \$2,356 (Lapse ?)	\$0.00	\$0.00	\$0.00	\$0.00
30000741	L256	147	R10	Minor Works - Program (Program enhancement at Wenatchee Valley College in Omak.)	\$317,612.00	\$0.00	\$0.00	\$317,612.00
--	L541	147	R10	DOC Energy Grant (Close-out activity)	\$0.00	\$0.00	\$0.00	\$0.00
--	L542	147	R10	DOC Energy Grant Local Match; +\$181,600 = \$384,974 bal)	\$384,974.00	\$0.00	\$0.00	\$384,974.00
--	L543	147	R10	Purch.: .29 acres 412 N. Elliott Ave. & .09 acres 24 Birch St. N. Omak	\$185,334.00	\$0.00	\$0.00	\$185,334.00
--	L547	147	R10	Recreation Center - Local Funds (COP); (Balance may not be accurate)	\$6,200,000.00	\$0.00	\$0.00	\$6,200,000.00
30001286	M028	060	T72	Preventive Facility Maintenance and Building System Repairs	\$450,000.00	\$0.00	\$0.00	\$450,000.00
30001106	M062	060	T00	Emergency Repairs and Improvements (RMI)	\$300,100.00	\$0.00	\$0.00	\$300,100.00
30001182	M253	060	T02	Replace the air handler at Wenatchee Valley College Wenatchee Campus Batjer Hall. (FCS F02)	\$48,000.00	\$0.00	\$0.00	\$48,000.00
30001182	M254	060	T02	Replace the canopy roof with single-ply roofing. The structure and soffit should be scraped and re-painted at Wenatchee Valley College Wenatchee Campus Batjer Hall. (FCS F03)	\$38,000.00	\$0.00	\$0.00	\$38,000.00
30001182	M255	060	T02	Replace the rooftop HVAC units with failed compressors and failing damper actuators at Wenatchee Valley College Wenatchee Campus Gymnasium. (FCS F01)	\$57,000.00	\$0.00	\$0.00	\$57,000.00
30001182	M256	060	T02	Repair the stucco soffits and walls at Wenatchee Valley College Wenatchee Campus Library/Media. (FCS F05)	\$48,000.00	\$0.00	\$0.00	\$48,000.00
30001182	M257	060	T02		\$199,000.00	\$0.00	\$0.00	\$199,000.00

				Replace six univent units serving rooms 1060A through 1060E and related piping and controls in portions of the building not planned for demolition at Wenatchee Valley College Wenatchee Campus Wells. (FCS F06)				
30001038	M333	057	T34	Wells Hall Wing 5 Renovation -\$486,000 minor works change moved to M452 (\$113,000 balance) +47K moved from M452 (\$160K balance)	\$160,000.00	\$0.00	\$0.00	\$160,000.00
30001038	M334	147	R10	Wells Hall Wing 5 Renovation	\$139,000.00	\$0.00	\$0.00	\$139,000.00
30001038	M452	057	T34	ADA improvements in multiple buildings - minor works change moved from M333 (\$486,000 balance) -47K moved to M333 (Bal 439K) -\$275K 4/13/17 moved to M572 (Bal =-\$164,000)	\$164,000.00	\$0.00	\$0.00	\$164,000.00
30000985	M457	147	R10	Pre-Design, Design Wells Hall Replacement (Local Funds)	\$5,000,000.00	\$0.00	\$0.00	\$5,000,000.00
--	M472	147	R10	Gym Floor Replacement	\$213,000.00	\$0.00	\$0.00	\$213,000.00
30001038	M572	057	T34	Install 4 welding booths and related infrastructure. (Main Campus (150A); Industrial Technology (150-INT) - UFI A00152)	\$275,000.00	\$0.00	\$0.00	\$275,000.00

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**Wenatchee Valley College
Projection of Non-Tuition Revenue
Fiscal Years 2018, 2019, 2020**

	FYE 1718	ME Dec 1718	ME Dec 1819	Difference
145	6,698,783.48	2,409,193.06	2,717,672.99	308,479.93
148	1,074,978.98	490,761.09	860,605.44	369,844.35
443	162,493.07	124,184.96	9,329.71	(114,855.25)
448	134,808.50	57,994.40	53,414.17	(4,580.23)
460	10,598.04	6,166.46	3,039.54	(3,126.92)
522	1,351,671.50	768,300.31	793,506.37	25,206.06
524				-
528	172,208.79	104,271.80	115,913.62	11,641.82
570	194,803.58	81,933.19	65,097.21	(16,835.98)
573	296,857.79	215,474.67	223,447.44	7,972.77
	10,097,203.73	4,258,279.94	4,842,026.49	583,746.55
		42%	48%	6%
FY1819 non-tuition revenue projection				10,703,035.95

The fund number codes listed in the first column of the “Wenatchee Valley College Projection of Non-Tuition Revenue Fiscal Years 2018, 2019, 2020” table above are further defined in the table below:

Fund	Description	Sources of Revenue
145	Grants & Contracts	Running Start, clerical fees, indirect cost recoveries, contracted instruction, Endowments,
148	Dedicated Local	Student fees, facilities rental fees, continuing ed.
443	Data Processing	Transfers, interest
448	Printing	Fees for printing services in college Service
460	Motor Pool	Reimbursement for use of cars
522	Student Programs	Tuition
528	Parking	Parking permit sales, fines
570	Other Auxiliary	Surplus sales
573	Housing & Food Service	Student housing fees

Preface

Part A - Brief update on institutional changes since the institution's last report

The most significant changes at WVC continue to be ongoing reductions in state funding support. WVC and the other Washington community and technical colleges have experienced reductions both at the time of budget planning and at mid-year since 2009. That year, WVC saw an eight percent reduction in state support; in 2010-11, funding was down another 11 percent, and the initial 2011-12 budget was 11 percent less than the prior year's ending allocation for a total reduction of over \$3.5 million. WVC has responded to these cutbacks with spending reductions, careful enrollment planning, and creating additional sources of revenue where possible. WVC has taken a number of actions to address these ongoing budget issues. In 2011, incentives were given to encourage early retirements. In 2015, there seemed to be an improved budget situation, but following years showed that the college's position continued to be less than ideal. In 2017, the college implemented further cost saving measures, looking to save as much revenue as possible without having to resort to reductions of personnel. Budgeting tools like [FMS Query](#) were implemented to allow better tracking of budgets and expenditures. These changes have allowed WVC to continue serving students in its service area. While the state legislature has reduced funding, it has offset this partially by increases in student tuition, which is set at the state system level. While this brings back some revenue to the college, it does so in a manner that creates increasing hardship for students. WVC has seen continual increases in demand for financial aid.

Over the past seven years, WVC has had several changes in its Board of Trustees. Since 2010, four new board members have been appointed. Dr. June Darling (2010) of Cashmere, a personal and professional coach. Phyllis Gleasman (2011), an area orchardist and food safety expert who is currently chair of the board. Tamra Jackson (2012), the principal of Bridgeport High School. Martha Flores (2015), a family therapist and artist. Finally, Phil Rasmussen (2008), a retired Alcoa executive who will leave the board in 2018 after two terms.

WVC has also seen several changes in leadership personnel in senior and executive positions. After a period of relative stability, the President's Cabinet, consisting of four executive directors and three vice presidents, has welcomed several new members. Reagan Bellamy (hired in 2008) serves as Executive Director of Human Resources. Libby Siebens (2008) serves as Executive Director of Community Relations. Ty Jones (2017) serves as Executive Director of Institutional Effectiveness & Planning. Rachel Evey (2018) serves as Interim Executive Director of the WVC Foundation. Dr. Chio Flores (2015) serves as Vice President of Student Services and Enrollment Management. Brett Riley (2017) serves as Vice President of Administrative Services. Dr. Carli Schiffner joined WVC in 2013 as Vice President for Instruction. In 2018, Dr. Schiffner became Deputy Executive Director for Education for the State Board of Community and Technical Colleges. Dr. Tod Treat (2018) is serving as Interim Vice President of Instruction.

The WVC's Facilities Master Plan has led to continued upgrading of the institution's physical infrastructure. The Master Plan was completely revised in 2013 with an update in 2017. The new Music and Art Center facility was completed in 2012. On the Omak campus, several remodeling projects have created spaces better suited to teaching and support services, and a WriteLab for computer-based tutoring in writing was implemented. In September, 2017, the Jack & Edna Maguire REC Center, funded by the Associated Students of Wenatchee Valley College, was opened. Wells Hall on the Wenatchee campus will be replaced with construction beginning in the summer of 2019. A replacement building for Batjer Hall has been approved and is anticipated for funding in 2022.

Part B - Response to Topics Previously Requested by the NWCCU

Following the 2018 Ad Hoc Report and subsequent Ad Hoc evaluation visit, [NWCCU stated](#) in a letter dated July 27, 2018, “Recommendations 1, 2, and 3 of the Fall 2010 Year Seven Peer-Evaluation Report are fulfilled with no further action required.”

However it is felt that a short summary timeline that describes WVC’s efforts in meeting these recommendations and the recommendation that followed the Year One Evaluation that was addressed in 2012, should be provided. This summary is not a list of all actions taken to address the recommendation, but is intended to highlight what was done.

2010 Recommendation 1: In the context of Core Themes, the evaluators recommend the College focus on documenting, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes (4.A.3).	
Dates	Actions
2012-13	WVC’s Instruction Council and Assessment Committee worked on finalizing SLO development into its current form (See Figure 1.B.2-1).
2013-14	WVC Assessment Committee established common rubrics for assessing SLOs with Cabinet approval.
2013-14	Title III funding was provided to purchase the CampusLabs tool used to collect course assessment of SLO’s and provide basic data output for evaluation of SLOs at the course and program level.
2014-15	CampusLabs collection was piloted by the Assessment Committee and select faculty. A number of problems were found to exist, resulting in modifications. At the same time, the CampusLabs planning tool was piloted to begin collecting Area Plans. Program assessment processes were developed and approved by the Instruction Council and Assessment Committee.
2014	The Mid-Cycle evaluation found that WVC course and program assessment solutions might be too dependent on technology and need a wider used solution. In response, WVC sought to speed up Campus Labs implementation.
2015-16	WVC attempted and failed at full-scale use of Campus Labs tool due to troubles with integrating the tools with WVC’s LMS system. Further piloting to resolve problems continued through 2016. Course SLO data was mapped to college departments and programs and test results were shared with faculty.
2016-17	In fall quarter, a campus-wide area plan collection for instruction programs was implemented. In spring quarter, college-wide collection of SLOs through CampusLabs was completed.
2017-18	The first full year of data collection of SLOs with CampusLabs tools was completed. The 2018 Ad Hoc visit felt that the tool was still too difficult and that the college should try a

	<p>solution that was less dependent on external technology. However, the evaluation team noted the college had made progress in its assessment efforts.</p> <p>Results of SLO data collection were shared in a college dashboard for all college faculty to see.</p> <p>A survey of all full-time faculty asked them to document recent changes they had made to courses and programs. Faculty were asked to provide examples of evidence used to inform their changes. Results of the survey were shared with all faculty. Assessment Committee began work to evaluate survey results.</p> <p>WVC conducted a college-wide student survey for the first time since 2013. Results were shared with the college in the fall of 2018.</p>
2018-19	<p>Modifications to information collected in area plans were implemented. Following recommendations from the 2018 Ad Hoc Evaluation, a simpler process of collecting and sharing Area Plans was adopted by using a Word document template and using Microsoft Teams for distribution and collection. Area Plans are collecting program assessment plans for the coming year.</p> <p>The Assessment Committee has focused on efforts to move from CampusLabs to the college's LMS system (Canvas). SLO data has been collected from fall quarter courses and winter quarter collection is in progress.</p> <p>In the spring, the Assessment Committee will conduct a second faculty survey regarding changes.</p> <p>WVC will participate in the 2019 spring collection of the CCSSE.</p> <p>The program review process is being reviewed to make the data collection and evaluation more meaningful for faculty.</p> <p>Mapping of courses and programs to SLOs will be collected and placed into easily referenced formats for faculty, deans and VPI to access.</p>

2010 Recommendation 2: Evaluators recommend the institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered (4.A.5).	
Date	Actions
2011-12	Area Plans replaced local department planning collection. The planning process was reformed to use department and program plans as the base level of planning that moved on to division/area and then to Cabinet for review and adoption.
2012-13	The 2013-17 Strategic Plan was developed. Area plans and budgeting practices were modified so that planning and budget considerations tied in to either the college's mission, core themes or strategic plan. The first college-wide distribution of the Mission Fulfillment and Core Theme Indicator Report began.
2013-14	Program assessment plans and budget plans were tied to Area Plans.
2014-15	CampusLabs planning tool was piloted with selected instruction programs for Area Plan submission.

2015-16	College-wide collection of instruction Area Plans in CampusLabs.
2016-17	CTCs were formed. Area Plans were used to inform new councils on possible projects. In January 2017, the Taskforce for the new strategic plan began. The decision was made to tie the new strategic plan tightly to core themes and core theme councils.
2017-18	The 2018-23 Strategic plan was finalized and approved. This was the first year that Area Plans for non-instruction were collected by CampusLabs. Based on the Ad Hoc Evaluation, the decision was made to move Area Plans away from the CampusLabs planning tool and to simplify the format. The Core Theme Councils received \$250,000 for planned projects for the coming year.
2018-19	The Area Plan format changed to identify and evaluate program/department gains, gaps, goals and assessment plans. Distribution was through a Word document template and collection was through Microsoft Teams. Area Plans will be made available to CTCs in spring quarter.

2010 Recommendation 3: Evaluators recommend the college develop a protocol to ensure the results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner (4.B.1). Moreover, evaluators recommend the college use results of student learning to inform the academic and learning-support planning and practices that lead to the enhancement of student learning achievements (4.B.2).	
Date	Actions
2011-12	The Year One process looked at core themes and indicators. The number of core themes were reduced to four. Most core theme indicators received measures. A scorecard evaluation of core themes and mission was used to evaluate mission fulfillment. The scorecard was distributed to college stakeholders.
2012-13	The Year One Evaluation asked that core theme indicators have benchmarks attached to measures and that indicators without meaningful measures be reassessed. WVC developed benchmarks for indicators. The Planning Committee and Cabinet removed indicators with benchmarks that could not reach consensus. The first Mission Fulfillment Report using core theme indicators and new benchmarks was created. The report was distributed to the Board of Trustees for action for the first time. Upon approval, the report was distributed on the college intranet and in board minutes.
2014-15	Programs and departments were asked to use core theme indicators from the Mission Fulfillment and Core Theme Indicator Report for planning. The Planning Committee used the report to inform a number of projects.
2015-16	Program outcomes were tied to Area Planning. Results from program improvements and program budget requests were tied more closely with WVC's mission and core themes. The Board evaluated mission fulfillment for the first time based on the Mission Fulfillment and Core Theme Indicator Report. The Board accepted the report and formally resolved that

	WVC had fulfilled its mission based on that report.
2016-17	Core Theme Councils (CTCs) were created. The councils were expected to use core theme indicators to inform their planning and projects. The Diversity & Cultural Enrichment CTC used core theme indicators to plan a diversity requirement for students. The new Executive Director for Institutional Effectiveness froze core theme indicator benchmarks until Year One of the next cycle to allow indicator benchmarks to inform Area Plans and development of a new strategic plan.
2017-18	CTCs used core theme indicators and the new strategic plan to develop project funding requests. Because the strategic plan was more closely tied to core themes and core theme indicators, the CTCs aligned their projects more closely to both. Some indicators around college events were reduced to a single indicator to better weight the mission fulfillment scorecard and better inform college improvement efforts.
2018-19	CTCs began discussions on the value of current indicator benchmarks. The CTCs began to plan next year's improvements around core theme indicators focused on retention and completion, especially for at-risk students.

2011 Year One Recommendation 1: Although the college has identified indicators of achievement for each Core Theme As well as what is being measured , the Evaluation Committee recommends that the college develop acceptable levels of achievement for evaluating the accomplishment of each objective for each Core Theme. (Standard 1B.2)	
Dates	Actions
2012-13	WVC established meaningful benchmarks for all core theme indicators. Indicators for which meaningful measures or benchmarks could not be developed were removed, though many were still relevant to WVC's planning, assessment and improvement.
2013-16	Benchmarks were moved and adapted as they were measured to help the college adapt, change and improve.
2016-17	Benchmarks were frozen to allow the new Executive Director of Institutional Effectiveness and new CTCs to become comfortable using indicators for plans and improvements.

Chapter 1:

Mission, Core Themes, and Expectations





“

I was tired of working minimum wage jobs in agriculture, so, at the age of 25, I decided to apply to Wenatchee Valley College. The feeling of submitting my application was exhilarating yet terrifying. As a first-generation, low-income, nontraditional student, I knew that I would face many challenges. I was afraid I would not be able to juggle being a full-time student, working a full-time job, being a mother to a special needs child and a wife to my husband. ...Joining the TRIO Student Support Services program transformed my life and educational experience at WVC. They provided me with the support network I needed to succeed academically and personally.

STUDENT RETURNS TO SCHOOL TO BETTER HER LIFE AND THE LIVES OF OTHERS

Maribel Garibay

WVC student

- 2019 ACT Transforming Lives Award nominee
- Washington State Opportunity Scholarship and Roy and Leona Nelson Foundation Scholarship recipient

Maribel plans to graduate with her associate of arts and sciences degree in spring 2019. When Maribel was 23, she gave birth to her son, who had been diagnosed during her pregnancy with Spina Bifida—a birth defect which affects the vertebrae. When he was born, Maribel decided to apply to WVC to improve her family's life.

With the help of TRIO Student Support Services, a federally funded program that supports eligible students while they're in school, Maribel was able to juggle being a full-time student, employee, wife and mother. Maribel plans to transfer to a four-year university and study to become a dental hygienist. She hopes to advocate for and provide necessary oral care to disabled, low-income and Latino communities in Washington.

CHAPTER ONE: Mission, Core Themes, and Expectations

The institution articulates its purpose in the form of a mission statement and identifies core themes that manifest essential elements of that mission. It defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Eligibility Requirements

Eligibility Requirement 1: Operational Status

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commissioner's evaluation for initial accreditation.

Wenatchee Valley College began as a private institution in 1939 and has been accredited since 1948. In 1967 it became one of 34 public community colleges in Washington State and WVC expanded to the entirety of the Chelan, Douglas and Okanogan counties. Its satellite campus in Omak opened in 1972. Since its establishment, WVC has awarded associate degrees to students who have completed the requirements listed in the [Course Catalog](#).

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Wenatchee Valley College was originally authorized to operate with the [Community College Act of 1967](#) which was passed by the Washington State Legislature. WVC is under the governance of the [Washington State Board for Community and Technical Colleges](#). The college derives its statutory authority to operate as specified in Revised Code of Washington ([RCW 28B.50](#) – The Community and Technical College Act of 1991) and establishes that it is open access with the purpose of providing pre-transfer preparation, workforce education, basic skills instruction and lifelong learning opportunities.

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

WVC's Board of Trustees adopted its current [mission statement](#) on February 20, 2008. Using the Carver Model of Policy Governance, the initial adoption included seven core themes. Due to the variability of indicators and measures, the then existing Planning Committee made a proposal that included four core themes with objective statements and indicators.

Extensive campus community circulation and revision by the Planning Committee resulted in approval from the [Board of Trustees on June 15, 2011](#) of the following core themes:

- Educational Achievement
- Support for Learning
- Responsiveness to Local Needs
- Diversity and Cultural Enrichment

The Board of Trustees delegated the determination of indicators and measures to the college leadership. WVC leadership works to make sure indicators and measures are germane and relevant, reviewing those indicators and measures on at least an annual basis. Identification of specific data sources and reporting methods along with a schedule of ends policy reports will be reviewed in Fall of 2019 as part of the start of WVC year one cycle review. The institution’s mission and core themes are clearly defined and serve the educational interests of WVC’s students.

Standard 1.A: Mission

1.A.1: The institution has a widely published mission statement—approved by its governing board, the Board of Trustees—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Wenatchee Valley College Mission Statement

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

Interpretation of Mission Fulfillment

The WVC mission statement was adopted February 20, 2008 by the Board of Trustees following six months of review and discussion. The statement is consistent with [Washington State’s definition](#) of the role of community colleges and specifies the institution’s purpose as meeting the educational needs of residents in its service district. The college’s resources are dedicated to support of the mission and core themes.

The college’s mission statement is widely published and can be found on its [website](#), [catalog](#) (page 8), and [Discover Magazine](#) distributed quarterly to each household in the college’s district, recruiting materials sent to potential students and periodic posters and promotional materials that are displayed on both campuses.

WVC’s mission statement articulates the college’s purpose as a higher education institution. The statement was developed by a wide range of stakeholders including members of the community, community advisory councils, WVC’s Board of Trustees, President’s Cabinet, Planning Committee (as it was known at the time), Instruction Council and other college shared governance structures. Faculty and students were invited to provide input on the statement through faculty and student governance bodies. The Board of Trustees will review the mission statement as part of the college’s activities in reviewing the mission, core theme and key indicators for the college’s Year One Report and Evaluation. This review

will continue to be comprehensive in nature, including the community, administrators, faculty, staff and students through their associated organizations.

The mission statement directs WVC's planning and improvement process through four core themes. Each core theme has an objective. Each core theme and objective has multiple indicators of achievement ([see Standard 1.B](#)). Further, the college's mission statement directs planning and improvement through a [strategic plan](#) that is mapped to the college's core themes and in turn to its mission statement. Four Core Theme Councils (CTC) have been created as a shared governance structure to participate in planning and improvement related to a single core theme and to the college's mission as a whole.

1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

WVC's mission consists of four components that are linked with the college's core themes. Each of the core themes has an objective (Standard 1.B.1 and 1.B.2). The core themes and objectives contain key performance indicators (KPIs) that are assessable, verifiable and have set benchmarks that can be used to demonstrate growth over time (Standard 1.B.2). Indicators are based on modified indicators used in ends policy reporting required by the [college's governance model and policies](#).

Once a year, indicator data for each core theme, its assessments and activities are collected and reported to the Board of Trustees in the annual [Mission Fulfillment and Core Theme Indicator Report](#). After Board action on the report, it is made available on the college's intranet site known as "Commons." The number of indicators each year has varied, depending on where the college was in its accreditation and assessment cycles. In the 2016-17 report, WVC had 17 KPIs, which had a total of 43 indicators of measure.

In 2011, the college adopted a scorecard method of evaluating [mission fulfillment](#). Each indicator was assigned one of three outcomes based on its benchmark: Green signifies that the college met or exceeded a given indicator's benchmark (2 points). Yellow indicates the college closely approached but did not attain the college's benchmark (1 point). Red indicates that the college did not achieve an indicator's benchmark (0 points). In the original version of the evaluation, indicators were divided into two areas: student success and community engagement. Each of the two areas was assigned a value of 100 possible points. Indicators were weighted according to their score and importance, determined by the Planning Committee, for each area. Mission fulfillment was defined as scoring a minimum of 75 out 100 points available in both areas.

In response to the Year One Evaluation and the single recommendation that resulted from it, a number of indicators were changed or removed. Indicator measures were remapped to the two areas mentioned above. Although the points were redistributed and weighted, the definition of mission fulfillment remained the same. That is, the college needed to score 75 points out of 100 total points in both areas to be considered fulfilling its mission.

In 2016 there were a number of changes at the college that resulted in modifications to the definition of mission fulfillment. The college adopted new Core Theme Councils to address college planning and improvement. Additionally, new leadership in Institutional Effectiveness emphasized greater alignment of the scorecard to core themes and mission fulfillment. In 2017, collaboration between the Board of Trustees and President's Cabinet resulted in a new definition of fulfillment where each core theme receives an unweighted evaluation score based on its indicator measures. Individual core theme scores are calculated by dividing indicator measures by the total points possible. The result is a percentage score of achievement for each core theme which, for ease of discussion, is translated into a traditional letter grade. All indicator measure achievement scores are assessed against all indicator measure values, resulting in an overall achievement percentage and letter grade for the college. Mission fulfillment under this measure

requires a minimum overall score of 75% of possible indicator measure points and a “C” letter grade. Stakeholders noted that the 2013 and 2017 methods of measuring mission fulfillment were relatively the same in impact.

WVC’s Board of Trustees decides if the college has fulfilled its mission for a given academic year based on the measure of the Mission Fulfillment and Core Theme Indicator Report. The 2017 method of measurement is primarily used in determining mission fulfillment. However, the 2013 method is included in the report for reference.

Standard 1.B: Core Themes

1.B.1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Wenatchee Valley College has four core themes that are directly derived from the college’s mission statement.

Wenatchee Valley College Mission Statement

Wenatchee Valley College enriches North Central Washington by servicing educational and cultural needs of communities and residents throughout the service area. The college provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Core Themes



The development of the core themes began in 2008, when WVC piloted the new NWCCU standards and evaluation process and sought to build themes and objectives tied to its mission. By the time of the 2010 Year Seven Evaluation for that pilot project, the college had seven core themes and objectives. Even prior to the evaluation, the college was aware that those seven core themes did not adequately address the college’s mission. Suggestions were made in the Year Seven Evaluation that the college should revise its seven core themes.

In year one of the current accreditation cycle, a college-wide process was begun to revise the college’s core themes. The college’s staff, faculty and administrative governing committees, Instruction Council, Assessment Committee had multiple opportunities to participate and address the development of new core themes. By June 2011, a revised set of four core themes were adopted by the college’s Planning Committee, President’s Cabinet and Board of Trustees.

The core themes encompass all major areas of WVC’s mission; they are: Educational Achievement, Support For Learning, Responsiveness To Local Needs and Diversity & Cultural Achievement.

In 2016, WVC adopted new shared governance and planning structures that are centered on each core theme. These Core Theme Councils (CTCs) are comprised of senior administrators, faculty and staff. The four CTCs are responsible for providing planning and improvement support for a given core theme. Each year, each CTC develops and documents a [work plan](#) focused on its core theme. Projects undertaken by CTCs are expected to be tied to their core theme and the college's strategic plan.

In 2018, WVC adopted its new [six-year strategic plan](#). Each goal and objective has been mapped directly to one of the college's four core themes. Projects and initiatives undertaken by CTCs, college departments and committees are expected to identify and justify projects against the strategic plan's goals and objectives, which in turn are tied to the core themes. In turn, budgets for projects and improvements are tied to strategic goals and objectives, core themes and ultimately to the college's mission.

Mission fulfillment is defined through indicators that are directly tied to the college's core themes. Those indicators demonstrate how the college is meeting its core themes and in turn how those core themes contribute to overall college success and mission fulfillment.

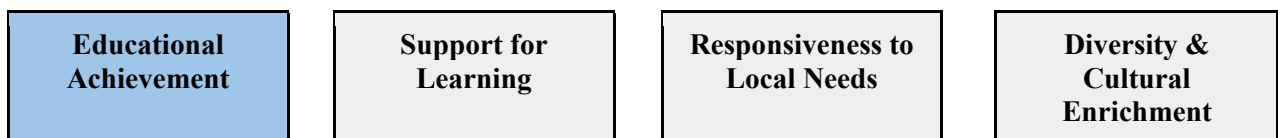
1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

In June 2011, as part of the college's year one look at mission, core themes and indicators, the college established its core themes, objectives and indicators. These were detailed in [WVC's Year One Report](#). The Year One Evaluation found that WVC had established objectives, indicators and measures for each core theme, but no means of evaluation of those measures existed. In response, WVC established benchmarks for each indicator and those benchmark targets had three levels of fulfillment:

- **Green:** Measure meets benchmark target
- **Yellow:** Measure is approaching, but not meeting benchmark target
- **Red:** Measure is below benchmark target

In the process of setting benchmarks, the college rearranged its indicators to better capture the relationship between the indicators and their benchmarks. All of this was captured in an ad hoc report to NWCCU in 2013.

Core Theme: Educational Achievement



Description: WVC's programs and services exist to help students attain their educational goals. As an open-access community college, those students come to WVC with a broad range of needs and intents. This core theme reflects the academic and instructional purposes of WVC to provide basic skills, pre-transfer, and professional/technical education that starts for each student with the skills and knowledge he or she brings and helps each one progress toward achievement of educational goals.

Objective: Students will achieve their goals for education and employment through preparation for successful transfer to the baccalaureate level, development of the professional/technical expertise for successful entry into the workforce, or proficiency in college readiness skills needed to pursue goals for further education and employment.

Indicators:

Key Indicator	Measure	Benchmarks
Student Progress	Retention	Transfer student fall to fall retention between 53% and 61%
		Workforce student fall to fall retention rate between 40% and 50%
		Developmental student retention rate between 42% and 55%
		Basic skills student fall to spring retention rate between 19% and 28%
	Complete 15 credits in first year	Transfer students: Between 64% and 73% of students
		Workforce students: Between 57% and 77% of students
		Developmental students: 56% and 67% of students
	Completion time in 150% of degree or certificate	Transfer student completion rate between 22% and 26%
		Workforce student completion rate between 20% and 34%
Student Transition	Enrollment/completion at four-year institution	Percentage of students earning bachelor's degree in four years after leaving WVC with an associates between 42% and 46%
	Employment	Workforce student employment between 79% and 86% for students leaving with 45 credits and 2.0 or higher GPA
	Transfer to college by adult basic skills	ABE students transitioning to developmental or college level work 20% to 24%
Student Surveys		Student experience rated above 4 on 5 point scale
		Graduate experience rated at 4 on 5 point scale
		Graduate satisfaction rated 3.3 on 4 point scale
Student External Certification		90% or more of nursing students pass
		90% of Radiologic Tech students pass

Rationale: *Student Progress* measures reflect movement toward completion of specific educational goals, whether they are oriented toward transfer, workforce, developmental or adult basic skills. *Student Transition* measures what students do with their education after leaving WVC. It also indicates how well the college has prepared students to transition to the next stage of their educational experience, be it at a baccalaureate institution, into the workforce or moving to college-level education. *Student and graduate Surveys* provide qualitative evidence of the student's educational experience. *Student External Certification* provides validation of the quality of preparation WVC has provided to certain professions or trades.

Wenatchee Valley College considers attainment of *Student Learning Outcomes* (Figure 1.B.2-1) an important and central function of the educational achievement core theme. In 2013, in order to address

Recommendation 1 of the Year One Evaluation on indicator benchmarks, it was decided to no longer include student learning outcomes as a key performance indicator. Instead the college decided to address learning outcomes under Educational Achievement planning and the Assessment Committee's work. Hence, there are no indicator measures or benchmarks associated with student learning outcomes or the associated assessments. The college does use student learning outcomes and their assessments to target educational achievement planning and improvement. It is for this reason that WVC's Assessment Committee is included under the Educational Achievement Core Theme Council. Most of the assessment discussion in this report will occur under the Educational Achievement core theme, especially at the student learning outcomes assessment at the course and program level.

Figure 1.B.2-1 Wenatchee Valley College Student Learning Outcomes

The graphic features a blue background with a faint image of a modern building. At the top, the text 'WENATCHEE VALLEY COLLEGE' is in a light blue font, and 'STUDENT LEARNING OUTCOMES' is in a larger, bold, dark blue font. Below this, a white text block states: 'Through the course of pursuing degrees and certificates from WVC, successful students will be skilled in:'. This is followed by four categories, each with a list of skills: 'Problem Solving' (Critical Thinking, Creative Thinking, Quantitative Reasoning, Qualitative Reasoning), 'Communication' (Oral Expression, Written Expression, Artistic Expression), 'Social Interaction' (Collaboration, Ethical Conduct, Professional Conduct, Cultural Diversity), and 'Inquiry' (Information Literacy, Research, Documentation). The Wenatchee Valley College logo is at the bottom center.

WENATCHEE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES

Through the course of pursuing degrees and certificates from WVC, successful students will be skilled in:

Problem Solving:

- *Critical Thinking*
- *Creative Thinking*
- *Quantitative Reasoning*
- *Qualitative Reasoning*

Communication:

- *Oral Expression*
- *Written Expression*
- *Artistic Expression*

Social Interaction:

- *Collaboration*
- *Ethical Conduct*
- *Professional Conduct*
- *Cultural Diversity*

Inquiry:

- *Information Literacy*
- *Research*
- *Documentation*

WENATCHEE VALLEY COLLEGE

Core Theme: Support For Learning



Description: WVC has many programs and services that do not necessarily provide direct instruction but are critical to student learning. These include student development and support services, the creation of appropriate learning environments through facilities and technology, the transactions and record-keeping that enable the work of the college, and support provided to students who learn at a distance or through alternative modes of instructional delivery. This core theme captures the work of these areas in fulfilling the mission and supporting teaching and learning.

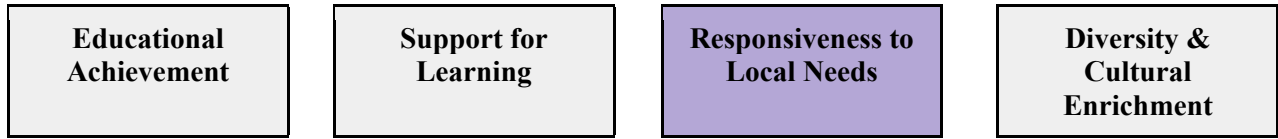
Objective: WVC's non-instructional programs and services will support students' attainment of their educational goals and promote access to all of the college's educational opportunities.

Indicators:

Key Indicator	Measure	Benchmarks
Student Services Support	Retention or completion of students in service programs	Retention and completion of CAMP, TRiO, Opportunity Grant, MESA and Perkins Grant 90% of program target
Student Satisfaction with Services	Student satisfaction with services	Student survey greater than 3.5 in average satisfaction on 5 point scale
		Graduate survey satisfaction average greater than 3 on 4 point scale
Library Support	Student satisfaction with library services	Student survey greater than 3.5 in average satisfaction on 5 point scale
		Graduate survey satisfaction average greater than 3 on 4 point scale
		Library survey service rating greater than 3.5 on 5 point scale
Infrastructure Support	Sufficiency of facilities, technology to support student learning	Student survey satisfaction greater than 3.5 on 5 point scale

Rationale: *Student Services Support* is important to student progress and success by removing barriers, engaging students outside of the classroom and providing wrap-around services through students eligible for targeted programs like CAMP, TRiO, MESA and others. *Student Satisfaction With Services* is students' perceptions of the value of these services and the overall college environment are not direct indicators of impact. However, studies show (Kuh, 2009) that student perceptions of these services can be tied to student college engagement and subsequent success. *Library Support* indicators are a measure of resource and materials support provided to students so they can succeed in their academic and scholarly pursuits at the college. *Infrastructure Support* indicates the level of support the college provides in providing a physical environment that is conducive to teaching and learning. Generally, students know when they have the structures, tools and space needed to succeed. Their satisfaction with the learning environment WVC provides reflects the value of physical resources to student learning.

Core Theme: Responsiveness To Local Needs



Description: An explicit element of WVC’s mission statement is that the college works to meet the educational needs of its unique service district. That service district encompasses three large counties of more than 10,000 square miles. Excepting the cities of Wenatchee and East Wenatchee, the district is comprised of small towns widely distributed throughout the three counties. It is not uncommon for students to travel more than two hours to attend classes. Responsiveness is an important aspect of WVC’s ability to address these needs. There is a workforce element to being responsive to local needs. Many of the industries in the district depend on adequately trained employees. Also, those in the service area, both employers and employees, expect the college to provide skill upgrades and recertification to ever-changing technological demands.

Objective: WVC's degrees, programs, courses and services will be responsive to local demand and community needs. WVC will actively seek community input through its foundations, advisory committees, and collaboration with external organizations.

Indicators:

Key Indicator	Measures	Benchmarks	
Resource Allocation Related to Demand and Participation	FTE enrollments	State FTE allocation met or exceeded	
	State FTE generated by type	No benchmark, monitored only for transfer, workforce, developmental and Basic Skills	
	Headcounts		Continuing education student course headcounts 1388 to 2110
			Running Start student headcounts 318 to 522
	Local high school capture rate	District capture rate between 25 and 40%	
	Small high school outreach		Percentage of Running Start enrollment at Omak campus: between 8 and 13%
		Average number of Running Start students from smaller high schools: between 141 and 163 headcount	
Industry Relations	Contract and employer based training	Data to volatile to benchmark, but expected to be greater than 150 students.	
Economic Development	Economic impact	Estimated return for students, taxpayers, society by measuring WVC’s contribution to regional economic activity Depending on approach, it should be higher than \$120 million.	

Rationale: *Resource Allocation* examines how WVC allocates resources to meet local needs through enrollment planning, course scheduling and program development. As state funding is tied to student enrollments, meeting local needs for WVC district directly impacts the amount of funding the college receives for student learning. *Industry Relations* impact how the college provides a number of workforce related educational programs and training. This impacts direct linkages between WVC, employers and industry. As the only provider for local industry training, it is critical that WVC provide this service to its district. *Economic Development* measure the economic impact the college has on its district by offering educational services. Depending on the model used, this impact can account for direct and indirect impacts. Also, impacts on social wellbeing and health are included in this measure.

Core Theme: Diversity & Cultural Enrichment



Description: This core theme examines the degree to which WVC is representative of the communities it serves and how well it provides opportunities for learning and cultural enrichment across a geographically isolated region. Access is important to WVC’s mission and manifests not only in open admissions standards but also in supporting an inclusive environment and actively seeking out partnerships and opportunities to connect individuals and groups with the college. The college’s relative isolation makes it critical that the college reach out and serve populations that might not traditionally participate in higher education. Further, it is important to student success that WVC reflect the diversity and culture of its service district in order to help students feel welcome and to inspire confidence that they can succeed in their educational goals.

Objective: Students and staff will be supported by practices and policies that create an inclusive environment for learning and work. The college community and residents of WVC’s service district will have opportunities to experience diverse and multi-culturally rich perspectives through curriculum, educational programs, and special events.

Indicators are listed on the next page.

Key Indicator	Measures	Benchmarks
Inclusive Environment	Student and staff satisfaction related to inclusiveness to college environment	All survey items have average rating higher than 3.5 on a 5 point scale
	Student demographics reflect district population	Based on Washington Office of Financial Management annual population statistics
	Staff demographics mirror those of WVC students	Based on WVC human resource data
	Non-Traditional Student Perkins Targets	The college exceeds state targets for percentage of students enrolled in and completion of programs
	Reduce racial/ethnic achievement gaps as based in IPEDS completions	
		Completions of one-year workforce certificates between groups statistically equivalent
		Completions of short-term workforce certificates between groups statistically equivalent
Cultural Perspectives	Events for students and community	WVC will host at least 125 events per year

Rationale: *Inclusive Environment* indicators assess how staff and students perceive the campus climate and ensure that unintentional effects are identified and underserved groups are included. Demographic data are indicators of access and diversity; these characteristics have led the college to target outreach to specific groups to promote greater participation in college programs and services. *Cultural Perspectives* is oriented around events and activities that promote and provide opportunities for students and community members to expand their understanding and experience opportunities they might not otherwise be able to access.

In 2018, it was decided to combine the types of events the college was monitoring into one measurement. It was felt that multiple, separate measures were unduly impacting the other indicators for this core theme and overall mission fulfillment.

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Chapter 2:

Resources and Capacity





“

In my time here, I think I've been able to develop good relationships with faculty, in that we can have pretty candid conversations about how they're delivering their material... I feel like I make a difference. There are some helpful things I can be a part of, whether it's a little thing in the classroom or the big picture of getting student learning outcomes up and rolling.

MAKING A DIFFERENCE BY EMPOWERING STUDENTS AND FACULTY

Brett McGinnis

WVC Digital Media Production Lead

- WVC Assistant Men's Basketball Coach, 2012-2016
- Owner of Global Media

Brett McGinnis has been the WVC Digital Media Production Lead since 2014. In that role, he does many things in addition to digital media production, including course design work, Canvas administration, and facilitating faculty evaluations and Student Learning Outcome assessment.

Brett has transitioned from supporting students on the court as WVC Assistant Men's Basketball Coach, to helping instructors find the best ways to reach and engage students.

“He comes here to work to make a difference, and he does that by empowering people. He'll help them with whatever the immediate need is, but he's also looking down the road at what they'll need in the future,” said Andrew Tudor, dean of libraries and learning technologies. “It's almost a coaching role, whether it's about using Canvas, Panopto or the library.”

CHAPTER TWO: Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Eligibility Requirements

Eligibility Requirement 4: Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Wenatchee Valley College's programs and services are guided by the college's mission and core themes — all of which center on higher education. The institution is guided by the Board of Trustees, President, Core Theme Councils and various committees that work individually and collectively to ensure compliance with the NWCCU standards and eligibility requirements and regularly evaluate their progress. This is part of the governance structure addressed in [Standard 2.A](#).

WVC functions independently of any other institution and is governed by its five member Board of Trustees.

Eligibility Requirement 5: Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

[WVC's policies](#) and practices ensure a nondiscriminatory environment for students and employees. The college's mission and core themes guide the institution in meeting the educational needs and claims of the constituencies. All federal and state laws regarding [non-discrimination](#) are communicated and followed including non-discrimination statements published where appropriate.

Eligibility Requirement 6: Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

WVC is committed to high ethical standards governed by [its policies](#) as well as state and federal laws. Standards 2.A.21 - 2.A.26 address WVC's ethical standards in more detail.

Eligibility Requirement 7: Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

WVC's Board of Trustees is comprised of five community college district residents who are appointed to a five-year term by the governor. None of the trustees have a contractual, employment, or personal

financial interest in the institution. The Board sets policy for the institution and monitors college compliance with those policies.

Eligibility Requirement 8: Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The Board of Trustees appoints WVC's president and conducts regular evaluations of the president's performance. WVC's chief executive officer is James Richardson; his full-time responsibility is to serve as the college president.

Eligibility Requirement 9: Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

WVC has administrative support to put its mission, core theme and strategic plan into action. The President's Cabinet is the president's policy, planning and improvement executive team. These senior administrators hold appropriate degrees at the master's level or higher. They have extensive experience in their respective areas to provide necessary support and guidance.

Through the President, Cabinet and other shared governance councils, WVC works toward open and collaborative communication and team work to fulfill the college's mission.

Eligibility Requirement 10: Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The [faculty negotiated agreement](#) outlines employment and evaluation protocols. Faculty responsibilities include teaching, advising, governance committees and division activities. Each division elects a chair to the Instruction Council which reviews and approves all curricular changes. Faculty are given tenure and evaluated as outlined in the agreement.

Eligibility Requirement 11: Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

As a community college, WVC offers high-quality degrees in applied science, transfer, liberal arts, professional/technical, basic skills and continuing education for students in its service area. As a result of its mission, the college expanded its offerings to include upper-level courses necessary to complete two new bachelor's degree programs and will seek to offer other bachelor's programs to meet service district needs. All courses offered at WVC are structured around [student learning outcomes](#) (SLOs) and are guided by the institution's core themes. Their content and rigor are comparable to other community colleges in the state system. All degree designations are consistent and aligned to recognized fields of

study. The college's [catalog](#) provides detailed information about all of the educational programs and degrees offered by WVC.

Eligibility Requirement 12: General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semesters or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

WVC's degree and certificate-granting programs are in compliance with this criterion. General education requirements are clearly outlined in the [course catalog](#) and form a substantial component of each transfer degree. Four Core Theme Councils (CTCs) ensure the appropriateness and acquisition of student learning outcomes (SLOs) through a cycle of review and make annual revisions as necessary. In particular, the Educational Achievement CTC has primary responsibility for SLO assessment through the Assessment Committee. As planning for annual SLO assessment progresses, opportunities exist to adapt to an annual process. SLOs are listed in the catalog.

Associate, transfer and bachelor degrees offered by WVC comply with the State Board of Community & Technical Colleges' guidelines and those of other official bodies that set policies for such degrees, including the general education component of degrees.

Eligibility Requirement 13: Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Library and technology services maintains an accessible, unified collection of print and electronic resources on both WVC campuses. The expansion of the physical collection by the use of electronic resources ensures currency, depth and breadth of the collection while also providing students with online reference and academic support. Library and technical services seek to provide adequate resource material for student learning in specialized fields of study related to programs offered by the college.

Eligibility Requirement 14: Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

WVC provides and maintains a physical and technological infrastructure that supports institutional functions and allows the college to achieve its mission and core themes.

The Vice-President for Administrative Services collaborates with the Operations & Facilities Department to maintain and operate the college's infrastructure and grounds. They also plan the college's physical development.

The Dean for Libraries and Learning Technology collaborates with library staff and the Information Technology Department to provide electronic and technological resources to the college. They also plan for future adaptation of technological and educational needs.

Eligibility Requirement 15: Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

[WVC policies and procedures](#) ensure academic freedom for students and faculty. The [faculty negotiated agreement](#) also includes a statement on academic freedom.

Student's rights related to intellectual freedom and independence are outlined in the catalog and other documents outlining [student rights](#) and responsibilities.

Eligibility Requirement 16: Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

WVC maintains an [open enrollment policy](#) that is clearly communicated on its [website](#) and at community events. Several programs offer information sessions that specify and discuss prerequisites. Students have access to college admission policies, procedures and guidelines in the catalog.

The Vice President for Student Services and Student Services Staff are tasked with implementing and enforcing this policy and guidelines. All employees are expected to adhere to its procedures and practices.

Eligibility Requirement 17: Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

WVC's website is updated regularly and contains all of the information required above. The Faculty Directories list the names, titles, degrees held, and conferring institutions for [administrators and full-time faculty](#) on both the [Wenatchee](#) and [Omak](#) campuses. The [Student Handbook](#) contains the Student Code of Conduct (page 30) and Student Rights and Responsibilities (page 34) which detail rules, regulations for conduct, rights, and responsibilities. The [academic calendar](#) is also available online.

The [Course Catalog](#) is linked on the [WVC website](#) and contains the institutional mission and core themes (page 8); entrance requirements and procedures (page 9) and the grading policy (page 23). The following information is duplicated in both the catalog and WVC website: 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 (pages 31-108); tuition, fees, and other program costs (page 18); refund policies and procedures for students who withdraw from enrollment (page 18); and opportunities and requirements for financial aid (page 19).

Eligibility Requirement 18: Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

In addition to local revenues (including tuition and fees), WVC receives state funding based on reaching established enrollment targets determined by the SBCTC. Budget planning includes grants, donations and non-tuition revenue. A number of contingency funds are built into the annual budget for unexpected expenditures. Monthly cash flow projections anticipate short-term needs and plan for long-term liabilities. The Board of Trustees is regularly advised of budget considerations and are presented with quarterly financial reports and annual budgets tied to the college's core themes for final adoption. The Board of Trustees adheres to a reserves policy which requires a reserve equal to five percent of operating funds. WVC is required by Washington State law and regulation to function on a balanced operational budget. Capital loans and other types of debt are kept to manageable levels, meeting state and federal requirements.

Eligibility Requirement 19: Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

WVC establishes an annual internal audit schedule based on risk and fraud threat assessment. The Washington State Auditor's Office (SAO) performs annual financial statement audits. Financial records at WVC are also audited by the SBCTC and the federal Internal Revenue Service (IRS). During an audit exit conference, the President and two board members are present to hear the recommendations and corrective actions suggested by the SAO. Any audit findings or management letters are always follow-up items in the next audit.

Eligibility Requirement 20: Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

WVC understands the NWCCU's disclosure policies and agrees to provide any information the Commission may require to carry out its evaluation and accreditation functions. Further, WVC seeks to ensure that information and documents provided to NWCCU are accurate and relevant for its evaluation and accreditation functions.

Eligibility Requirement 21: Relationship With the Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

WVC both accepts and agrees to comply with all Commission standards, policies and notification practices. In addition, WVC accepts that NWCCU may convey the nature of any action, positive or negative, regarding the college's standing with the commission to institutions, agencies or members of the public seeking such information.

Standard 2.A: Governance

[Required Documents](#)

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Wenatchee Valley College is a public community college in Washington state, with a legislatively designated service area of Chelan, Douglas, and Okanogan counties (District 15). Institutional (district-wide) governance is carried out by multiple representative bodies, each with its own policies and processes connected by a clearly defined governance structure. WVC's Board of Trustees sets policy for the institution and delegates administrative authority to the college president as set forth in [WVC policy 000.001, Legal Status of the Board](#) and in the [WVC Board of Trustees Policy Manual](#) under "G1: Purpose" and "G2: Policy Governance." The President's Cabinet is the administrative leadership team, comprised of the president and his direct reports: three vice presidents and four executive directors. Four Core Theme Councils comprised of faculty, administration, and staff meet regularly and make recommendations to the Instruction Council and Cabinet on issues such as curriculum, facilities, planning, budget, advising, assessment, and marketing. Student governance is carried out by the Student Senates on the Wenatchee and Omak campuses.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

WVC is one of 34 community and technical colleges within the Washington State Board for Community and Technical Colleges (SBCTC) system. SBCTC is a state agency that provides oversight, coordination, and support services under the Community and Technical College Act of 1991 (Revised). The Revised Code of Washington (RCW) [section 28B.50](#) is the primary statute for Washington community colleges.

The SBCTC has a nine-member board, appointed by the governor, which sets policy and direction for the two-year college system as a whole. SBCTC maintains offices in Olympia under the supervision of an Executive Director appointed by the state board. Examples of SBCTC functions and responsibilities include the approval of new college districts or boundary changes to current districts; approval of college professional/technical degree and certificate programs providing workforce training; system research and data services; allocation of state budget dollars approved by the state legislature and governor to the college districts; and operation of a common administrative computing system used by all the system colleges. Policies governing SBCTC are published in the [SBCTC Policy Manual](#).

WVC, as a state government agency, is also subject to the rules, regulations and policies established by other state agencies, boards, and commissions (Table 2.A.1):

Table 2.A.2-1 – System Level Boards and Agencies

Agency / Board	Description
State Board for Community and Technical Colleges	Nine-member board of citizens, appointed by the governor. General oversight and policy development for all state community and technical colleges.
Washington Student Achievement Council	Board of five citizens, appointed by the governor, and four representatives of the state’s major educational sectors: independent colleges, public colleges, community and technical colleges, and K-12. The Council provides strategic planning, oversight, and advocacy to support higher levels of educational attainment statewide.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the activities of the K-12 system, including the Running Start program and high school completion programs.
Office of the Attorney General	Legal requirements for all state organizations.
Office of Financial Management	Provides detailed financial reporting regulations.
Washington State Human Resources Board	Policies on employment and classified job classifications.
Washington State Auditor’s Office	Conducts system and college financial and special audits.
Washington State Department of Enterprise Services	General state regulations governing official records, procurement, facilities and capital construction.
Washington State Treasurer’s Office	Additional financial policies and audits.
Workforce Training and Education Coordinating Board	Oversight of special legislative programs.
Local Workforce Investment Board	Oversight for Workforce Investment Act activities.
Washington State Employment Security Department	Regulates unemployment benefits.
Washington State Executive Ethics Board	Education, interpretation, and enforcement of Washington’s Ethics in Public Service Act.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

SBCTC requires all Washington community and technical colleges to maintain regional accreditation ([SBCTC Policy 1.50.00](#)). The SBCTC legislative relations staff provides information and support to colleges on legislative actions that may relate to accreditation standards and requirements. WVC regularly reviews accreditation requirements at Cabinet meetings, Board of Trustees work sessions, and Instruction Council meetings. WVC has two collective bargaining agreements in force: the [Washington Public Employees Association](#) (WPEA) for classified staff, and the [WVC Association for Higher Education](#) (AHE), affiliated with the North Central Washington UniServ Council and the [Washington Education Association](#), for faculty. Any changes proposed to these agreements during open negotiations are reviewed to ensure they support accreditation requirements.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board-as they relate to the institution-are clearly defined, widely communicated, and broadly understood.

WVC’s Board of Trustees has five members, each appointed by the governor with the consent of the state Senate. Full terms are five years; in some cases a term is shorter when an appointment fills a vacancy. Individuals are typically not reappointed more than once. Current trustees and their terms are presented in Table 2.A.4-1. Trustees have no contractual, employment, or financial interest in the college.

Table 2.A.4-1 – Wenatchee Valley College Trustees

Trustee	Residence	Term
Dr. June Darling	Cashmere	2010-2015, 2015-2020
Martha Flores	East Wenatchee	2014-2019
Phyllis Gleasman (Chair)	Chelan	2011-2016, 2016-2021
Tamra Jackson (Vice Chair)	Bridgeport	2012-2017, 2017-2022
Phil Rasmussen	Wenatchee	2008-2013, 2013-2018

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

[Board bylaws](#) are included in the Governance Process policy; Article VIII states that the Board shall act only as a committee of the whole, unless a special committee is appointed by the Chair upon authority of the Board.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board reviews its policies regularly, typically at an [annual retreat](#). The development and adoption of institutional policies follow an established approval process. New or revised policies are brought first to the President’s Cabinet for review. Upon Cabinet approval, policies are forwarded to the Board. A work session review with the relevant department head ensures that the context for the policy change is communicated to the trustees. Board approval takes place via a formal vote in a regularly scheduled meeting.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Board of Trustees is the hiring authority for the President, who serves as the chief executive officer. The [Board-Staff Linkage and Executive Limitations policies](#) spell out delegation of authority to the President and call for an annual performance evaluation.

In 2001, the WVC Board of Trustees adopted [governance practices](#) based on John Carver’s “policy governance” model. Under this approach, the Board has created three policy documents relating to governance: Governance Process, which addresses the organization and operation of the Board; Executive Limitations, specifying expectations and setting parameters for the chief executive officer; and Board-Staff Linkage, which delegates authority to the chief executive and specifies how executive performance is monitored.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board evaluates its own performance annually in conjunction with its review of policies.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

WVC’s leadership team, the President’s Cabinet, includes Dr. Jim Richardson, WVC President, and executive staff::

- Dr. Chio Flores, Vice President of Student Services and Enrollment Management
- Brett Riley, Vice President of Administrative Services
- Dr. Tod Treat, Interim Vice President of Instruction
- Reagan Bellamy, Executive Director of Human Resources
- Libby Siebens, Executive Director of Community Relations
- Ty Jones, Executive Director of Institutional Effectiveness
- Rachel Evey, Interim Executive Director of the WVC Foundation

The President evaluates all of his direct reports annually. Administrators are also charged with implementing and reporting on the college’s core themes through their roles as co-facilitators of Core Theme Councils. WVC’s core themes were adopted as “ends policies” – statements of intended outcomes for the college – by the Board of Trustees under the Policy Governance model. Each core theme has a set of indicators used to prepare annual reports to the Trustees.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The President served as the interim administrator for student services and the other two Vice Presidents assumed some additional responsibilities while the position was vacant from 2011-2015. Organizational charts for the [President’s direct reports](#) and for [Administrative Services](#), [Instruction](#) and [Student Services](#) are available. The Cabinet meets weekly, with agendas and minutes posted electronically for all faculty and staff.

The President (chief executive officer), Vice President of Instruction (chief academic officer), Vice President of Student Services and Enrollment Management, and Vice President of Administrative Services (chief financial officer) all have full-time responsibility to WVC. President Jim Richardson came to WVC in July 2005; Dr. Tod Treat was hired as Interim Vice President of Instruction in August 2018; Dr. Chio Flores was hired as Vice President of Student Services and Enrollment Management in 2015; and Brett Riley was hired as Vice President of Administrative Services in 2017.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Within the college, several groups have formalized roles in shared governance. A proposal to realign seven of the current ten standing committees into four core theme councils was adopted by the college in fall 2016 with the support of a memorandum of understanding (MOU) with the AHE. Each council has co-facilitators and co-chairs of faculty and administration. All full-time faculty are assigned to serve on a Core Theme Council according to the negotiated agreement. The councils choose and work on tasks related to their core theme and to the college strategic plan. The councils' tasks that need funding will be prioritized by each council and then by the core theme leadership team that is composed of the President's Cabinet (leadership team) and by the core theme council co-facilitators.

The Instruction Council is comprised of representatives from all faculty divisions and administration. It reviews reports from standing committees and acts on recommendations from the Curriculum Committee in matters such as course approvals and program revision or creation. Each standing committee is co-chaired by an administrator and a faculty member.

Policies and Procedures

Academics

2.A.12 Academic policies-including those related to teaching, service, scholarship, research, and artistic creation-are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic issues are addressed in the "instruction" sections, [300 \(policies\) and 1300 \(procedures\)](#), of the WVC Policies and Procedures manual. These documents are accessible to all faculty and staff on the Commons intranet site and are available to students through the human resources office or on the college website. Student policies related to academic issues such as standards and misconduct are published in the Student Handbook which is accessible through the college website. The catalog provides students with further information on policies and procedures.

2.A.13 Policies regarding access to and use of library and information resources-regardless of format, location, and delivery method-are documented, published, and enforced.

Access to library resources is open to both WVC students and employees and residents of District 15. [Policy 300.910, Use of College Libraries](#), specifies that all registered students, faculty, and staff may check out or access any library or information resources. Community members may check out print materials only.

[Library policies](#) are provided online. Circulation policies are enforced by virtue of being encoded into the library's management system (Alma/Primo); access policies related to electronic resources are enforced by virtue of being encoded into the campus' network login policies. Policies are intended to promote access to information resources, and are interpreted as necessary by the library director or library staff. Collection development policies are focused on support of curriculum and are applied by library staff; general purchasing policies are provided by the college administration and business office procedures.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

The college follows its published policy when evaluating credits from other institutions that students wish to apply toward their program of study at WVC. Information for students is available on the college [website](#). The WVC Registrar is the primary credit evaluator. In cases where there is a question about alignment of course content with the WVC course catalog, including vocational courses, the registrar consults with the appropriate faculty, program director, and/or dean. WVC also provides relevant information for students intending to transfer WVC credits to another institution. Links to transfer guides from receiving institutions are posted on the transcripts web page and are used in the advising process. WVC participates in the SBCTC Common Course Numbering system to facilitate transfer among Washington community and technical colleges. Statewide articulation agreements in Washington are codified as [Major Related Programs](#). Articulations with specific WVC programs have also been established with individual universities in Washington; these are included in program descriptions in the WVC catalog and website.

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities-including academic honesty, appeals, grievances, and accommodations for persons with disabilities-are clearly stated, readily available, and administered in a fair and consistent manner.

The primary location for publication of policies and procedures regarding students' rights and responsibilities is the WVC Student Handbook. The handbook is available on the college website. The disability support services office has extensive information [online](#).

Students may petition for specific actions regarding their academic records. These include, but are not limited to, petitions for:

- Readmission after academic suspension/dismissal
- Substitution of graduation requirements
- Removal of low grades from GPA calculation
- Late changes in class status (i.e., credit to audit)

All petitions must be in writing. Petitions for transcript changes are reviewed by the Registrar; petitions for readmission are reviewed by a counselor. Students wishing to appeal a petition decision may request review by the Academic Regulations Committee. Petitioners may appear in person before the committee but are not required to do so. Academic standards procedures are published in the WVC catalog, in the student handbook, and on the website.

Student grievances regarding the behavior of other students are addressed under the code of student conduct published in the student handbook. Students' rights are also protected by WVC [policy 000.330, Nondiscrimination and Harassment](#), [policy 000.340, Sexual Harassment](#), and [policy 400.530, Hazing](#).

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs-including its appeals process and readmission policy-are clearly defined, widely published, and administered in a fair and timely manner.

Admission and placement procedures are published on the website and in the catalog and are governed by WVC [policy 400.200, Admissions](#). As a community college, WVC admits all students who hold a high school diploma or equivalent, or whose high school class has graduated. Readiness for college coursework is determined through a pre-placement questionnaire. A placement assessment (Accuplacer) is mandatory for all degree-seeking students who do not have prior college credit in English and/or math. For students whose placement results indicate that they are underprepared for college-level work, WVC offers pre-college (developmental) instruction in math, reading, and writing (09X series courses) and adult basic skills classes.

Several programs at WVC have limited enrollment and specific prerequisites; the professional/technical programs in allied health fields have additional requirements that serve to ensure student readiness and success and rule out any qualifying barriers to licensure or employment. Nursing, medical assistant, medical laboratory technology, and radiologic technology have additional criteria that are published with program information on the website and in the catalog. One of WVC's educational planners has focused responsibilities for advising pre-allied health students and holds orientations each year prior to the time that applications for admission are accepted. The automotive technology and criminal justice programs require a qualifying interview with the program director before acceptance into the program; this is also stated on the website and in the catalog.

Academic standards for continued enrollment and processes for termination and readmission are published in the catalog, student handbook, and on the website. The Academic Regulations Committee receives and reviews petitions for appeals and readmission.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Co-curricular activities at WVC play a significant role in student life. Each campus has an elected and appointed student senate and a range of student clubs and organizations recognized by the senates' activity councils. These groups and the policies that govern them are published in the student handbook; a list of organizations is also available on the website with information for both the [Wenatchee](#) and [Omak](#) campuses. The athletics handbook contains policies and procedures pertaining to the recognized intercollegiate sports at WVC, and expectations for student athletes are published in the athletics handbook, which is provided to all participating students. A [handbook for residents](#) of WVC's on-campus residence hall identifies the roles of residence hall staff and the rights and responsibilities of student residents.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Board-approved personnel policies and college operational procedures, including the college's employment procedures, are drafted, reviewed, maintained, and administered in a manner that ensures consistent, fair, and equitable treatment of employees. The policies and procedures are maintained in paper form within the human resources department; this documentation includes the original and all revised versions up to the current version. The current version is [published](#) on the college website and is also accessible through the Commons site.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Employees are apprised of their work responsibilities and conditions of employment through the initial job announcement and position description and thereafter through oral and written assignments from their supervisors, including updated position descriptions. Likewise, employees' rights and responsibilities, criteria for evaluation, retention, promotion, and termination are imparted through a combination of means, including the supervisor, [WVC policies and procedures](#), evaluations, applicable union bargaining agreements, and state and federal rules, regulations, and laws.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The college ensures the security and appropriate confidentiality of personnel records by keeping them in a specially designed, secure and fire resistant room that only a limited number of college personnel have permission to access. Furthermore, room access is tracked by keycard identification, date, and time. Human resource policy and procedures address maintaining appropriate confidentiality. WVC [policy 500.300, Personnel Records](#), outlines employee access and ensuring limitations of access by unauthorized persons.

Institutional Integrity

2.A.21 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 assure integrity in all representations about its mission, programs, and services.

WVC strives for clear, accurate, and consistent information in its official announcements, statements, and publications. The community relations office serves as a clearinghouse for published information; WVC [policy 200.125, Public Relations and Publications](#), requires that all publications and publicity be coordinated and reviewed by community relations staff. This centralized review is designed to ensure that information about the college is accurate and consistent as well as in alignment with WVC's mission and core themes.

Academic intentions, programs, and services are communicated primarily through the [WVC catalog](#) and website. Many programs and services also disseminate fliers or other topic-specific publications. The catalog is published annually and all content is reviewed by program faculty and administrators as

appropriate. Drafts are circulated early in the planning process for updating and then a final version is assembled, edited, and proofed. The catalog is published electronically on the WVC website.

Each program description in the catalog and website includes a program guide that outlines a quarter-by-quarter plan for completing academic programs in a timely fashion. Registration policies, enforced by the computerized registration system, give priority to students according to the number of earned credits. Students who are closest to degree completion register first, so as they progress further in their programs they have the first chance at available openings. This helps prevent situations where students needing just a few specific courses encounter class sections that are already full.

All credit courses and programs are reviewed by the Curriculum Committee on a regular three-year cycle to accommodate updates in course content and confirm alignment with degree requirements. The status of all professional/technical programs is also reviewed annually with the SBCTC workforce education office. Noncredit offerings are publicized by the Continuing Education department and are regularly reviewed for accuracy and consistency.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

WVC subscribes to high ethical standards in its policies and regulations and exemplifies these standards through its actions and processes. The college strives to respond quickly and thoroughly to inquiries and information requests from the media, legislators, and the general public. Processes for resolving grievances and complaints are defined and accessible. In addition to WVC [policies](#), collective bargaining agreements with the classified staff ([WPEA](#)) and faculty ([AHE](#)) unions address the grievance process and specify timelines for each step in the process. Student issues are addressed by the Vice President of Student Services and Enrollment Management and governed by the Student Code of Conduct.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

WVC adheres to clearly defined policies that prohibit conflict of interest on the part of all constituent groups affiliated with the college. WVC [policy 500.100, Standards of Employee Conduct](#) and [policy 500.115, Ethical Conduct/Conflict of Interest Standards](#), state that the college is governed by the provisions of Chapter 42.52 RCW, the Washington State Ethics in Public Service Act. In addition, WVC [policy 500.275, Employment of Relatives \(Anti-Nepotism\)](#), in part, outlines that family relationships shall not be used as a basis for determining or denying rights, privileges, or benefits associated with employment opportunities. [Policy 000.340, Sexual Harassment](#), discusses possible conflict of interest in faculty/student relationships. [Policy 000.200, Political Activities](#), covers possible conflict of interest regarding political positions and issues, and the use of college facilities for political activities and political speakers. [Policy 000.210, Religious Activities](#), covers the portions of the state of Washington's constitution dealing with religion and use of public money and property, sectarian influence and control, and the college's involvement regarding religion, religious organizations, and religious activities. [Policy 000.300, Freedom of Inquiry and Expression](#), affirms WVC's commitment to the principles of free speech

and expression, and the right to be treated with respect. [Policy 300.100 Academic Freedom](#), asserts the importance of academic freedom, but cautions employees that appropriate responsibility, restraints, and limits are inherent with that freedom. As a publicly funded institution, WVC does not offer any programs that intend to instill specific beliefs or world views.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

WVC [policy 500.525, Intellectual Property](#), delineates how issues of intellectual property are addressed for both college employees and students. The policy also addresses situations in which district resources are used to produce works in order to maintain compliance with the state Ethics in Public Service Act. Specific considerations for faculty are addressed in the [faculty negotiated agreement](#) (Article III, Section J).

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The community relations office consults with the college’s accreditation liaison officer (ALO) to review information for publication regarding WVC’s accreditation status and consistency with NWCCU standards for the use of accreditation terminology. WVC provides access to accreditation documents through its website, Commons intranet and communications through the ALO.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services-with clearly defined roles and responsibilities-is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

All contractual agreements with external entities are governed by written agreements. Such agreements are reviewed by the Vice President of Administrative Services for adherence to WVC mission, programs, services, and financial viability. Upon the Vice President’s signature, designated by WVC [policy 200.110, Signature Authority](#), contractual agreements’ financial allocations are determined by the Director of Fiscal Services and the administrator of the department administering the contracted services. The supervising administrator ensures contract compliance and adherence to WVC mission, programs, and services. The administrator or designee collaborates with the fiscal services department in monitoring fiscal transactions and records related to the contract according to WVC policies and procedures. The development of grant proposals, in which the college agrees to perform services with funding from a source outside the college, is governed by WVC [policy 000.110, Grants and Contracts](#). Agreements with vendors for the purchase of goods or services are reviewed by the purchasing manager and at least one administrator; higher dollar value contracts require additional levels of approval.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

WVC's academic freedom statement is encoded in [policy 300.100, Academic Freedom](#). The district subscribes to the statement on academic freedom outlined in the 1940 statement of the American Association of University Professors (AAUP) specifying the rights and responsibilities of faculty. This language is echoed in Article III of the [faculty negotiated agreement](#).

Other policies that protect constituencies from inappropriate influences, pressures and harassment include:

- [000.330 Nondiscrimination and Harassment](#)
- [000.340 Sexual Harassment](#)
- [400.530 Hazing](#)
- [500.120 State Employee Misconduct \(Whistleblower\)](#)
- [500.100 Standards of Employee Conduct](#)
- [500.450 Violence in the Workplace](#)
- [500.475 Alcohol and Drug-Free Workplace](#)

[Procedure 1000.350](#) outlines the process for making a discrimination or harassment complaint.

2.A.28 Within the context of its mission, core themes, 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 examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

The objectives for WVC's core theme of Diversity and Cultural Enrichment are defined as:

- Students and staff will be supported by practices and policies that create an inclusive environment for learning and work.
- The college community and residents of District 15 will have opportunities to experience diverse and multi-culturally rich perspectives through curriculum, educational programs, and special events.

Together, the core theme and [policy statements](#) affirm the rights of faculty, staff, administrators and students to examine thoughts and ideas and share scholarship and conclusions with each other.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Teaching faculty at WVC are encouraged to separate their personal beliefs from their scholarship and presentation of curriculum. The [Curriculum Committee](#) regularly reviews course outlines and syllabi to ensure that personal beliefs are not misrepresented as scholarly facts.

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources-including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

WVC has established [board-approved policies](#) regarding the oversight and management of financial resources. These policies include:

- [600.105 Allocation and Management of Resources](#)
- [600.110 Cash Deficits in Funds](#)
- [600.120 Financial Records](#)
- [600.200 Records Management](#)
- [600.610 Funds Management](#)

WVC is audited at least every two years by the State Auditor's Office. In addition, the college is audited yearly for compliance by the SBCTC. WVC has also been [audited by the IRS](#) within the past three years.

Standard 2.B: Human Resources

Required Documents

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

WVC currently employs 220 full-time employees: 84 faculty, 61 exempt staff, and 81 classified staff (October 2018). Employees' qualifications are reviewed and verified during the selection process.

Published recruitment announcements clearly state the criteria, qualifications, and [procedures](#) for selection. For faculty positions, standards and procedures for hiring including required qualifications are also specified in Appendix D: Hiring Standards and Procedures of the [faculty negotiated agreement](#). Announcements are posted to the WVC website and advertised as deemed appropriate for the position. Personnel who screen applications are provided with confidential secure access to view application materials electronically from any location they have internet access.

Qualifications of all college employees are maintained in personnel files in the Human Resources department. All full-time administrative-exempt and faculty employees and part-time faculty are required to submit college transcripts, licensures, or credentials to confirm their educational backgrounds and professional experience.

Job descriptions are maintained in the Human Resources office. Administrative and professional descriptions cover job duties, responsibilities, and authority of the position. For classified staff, job descriptions adhere to the state classification guidelines and job duties. Position descriptions are reviewed and updated in concert with the employee's regular evaluation cycle.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The Human Resources department monitors the evaluation process and notifies responsible supervisors when evaluations are due and provides reminders until completed. Administrators and professional staff are [evaluated annually](#) with regard to performance of work duties and responsibilities. The evaluation process includes a self-assessment as well as an optional career objectives/goals section. Classified employees are evaluated during their probationary period and annually thereafter utilizing the forms negotiated through their [collective bargaining agreement](#) in Article 6: Performance Evaluation. All employees are encouraged to review their job description as part of the evaluation process.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

WVC provides a variety of training, opportunities and support for professional growth and development to enhance employees' effectiveness in fulfilling their roles, duties and responsibilities. In 2014, WVC received a Title III grant in which one of the initiatives was to strengthen faculty [professional development](#) by increasing learning opportunities focusing on both pedagogy and multiple modes of instructional delivery.

The WVC Foundation annually funds approximately \$45,000 for employees to attend conferences, webinars, and other activities in fulfillment of the college mission. Faculty are also supported in their professional development through their [faculty negotiated agreement](#) in Article III, Section P: Professional Development Fund. Each full-time faculty member receives \$1,200 annually and part-time faculty have access to a \$10,000 fund. Opportunities for faculty are also available through sabbaticals and mini-grant applications.

WVC is a member of The Community and Technical College Leadership Development Association, a professional development organization for administrative and exempt/professional employees of community and technical colleges in Washington State. WVC is also a member of the Staff Training for Technical and Community Colleges (STTACC), a statewide organization charged with providing support for, and information on, training for classified employees of the state community and technical college system.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

WVC employs [qualified faculty](#), staff and administrators across its [organization](#) consistent with its mission, educational philosophy, programs and services. Required qualifications for community and technical college faculty are established in [Chapter 131-16](#) of the Washington Administrative Code (WAC). For full-time faculty teaching academic/transfer courses, a master's degree with emphasis in the primary assigned teaching area is required. Faculty in professional/technical programs must hold or qualify for a vocational-educational teaching certificate ([WAC 131-16-091](#)) and hold a bachelor's degree if normally available in the field. Part-time faculty are expected to meet the same qualifications.

The faculty have a primary role in ensuring the integrity and continuity of academic programs. WVC's faculty are organized into eleven divisions; each elects a chair, who serves on the Instruction Council.

Upon recommendation from the [Curriculum Committee](#), the [Instruction Council](#) reviews and approves all curricular changes, including new or revised courses and programs.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty responsibilities and workloads are specified in the [faculty negotiated agreement](#) in Article IV: Workload and Appendix C: Academic Employee's Job Descriptions. Consistent with WVC's mission as a community college, teaching faculty responsibilities are defined to include teaching, advising, governance committees and division activities (e.g., division meetings, hiring and tenure review committees). Librarian and counseling faculty have responsibilities appropriate to their position and also include governance and division activities.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Faculty evaluation procedures are published in the [faculty negotiated agreement](#) in Article V: Tenure. For tenured faculty, post-tenure review takes place in the third year after tenure is awarded, and every five years thereafter. The post-tenure review process is faculty driven and is based on self-evaluation. A faculty review committee provides peer input and a student feedback element is required. Evaluation documents are provided to the appropriate administrator and the completion of post-tenure review is reported to the Board of Trustees.

New full-time faculty go through a three-year probationary period (Article V: Tenure). Tenure review and recommendation for advancement occurs annually, in the third, sixth, and ninth quarters of teaching. Each probationary faculty has a tenure review committee comprised of at least three faculty peers, an administrative representative, and a student representative. Probationers are evaluated on nine standards:

- Instructional skills
- Relationship with students
- Relationship with peer faculty
- Relationship with administration
- Knowledge of subject matter
- Adherence to the institution's mission, objectives, and policies
- Action toward professional improvement and development
- Action toward improvement of course outlines and classroom materials, equipment, supplies, tools and inventory
- Adherence to advising guidelines and other position requirements

A summary report is provided to the Board of Trustees via the chief academic officer and college president. The Board then determines whether or not each probationary faculty member continues toward tenure for another year. [Tenure](#) may be granted by the Board of Trustees after the third year of probationary review.

Disciplinary procedures for faculty are also in the [collective bargaining agreement](#) in Article III: Employee Rights.

Part-time faculty are evaluated at least annually through classroom observation by the appropriate dean or designee and student course evaluations (Article III, Section O). Administrators have access to primary evaluation data for all categories of faculty.

Standard 2.C: Education Resources

Required Documents

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to the collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

As a comprehensive community college, WVC offers a range of educational programs appropriate to its mission and the educational needs of its service district. WVC offers two four-year degree programs, six associate degree programs, and twelve certificate programs of 45 or more credits.

Four Year Degree Programs:

In 2009, community colleges in Washington State were granted initial permission by the State Legislature to offer applied baccalaureate degrees to help address the completion need in the state. That same year, WVC's Board of Trustees discussed the concept of expanding the mission of the college to include four-year degrees. The following year in 2010, members of the Wenatchee Valley College Allied Health Division were approached by the president of Confluence Health (the largest healthcare provider in North Central Washington) about how to help address the nursing shortage in eastern Washington. Building upon the strength of its two year nursing degree program, Allied Health Division leadership decided to explore the possibility of offering a Bachelor of Science in Nursing (BSN) degree. Between 2012 and 2014, WVC worked with its community health partners to formally establish the need and to create support for the endeavor. With the BSN under development, WVC began working with community partners to develop and address the need for engineering technicians. In 2015, the BAS ET began to take form. Throughout these years, WVC Board of Trustees continued to be involved in the conversation about the college offering four-year degree programs and focused study sessions were dedicated to the topic.

The Bachelor of Science in Nursing (BSN) and Bachelor of Applied Science in Engineering Technology (BAS ET) programs support attainment of the Wenatchee Valley College's mission and core themes. The programs were developed with the full intent that they will help the college fulfill its mission and meet unmet needs for its students, college district and broader state community. In Fall 2017, WVC began offering four-year degrees with the Bachelor of Science in Nursing (BSN) and a Bachelor of Applied Science in Engineering Technology (BAS ET).

The BSN and BAS ET programs were subject to NWCCU review and [evaluation in April, 2018. In June 2018, WVC's status as a baccalaureate granting institution was affirmed by NWCCU.](#)

Associate Degree Programs:

WVC offers the following associate degree programs:

- **Associate of Arts and Sciences:** The AAS is the “transfer degree” for students who plan to enroll at a four-year college or university in pursuit of a bachelor’s degree. In August of 2018, NWCCU granted WVC permission to fully offer all segments of this degree online.
- **Associate of Science-Transfer:** The AS-T is designed for students who plan to pursue a bachelor’s degree in a science or engineering field. It does not include all general education requirements, but allows student to complete more science and math prerequisites to be “major ready” upon transfer.
- **Associate in Business:** The business direct transfer degree provides an alternative to the AAS for students who plan to major in business, but have not yet decided on a specific baccalaureate institution.
- **Associate in Music:** This music art direct transfer degree provides an alternative to the AAS for students who plan to major in music, but have not yet decided on a specific baccalaureate institution.
- **Associate of General Studies:** The AGS degree does not meet transfer requirements. Students have the flexibility to design a program that meets their needs and interests with a mix of liberal arts and professional/technical courses.
- **Associate of Technical Science:** WVC offers ATS degrees in 18 professional technical fields. These degree programs are designed to prepare students for employment; curricula address industry standards and/or preparation for licensure requirements. Programs offered in Omak are marked with an asterisk below:
 - Accounting*
 - Agriculture
 - Automotive Technology
 - Business, General*
 - Business Computer Technology
 - Chemical Dependency Studies*
 - Computer Technology – Network Administration
 - Criminal Justice*
 - Early Childhood Education*
 - Environmental Systems and Refrigeration Technology
 - Fire Science
 - Industrial Technology—Aerospace Electronics
 - Industrial Technology—Electronics
 - Industrial Technology—Machining
 - Medical Laboratory Technology*
 - Multi-Occupational Trades
 - Radiologic Technology
 - Registered Nursing/Associate Degree Nursing*

- **Associate of Applied Science – Transfer:** AAS-T degrees are offered in selected professional/technical programs that align with specific baccalaureate degree programs. The AAS-T degree includes general education transfer requirements.
 - Agriculture – Horticulture and Tree Fruit Production
 - Agriculture – Sustainable and Organic Agriculture
 - Agriculture – General Agriculture
 - Agriculture – Agritechnologies
 - Business Computer Technology
 - Criminal Justice*
 - Early Childhood Education*
 - Graphic Design
 - Natural Resources
 - Outdoor Recreation Management
 - Registered Nursing/Associate Degree Nursing*

Certificate Programs:

One-year professional/technical certificates that prepare students for entry-level employment are offered in the following 20 concentrations. Asterisks indicate availability on Wenatchee and Omak campuses.

- Accounting Technician*
- Aerospace Electronics Technician
- Automotive Technology
 - Light Diesel Mechanic
- Basic HVAC and Controls
- Business, General*
 - Gaming Operations Supervisor (Omak only)
- Business Computer Technology
- Computer Technician
- Criminal Justice
 - Corrections
- Digital Design
- Early Childhood Education*
- Emergency Medical Technician
- Electronics Technician
- Hispanic Orchard Employee Education Program
- Industrial Technology
 - Aerospace Electronics
 - Drafting
 - Machining
 - Welding & Fabrication
- Medical Assistant*
- Nursing Assistant*
- Practical Nursing
- Retail Management
- Tribal Gaming Management (Omak only)
- Viticulture

A number of programs also have options for one- and two-quarter certificates that provide students with specific technical skills, but do not include a general education related instruction component.

All of WVC's degree and certificate programs and short-term certificates are published in the [catalog](#) and listed on the WVC website under "Areas of Study" on both the [Wenatchee](#) and [Omak](#) campuses.

To prepare students who are not ready for entry into these programs, WVC offers sequences of pre-college or developmental courses in math and English. These courses, numbered below 100, carry WVC credit, but may not transfer to other institutions. SDS 096, College Success Skills, is another pre-college course designed to improve students' readiness for college-level work.

Content and rigor of credit program curricula are overseen by the Curriculum Committee. The [Curriculum Committee](#) reviews and approves new courses and programs and any changes to degree or certificate requirements. Recommendations are then forwarded to the Instruction Council for approval and referred to Cabinet for endorsement. Professional/technical programs then have an additional approval process at the state level through the SBCTC workforce education office. [Advisory committees](#) for each professional/technical program area provide important input on current employment needs and the training necessary to meet those needs. The structure of the transfer degree is also reviewed through WVC's participation in the [Inter-College Relations Commission \(ICRC\)](#), a statewide group intended to facilitate transfer between institutions for all students pursuing baccalaureate degrees in Washington State. Significant program changes are reported to NWCCU through the substantive change process. These processes ensure that programs have appropriate content and rigor and are identified with designators consistent with recognized fields of study and requirements of receiving institutions.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Expected student learning outcomes are defined for all courses, programs, and degrees. Course outcomes are defined in course outlines, the college's defining document for course content (outlines were transformed into a master syllabus format in 2017). The course outline provides the official course description, credit hours, lecture/lab mode if appropriate, course related fees, transferability of the course if appropriate, course learning outcomes, student learning outcomes aligned to the course learning outcomes, and suggested course content. Once approved, course outlines undergo review on a three year cycle. Course outcomes are also included in course syllabi provided to enrolled students, which typically include further details such as instructor contact information, assignments, and timelines for the enrolled quarter. Outcomes for each program are published for students in the college [catalog](#). Programs at WVC are defined by major field. Each professional/technical program has a set of outcomes for the ATS degree and the one-year certificate, as appropriate. The AAS transfer degree has outcomes defined for each of the general education and distribution areas comprising the degree: writing skills, quantitative skills, humanities, natural sciences, and social sciences. Degree-level outcomes are defined by WVC's student learning outcomes. These student learning outcomes are published on the course outline, on the web page, in the catalog, and are printed on posters displayed in classrooms on both campuses.

From 2005-2013, WVC maintained a slate of core abilities that represented institution-wide academic values. In 2013, a review of the core abilities took place by a faculty led sub-committee of the Assessment Committee. The sub-committee gathered feedback on the original core abilities, revised the core abilities, surveyed faculty for feedback on the revisions, and have shared the results with the Curriculum Committee and Instruction Council. At the June 2014 meeting, the Instruction Council approved these changes, and the new slate of student learning outcomes were implemented in Fall 2014. Definitions for each outcome were developed in summer and fall 2018. Further in 2018, SLOs were mapped to courses and program for easy reference. for faculty and administrators.

The following are the [student learning outcomes](#) adopted in 2014:

Problem Solving:

- *Critical Thinking*
- *Creative Thinking*
- *Quantitative Reasoning*
- *Qualitative Reasoning*

Social Interaction:

- *Collaboration*
- *Ethical Conduct*
- *Professional Conduct*
- *Cultural Diversity*

Communication:

- *Oral Expression*
- *Written Expression*
- *Artistic Expression*

Inquiry:

- *Information Literacy*
- *Research*
- *Documentation*

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with instructional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

All credits and degrees are awarded according to institutional and state policies (See [SBCTC Policy 4.10 and 4.20](#)). Credits reflect learning outcomes or equivalencies appropriate to higher education and WVC's authority to grant degrees. The development, approval, and implementation of curriculum is governed by WVC [policy 300.350, Development, Approval, and Implementation of Curriculum](#), which empowers the chief academic officer and the faculty to develop procedures to ensure robust curricular options for students. Instructional procedures for curriculum development include origination of curriculum within the qualified faculty, and subsequent review and approval by faculty committees (Curriculum Committee and Instruction Council). Courses that have alternate delivery modes (interactive television [ITV] courses, online courses, and hybrid online/in-person courses) are subject to the same curriculum approval processes and norms for the award of credit as traditional face-to-face courses.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design and appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

All WVC degree programs demonstrate coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Professional/technical courses and programs are developed in partnership with industry and business representatives, who provide input via [advisory committees](#). Each program has an advisory committee that meets at least twice a year and contributes information on skills, standards, and employment needs to ensure the curriculum is up-to-date. Programs incorporate published industry-based competencies (skills standards); and core courses are typically sequential and build successively on skills mastered previously. Admission and graduation requirements are defined in the [college catalog](#); this information is also accessible through the website. Several professional/technical

fields have limited enrollment programs or special entry requirements (such as nursing); these are widely available through the catalog and website and targeted advising is provided.

Transfer degree programs are anchored in distribution areas including writing skills, quantitative skills, humanities, natural sciences, and social sciences. Within some distribution areas, minimum and maximum credit requirements ensure that students' degree programs include a balanced schedule of classes within the area. A degree audit prior to graduation ensures the breadth and depth of subject matter exploration through these requirements. Faculty members hold masters' or higher degrees and have a broad and inclusive role in the curriculum development and approval process to maintain the quality of the degree. Course sequencing and synthesis of learning is built into the degree through a system of progression from pre-college (if needed) to 100- and 200-level courses. Synthesis of concepts is addressed in the nature of learning and level of competency required in 200-level courses that complete a sequence. The addition of applied baccalaureates has created opportunity for 300- and 400- level courses in applied fields as well as advanced general education courses that support these programs.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

College processes and governance structures clearly define the faculty's role in the design, approval and implementation of the curriculum and in the selection of new faculty. The [Curriculum Committee](#), composed of mostly faculty members, approves the adoption of new courses and programs and coordinates a cyclical review process that ensures all courses and programs are reviewed and updated at least every three years.

Professional/technical program directors and division chairs are actively engaged in this review process. Recommendations go from the Curriculum Committee to Instruction Council, which includes all faculty division chairs as well as administrative and student representatives. Curriculum is implemented through the process of developing a course schedule. Division chairs and program directors work with faculty to suggest course schedules; an annual schedule is built to allow students to plan their courses over an entire academic year. Through alignment with a division, discipline, or professional/technical program, the Faculty Assessment Committee provides review and recommendations regarding faculty assessment of student achievement of learning outcomes. Program-level outcome statements and means of assessment are faculty-defined; results are compiled with assistance from the Institutional Effectiveness Office as needed. In Spring 2017, the Curriculum Committee approved the program improvement process that provides for a three-year cycle of review of all programs in WVC's academic inventory. Using annual department area plans and data dashboards, each program will complete a self-assessment of their program. The self-assessment reports will be reviewed by a sub-committee of the Instruction Council.

Faculty roles on hiring committees and pre- and post-tenure review committees are defined in the collective bargaining agreement between the college district and the [AHE](#) (Article IV, Workloads) and ensure the voice of the faculty in the selection of new hires and progression recommendations for those on the tenure track.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Teaching faculty work collaboratively with library and information resources personnel to ensure the integration of library and information resources into the learning process. Prior to Fall 2016, the Academic Support Committee was the governance body for faculty input into library and technology resources for instructional needs; it reviewed and approved the instructional technology plan and provided recommendations on broad library issues. Faculty followed a standard process for making adoption recommendations to library staff. In 2016, the Core Theme Councils became the shared governance model for the college and the previous work done by the Academic Support Committee was absorbed by the Support for Learning Core Theme Council.

The faculty librarian provides bibliographic instruction. All instructors can take advantage of class tours of the facilities and resources, and a library orientation for specific courses (for example, ENGL 203, Composition: Research can be arranged to address specific curricular issues).

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

WVC [policy 400.350, Non-traditional Education \(NTE\) Programs](#) and [procedure 1400.350](#) govern the awarding of credit for prior experiential learning. Information for students is also published on the [WVC website](#) and in the college catalog. WVC's nontraditional education (NTE) credit options include credit by examination (CLEP, course challenge), Advanced Placement (AP), cooperative work experience, credit for military experience, and independent projects. Faculty have a direct role in developing criteria for acceptance (e.g., required AP course and grade, content of challenge exam and passing score). Vocational course credit requires the approval of the program director. A maximum of 15 credits can be earned through challenge work, plus an additional 15 credits for all other types of NTE credit combined. Students must earn at least 15 credits at WVC before NTE credit is applied to a transcript. NTE credit does not count toward meeting WVC residency requirements.

2.C.8 The final judgement in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to the procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between institutions.

WVC policies and procedures recognize that the final judgment in accepting transfer credit is the responsibility of the receiving institution. WVC accepts transfer credit from other institutions according to published guidelines: a maximum of 60 credits from a regionally accredited institution can apply toward a WVC degree. Students initiate the process for transfer credit evaluation, preferably in their first quarter of enrollment at WVC, by requesting official transcripts from previously attended institutions and

completing a Request for Evaluation form. The registrar's office completes the credit evaluation for transfer degree programs; and professional/technical program directors make recommendations regarding acceptance of vocational credit.

Advising for WVC students who intend to transfer to baccalaureate or other institutions stresses the importance of verifying degree requirements and transfer of credit policies with the receiving institution. Several articulation agreements are in place to facilitate this process; these include the statewide direct transfer agreement (DTA) for the AAS degree, and specific program/major-based articulations (business, business information technology), and agriculture at Washington State University (WSU) and early childhood education at both WSU and Eastern Washington University (EWU). A new articulation agreement will be between WVC and the [University of Alaska Southeast](#) (UAS) was implemented in 2018. This agreement facilitates a seamless transition for WVC students who complete an Associate in Science-Transfer (AS-T) to pursue a bachelor's degree in a related field at UAS.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

WVC's undergraduate degrees and certificate programs are designed to provide students with an integrated course of study to prepare them for work, future education, and productive citizenship as directed in [policy 300.380, General Education/Related Instruction](#). The transfer associate degree programs (AAS, AS-T, Associate in Business, and Music DTA) are structured to facilitate transfer to baccalaureate colleges and universities in the state of Washington. Students that earn either the AAS or the Associate in Business can transfer to most baccalaureate colleges and universities in the state without having to take further general education requirements (GERs). Both degrees are accepted across the state as part of the DTA that exists between most community colleges in the state and most baccalaureate granting schools. In addition to covering the GERs, the Associate in Business guarantees students junior standing in the college of business at their receiving institution.

The AAS requires the successful completion of 18 credit-hours of general education designed to ensure competency in students' writing skills and quantitative skills: 10 credits of writing to include English 101 (English Composition), and five credits of quantitative skills (College Algebra, or higher). In addition to the GERs, the AAS requires 45 credits to be completed from three distribution areas. These areas are 1) humanities, 2) natural sciences, and 3) social sciences. Students must complete 15 credits within each distribution area. Depth and breadth of curricular choices is further ensured by guiding students to take courses in a diverse manner within each distribution area. For example, in the natural sciences students must take a minimum of 5 credits of lab courses and can only take a maximum of 10 credits of non-lab sciences.

Every workforce education program of 45 credits or more contains the requirement for course credit in communication, computation, and human relations. The majority of programs have a 13 credit

requirement per quarter, however some require 15 credits. Courses meeting the program requirements are listed in the program descriptions in the catalog and on the website.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

The general education components of WVC’s transfer associate degrees are appropriate for the mission of the college and the learning outcomes for those degrees. A core theme of WVC’s mission is to provide high-quality transfer education that prepares students for success at baccalaureate institutions. WVC demonstrates this through ongoing assessment of general education program learning outcomes and by monitoring the performance of WVC degree holders after transfer. The primary receiving institution for WVC transfer students is Central Washington University (CWU). Evidence indicates that WVC students have equivalent success—if not better—than direct-entry students at CWU based on their GPAs after transfer.

The distribution areas within the transfer degree also carry out the mission of the college by providing a diverse array of learning opportunities and learning outcomes related to cultural education and enrichment. The college offers courses in language, the cornerstone of cultural expression, in Spanish, Native American Languages (Omak), and Japanese. Courses in social sciences, arts, and music are also transfer degree core requirements and offer additional opportunities for the exploration and expression of culture.

Beginning fall 2018, every student seeking a Direct Transfer AA degree must complete at least one five-credit diversity course to graduate. The new graduation requirement integrates WVC’s mission with its core themes and student learning outcomes to better prepare transfer students.

The Diversity & Cultural Enrichment and Educational Achievement Core Theme Councils identified six standards to attain within the Cultural Diversity SLO:

- Understanding discrimination and racism
- Self-reflection of personal identities and bias
- Global or international issues and impact on U.S. culture
- Identity development and intersectionality
- Systemic discrimination and oppression
- Analysis of public policy and its effect on diverse populations

There are currently nineteen certified courses in either the social science or humanities departments that fulfill the diversity requirement. Students may also petition to count study abroad courses toward the requirement.

General education components contribute to the development of WVC’s student learning outcomes, which define the knowledge and skills that successful degree and certificate holders will attain. These broad abilities outcomes are supported by all of the general education requirements. Each course outline identifies the student learning outcomes that are addressed in that course. Since 2014, the course outlines have all be updated to include the student learning outcomes and each course-level outcome is aligned with at least one student learning outcome.

The general education requirements at WVC were developed to support the core theme of providing high-quality transfer instruction. Preparation for transfer is a significant component of WVC’s mission.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Identifiable and assessable [learning outcomes](#) for transfer associate degree programs at WVC are developed and monitored by faculty divisions. Faculty members in each division have developed the criteria and methods to assess learning outcomes and the curriculum that drives those outcomes.

The college provides several means to support assessment. Prior to 2016, the Assessment Committee focused exclusively on assessment of student learning, helped construct tools, and provided a voice in shared governance. With the introduction of the new shared governance model, assessment is managed by a sub-committee of the Educational Achievement Core Theme Council. The Teaching and Learning Center provides ample faculty support for the assessment of student learning outcomes at the course level.

Applied degree and certificate programs also include general education requirements. Typically, students in professional/technical programs satisfy these requirements by completing courses that are part of the transfer mission. GERs for many applied programs are met by enrolling in mathematics, English, and communications courses that also meet transfer requirements. Some workforce programs use alternate technical courses designed to emphasize workplace skills, but these are developed and taught within the disciplines by qualified faculty with appropriate credentials. Faculty hiring procedures ensure an appropriate level of qualification to teach in the discipline. For transfer courses, a Masters degree in the field is considered the minimum requirement to teach college-level courses. The minimum degree requirement in applied programs varies. Disciplines such as nursing require the Master of Science in Nursing as the minimum for teaching nursing theory and the Bachelor of Science in Nursing as the minimum for clinical instruction. Other areas may require a bachelor's (if offered) or associates degree plus industry certification and relevant experience. Qualifications for faculty in professional/technical programs are determined by state statute ([WAC131-16-091](#)).

2.C.12 - 2.C.15

These requirements are not applicable because WVC does not offer graduate programs.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

WVC offers non-credit continuing education and adult basic education programs appropriate to its mission and the needs of area residents and employers. The Responsiveness to Local Needs core theme covers this area and is governed by its associated core theme council.

Continuing Education

The [Continuing Education](#) (CE) department offers personal and work-related classes to enrich communities and provide opportunities for life-long learning and skill development. Offerings are market-driven and address a variety of topics, including health and wellness, cultural studies, food and wine, music, arts and crafts, general computer skills, and specific applications such as bookkeeping, publishing, or web development software. Customized training is arranged for regional employers to

address their particular needs through workshops or classes delivered on campus or in the workplace. CE courses are offered on a self-support model and the majority do not carry college credit.

Adult Basic Skills

The Adult Basic Skills (ABS) department's mission is to "provide opportunities for individuals to obtain the necessary skills in reading, writing, mathematics, and the English language necessary to pursue and achieve their personal and vocational goals." ABS programs are included in the statutory mission of Washington community and technical colleges ([RCW 28B.50](#)) and address the needs of WVC's service district, which has low adult educational attainment rates compared to the state average.

ABS classes include sequences of English as a Second Language (ESL) classes and Adult Basic Education (ABE) classes in math, reading and writing. Students are placed in the appropriate classes based on an assessment of entry skill levels. Advancement to subsequent levels is based on regularly scheduled progress assessments. Students pay a state-mandated tuition of \$35 per quarter. This tuition may be waived based upon student financial need. ABS course offerings are supported by a combination of federal funding, which is funneled through the SBCTC in the form of grants to individual districts, local district funds, and other funding sources identified and secured by department faculty and staff. Transitional Studies information can be found in the college catalog and on the [website](#).

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Most CE courses are taught by adjunct instructors who have specialized experience or industry certification in the subject area. Instructors are involved in and responsible for course development. CE courses are typically more focused and shorter in duration than credit courses and present content at a less advanced level. Occasionally a CE class will be offered for college credit. In these instances, the course is presented to the Curriculum Committee and other appropriate governance bodies for review, revision, and/or approval.

The ABS department currently has two full-time faculty — one at the Wenatchee campus and one at the Nespelem Tribal Site — who have teaching responsibilities for both developmental education and Adult Basic Education. Adjunct instructors teach a majority of class offerings in English Language Learning (ELL) and [High School 21+ programs](#). Classes are held on both campuses (Wenatchee and Omak) and at community locations throughout the district, often in partnership with local community based organizations (CBOs). Since these courses are at a high school equivalent or below, they are not offered for academic credit.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Continuing Education Units (CEUs) are occasionally offered by the CE department. If offered, they are done so in conjunction with a professional association or agency from which the participants seek certification. The WVC CE department provides, when requested, documentation meeting the

requirements of the CEU-accepting organization (e.g., attendance records, course outlines, course evaluations, and evidence of student attainment of identified learning outcomes).

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Enrollment records for CE and ABS courses are maintained using the same data systems as WVC's credit offerings and include course descriptions and identifiers.

CE registration records are also maintained using the same data systems as WVC's credit offerings. Offerings and enrollments are reported to SBCTC as well as tracked internally. The CE department also uses its own [online registration system](#) that permits students to register for classes without going through the standard college credit system. This option is intended to make registration more user-friendly, but all relevant data are uploaded to the common college database.

ABS courses use WVC data systems to track attendance and completion records. Offerings and enrollments are both reported to SBCTC through the [WABERS+](#) database and tracked internally.

Standard 2.D: Student Support Resources

[Required Documents](#)

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

WVC is dedicated to creating effective learning environments and responding to students' needs. Student support resources at WVC are housed throughout the Student Services and Instruction divisions with the goal of providing focused support for student learning needs. These resources are accessible online by navigating to the [Support Services](#) website and clicking on "Support Services." The departments are:

- Admissions/Registration
- Advising Drop-In Center
- Athletics
- Campus Life
- Career Services
- College Assistance Migrant Program (CAMP)
- Counseling
- Disability Services/Student Access Office
- Diversity, Equity and Inclusion Center (DEI)
- Diversity, Equity and Inclusion Office
- E-Learning Department
- Education and Career Planning
- Financial Aid
- International Education Office
- Library
- Math, Engineering, Science Achievement (MESA)
- Running Start
- Student Housing/Residence Program

- Student Recreation Center
- Testing Accommodations
- TRiO Student Support Services
- Tutoring Center and Services
- Veterans Resource Center
- Writing Center
- Workforce Funding

Other Support:

- Access 360 Team
- Computer Labs
- DREAMers Task Force
- Behavioral Intervention Team (BIT)
- Bias Incident Reporting Team (BIRT)
- Health Clinic
- Knight Desk
- Knights Kupboard Food Bank
- Supplemental Instruction
- Title IX Team
- Transitional Studies

Tutoring services, including online tutoring, are available free of charge to all WVC students in Wenatchee and Omak.

During the 2016-17 academic year, the college initiated several ways to further support current and future students and to promote diversity and inclusion. WVC hired its first Director of Diversity, Equity and Inclusion in order to create, expand, and promote opportunities for students, staff and faculty of color. This position was modified and expanded to Associate Dean of Campus Life, Equity and Inclusion in 2018. This role oversees WVC's International Programs, Residence Life, Diversity Center, Recreation Center, Accessibility, Student Government and Campus Life programs. In addition to the newly remodeled Diversity, Equity and Inclusion (DEI) center, the dean has championed the development of the diversity course requirement for students enrolled in the Direct Transfer AA degree. The dean also provided equity and cultural sensitivity training for the Board of Trustees, Cabinet and Student Services Leadership Team. In 2018, the Diversity Center Coordinator position was created to directly support retention and completion for students of color. This bi-lingual, bi-cultural position is responsible for advising, clubs and cultural event creation.

The DREAMers Task Force was created to identify barriers within WVC that hinder student recruitment, retention and success as a result of undocumented status (also referred to as DREAMer status or Deferred Action for Childhood Arrival (DACA) status for eligible students). The task force is comprised of representatives from several departments and regularly provides ally training to faculty, staff and high school counselors. It also provides training, resources and support to the wider community.

In support of Latinx students who may prefer to receive information in Spanish, WVC hired several bilingual staff and translated select online admissions information. The college also conducts bilingual programming and is developing outreach services to better serve students of color, the largest demographic of enrolled students.

The Access 360 team was formed in response to the State of Washington [Policy 188](#) with the goal of providing accessible technology to students with disabilities and providing training resources to support learning needs.

WVC partnered with two area high schools to create [The Admissions Guarantee](#) (TAG). Within a year, TAG expanded to eight additional high schools in WVC's service district. The partnership consists of exchanging relevant data to offer early admission to high school seniors as a means of increasing awareness about WVC's offerings and enrollment in college.

In 2017, WVC received grant funding for the [Math, Engineering, and Science Achievement](#) (MESA) program. MESA supports efforts to recruit underrepresented students into STEM fields and provides academic and career advising, tutoring and other assistance.

WVC made an additional investment in the security team by hiring a full-time Safety, Security and Emergency Manager in 2016. Several improvements were made to both campuses by installing additional lighting and security cameras.

College policies and procedures that provide for the safety and security of its students include:

- [Policy 000.220 and Procedure 1000.220, Notification of Registered Sex Offender](#)
- [Policy 000.240 and Procedure 1000.240, Tobacco Free Campus](#)
- [Policy 000.270, Weapons on Campus](#)
- [Policy 400.530, Hazing](#)
- [Policy 400.315, Missing Student](#)
- [Policy 500.090, Workplace Civility and Respect](#)
- [Policy 500.125 and Procedure 1500.125, Equal Opportunity/Affirmative Action](#)
- [Policy 500.475 and Procedure 1500.475, Alcohol and Drug-Free Workplace](#)
- [Policy 400.100, Student Rights and Responsibilities](#)
- [Procedure 1400.100, Student Rights and Freedoms](#)
- [Procedure 1400.110, Student Code of Conduct](#)
- [Emergency Response & Management Plan](#)
- [Code of Conduct](#)

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Wenatchee Valley College provides a safe and secure environment for students, employees, and visitors at all campuses. The college's [Campus Safety](#) department provides 24-hour services through contracted security personnel under the supervision of the college's Safety and Security Manager. WVC recently transitioned to a new service provider that brings with them a host of analytics resources to monitor and improve safety on campus as well as predict when and where a safety presence may be needed. Services include campus housing patrols, vehicle jumpstarts, safety escorts and special event services.

Safety staff work closely with the college's Emergency Operations Team/Cabinet to provide operational support and advice helping guide the college through major crisis or disturbances affecting the campus. Mass notification is completed through the opt-in "Rave" and "Alertus" mass notification systems. WVC is also in the process of transitioning from an in-house incident reporting system to Symplicity's Advocate software to facilitate the management of residence hall, student conduct, Title IX, and

behavioral intervention needs as well as serve as a platform for Clery and campus security reporting. Staff also actively participate in the college's Behavioral Intervention Team, which brings together campus services to review reports of student behavior and assess if that behavior constitutes a possible threat to the individual or the campus community.

Campus Safety works with local law enforcement, medical, fire prevention and other emergency agencies to help ensure the well-being of individuals on college property. Working closely with students, staff and faculty, Campus Safety helps establish individual safety plans and teaches personal security through meetings, classroom presentations, drills, training and educational campaigns. Safety staff follow up on campus incidents with investigations and provide resources for victims through association with college departments, local law enforcement and social services.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

WVC's Outreach and Recruitment Coordinator and other campus department personnel regularly visit high schools and participate in college fairs. WVC regularly hosts outreach events on its Wenatchee campus including annual open houses and events that highlight specific departments (e.g., "Pizza, Pop and Power Tools" and "Guys and Guts"). Information about these events is published on printed materials mailed to residents in the WVC service district and online. Running Start staff offer orientations throughout the year and collaborate with area high school guidance counselors. Financial Aid staff conduct annual bilingual FAFSA/WASFA workshops at area high schools.

[Admissions](#), graduation and transfer policies are readily available to students in the WVC [catalog](#) and on the college's website. WVC revamped its website in 2017; its content is regularly reviewed and updated to ensure accuracy and relevance. Significant dates such as deadlines and other essential information are also communicated to prospective students via social media.

All incoming students must complete a new student advising session which is offered prior to the beginning of the student's first quarter to assist with placement and course selection. The Transitional Studies Department holds new student orientations for GED students in Spanish and English.

Grant-funded programs at WVC such as [CAMP](#), [TRiO](#) and [MESA](#) amplify student recruitment, orientation and advising efforts as well as proactive interventions and information sharing to qualifying students in Wenatchee and Omak. These programs contribute to increased graduation and transfer success. WVC received grant funding for CAMP in 2009, TRiO Student Support Services program in 2015, and MESA in 2017.

CAMP, TRiO and MESA offer the following:

- A student intake process to identify challenges, strengths, goals and understanding of participation requirements.
- Use of predictive indicators/analytics to assess students' academic needs and understand potential barriers to graduation and/or transfer.
- Coaching to help students understand their decision-making process in considering transfer institutions including, but not limited to, factors such as cost, transfer requirements, competitiveness, program offerings, personal circumstances, opportunities and funding.
- Retention specialists who help students plan their academic paths and identify information they should discuss with future advisers.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

If a viability analysis results in the closure of a program of study or makes significant changes in the curriculum, WVC will provide sufficient course offerings to ensure a teach-out of all currently enrolled program students.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) 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; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

The [WVC website](#) and [catalog](#) are the primary media used to communicate information to students and stakeholders. The catalog is published online annually. A paper version can be requested from the Public Information Officer. The Campus Life office publishes a student handbook that includes information on student services, policies, and regulations applying specifically to students. The student handbook is available to students from the Campus Life website.

For each of the required elements in Standard 2.D.5, the location of information is specified below:

- a) The [institutional mission and core themes](#) are published in the catalog and on the website. The mission statement also appears on a variety of college documents, including all Board of Trustees meeting agendas.
- b) Detailed [entrance requirements and procedures](#) are published on the website admissions page. The menu on the WVC homepage also has links to online admissions and online registration screens. An overview of the process is also described in the catalog.
- c) [Grading policies](#), including point values assigned to letter grades and methods for GPA calculation, are posted on the website and in the catalog. Policies also address pass/fail grades, withdrawal, audit, incomplete grades, repeating a course and academic standards. Assignment of grades within courses is defined in the syllabus for each course.
- d) Information on [academic programs](#) and courses is published on the website and in the catalog. Each degree and certificate program has information on prerequisite requirements, degree and program completion requirements, and required course sequences. For professional/technical programs, a suggested quarterly schedule of classes to reach program completion within a typical timeframe is provided. Availability of each program at the Wenatchee and/or Omak campus is also indicated.
- e) The names, titles, degrees held, and conferring institutions for [administrators](#) and [full-time faculty](#) are published on the college website.

- f) Rules, regulations for conduct, rights, and responsibilities for students are published in the [student handbook](#), which is available through a link on the Campus Life web page.
- g) [Tuition, fees, and other program costs](#) are posted on the website. Authority to establish student fees is affirmed in WVC [policy 600.125, Student Fees](#).
- h) [Refund policies and procedures](#) for students who withdraw from enrollment are published on the website. Refund amounts and dates are defined in WVC [Policy 600.128](#).
- i) Information on opportunities and requirements for [financial aid](#) are published on the website. This information addresses the application process and the Free Application for Federal Student Aid (FAFSA), types of aid, and financial aid policies. [Additional resources](#) that provide information on financial aid topics are also linked. Printed information is available in the financial aid office in Wenatchee and the administration office in Omak. Information on financial aid requirements is also mailed to students with their financial aid award letters.
- j) The [WVC academic calendar](#) is published on the website and in the catalog. A two-year calendar is developed each biennium by a calendar committee of faculty and staff. The calendar includes the dates that instruction begins and ends each quarter; the final exam period; deadlines for registration, withdrawal, and applying for graduation; holidays; and when grades will be available.

2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

[The WVC catalog, program guides and program web pages](#) contain accurate information on national and/or state requirements for entry or licensure as well as unique requirements for employment and advancement in selected occupations and professions. The WVC website also contains information required by the Higher Education Opportunity Act (HEOA) including [gainful employment disclosures](#) (see sidebar for individual links) for automotive technology, computer technology, early childhood education, medical assistant, natural resources and other programs of study. WVC [graduation rates](#) are also published on the college website.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Secure retention of student records is guided by the Washington State Board for Community and Technical Colleges (SBCTC) [policies and procedures](#). In many cases, WVC [exceeds the minimum requirements](#) listed in the [General Retention Schedule](#). Residency and credential evaluation materials are archived in locked cabinets for the duration of time required by state and federal regulations. Placement scores are uploaded into the HP system where they are also maintained following established state and federal guidelines.

Financial aid awards are processed and disbursed through the Financial Aid Management System which is hosted and maintained by the SBCTC Information Technology division (SBCTC-IT). Academic records are saved and retained by the SBCTC-IT division while students are enrolled at WVC.

All student records are maintained in compliance with the Family Education Rights and Privacy Act (FERPA). Detailed information about [student privacy](#) and related forms are available on the college website. WVC employees are required to complete FERPA training upon hiring and efforts to provide mandatory review sessions are forthcoming.

2.D.8 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.

The financial aid office at WVC supports the college mission by awarding need-based aid. During the 2016-17 academic year, 2,380 students received financial aid or other assistance totaling \$14,811,838. The financial aid office coordinates with the WVC Foundation to award need and/or merit-based scholarships in accordance with donor intent. To minimize student debt, student loans are only awarded based on individual request.

The WVC website complies with all HEOA 2008 requirements and contains extensive [financial aid](#) information including types of assistance, eligibility requirements and academic standards. An overview of financial aid programs is listed in the catalog. Information is also available in the financial aid office in Wenatchee and the administration office in Omak. Information sessions are regularly held on both WVC campuses and at local high schools.

In order to better serve prospective students who prefer to receive information in Spanish, staff from several departments (i.e. Diversity, Equity and Inclusion Center, Counseling, Admissions/Registration, Public Information Office, and Financial Aid) have collaborated to develop appropriate print materials, information sessions and in-person enrollment assistance.

The college is subjected to periodic federal and state audits. Federal and state reports on awards, satisfactory academic progress and disbursements are submitted annually. WVC conducts additional internal program reviews.

WVC is a member of the [National Association of Student Financial Aid Administrators](#) (NASFAA). The financial aid office staff receive training from NASFAA. The [Washington Financial Aid Association](#) (WFAA) provides updates and policy training from the Department of Education three times per year. WVC financial aid practices are guided by college policy and procedures ([Policy 400.400](#); [Procedure 1400.400](#)).

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Students receiving financial assistance are informed of any repayment obligations on multiple occasions: prior to the student's loan application submission, at the time of disbursement and when the student enters into repayment. This information is provided to students via the [WVC financial aid web page](#) and through entrance counseling by the Direct Loan Servicing Center.

Students who are awarded financial aid receive a [Conditions of Financial Aid Award letter](#) containing additional details about their aid. Examples of this letter are posted on the college's website.

The financial aid office monitors its student loan programs on a weekly basis. WVC's loan cohort default rate is monitored biweekly and procedures are in place to contact "at risk" borrowers to avoid default. WVC's loan cohort default rates are within the federal threshold for eligibility. The most

current cohort default rates are 24.6% in fiscal year 2011, 22.4% in fiscal year 2012, and 22.0% in fiscal year 2013. Outreach efforts have been implemented with Loan Science (Student Connections) company to address the increase in the default rate, and the 2014 Unofficial 3 YR Draft Default Rate was 22.0%. The 2015 fiscal year cohort rate was 19.4%.

Students who are behind in payments or delinquent on their repayment of loans are notified by mail and email.

2.D.10 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 requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

WVC requires all new certificate and degree-seeking students to meet with an entry adviser to select first quarter courses before registering. WVC maintains and regularly updates web-based advising resources, program guides, program and graduation requirements, etc. Each student's academic plan can be accessed by the student and their adviser alike using the online Degree Audit tool.

Student academic advising at WVC has two phases. Educational Planners assist students who are new to WVC get started with first-quarter classes (this includes brand new college students, former students, and transfer students). Educational planning services include (a) interpreting placement test results, (b) teaching students how to navigate WVC and the college environment, (c) showing students how to use the MyWVC Portal for both registration and student account management, (d) helping students choose a class schedule for their first-quarter of enrollment, (e) helping students understand program requirements, (f) troubleshooting and problem solving academic and, occasionally, financial aid related issues, and (g) working with students to develop an educational plan. Educational Planners also assist current students with advising during times when Faculty Advisers are unavailable or off-campus (such as during college breaks), and Educational Planners support other offices on campus during busy registration seasons, such as the Running Start office. The Educational Planner for Allied Health also works closely with students who are interested in one of the limited enrollment Allied Health programs. Students can work with the Educational Planner for Allied Health to learn more about prerequisites, application requirements, application due dates, and more; all of this information is available online.

Based on their choice of program, students are then assigned to full-time faculty members for ongoing advising. Faculty advisers receive quarterly training and use the Adviser Data Portal, an advising dashboard designed to enhance and facilitate advising. The portal provides access to essential student information, advising tools, information and updates in one location. Faculty advising responsibilities are defined in the AHE [collective bargaining agreement](#) (Article IV, Workload – Section E, and Appendix C, Academic Employees' Job Descriptions – Section 2). Faculty responsibilities include maintaining office hours, assisting with academic planning and course scheduling, and (where appropriate) keeping abreast of transfer requirements for in-state baccalaureate institutions. The WVC catalog includes a statement of the goals of the advising process and a student-focused description of the roles of faculty advisers and educational planners.

WVC is in the process of redesigning its advising system to incorporate [Guided Pathways](#) (GP). In 2013, WVC received a [Title III Grant](#) that included an activity designed to improve the quality of faculty advising. The grant helped provide faculty with a training on advising strategies. It also enabled research of best advising models employed across Washington State. Lastly, the grant funded the development of an advising portal that allows advisors track their advisees' progress.

Funded by separate grants from the U.S. Department of Education, eligible students receive advising through CAMP and/or the TRiO Student Support Services program. Students may also be eligible for advising support from MESA which receives funding from Washington MESA.

- Students meet with their adviser regularly to discuss progress toward their academic plan (e.g. TRiO students meet at least twice per quarter).
- Advisers participate in various trainings to help them learn and maintain the most current information about college requirements.
- Advisers have experience and understanding of the risk factors associated with first-generation, low-income, and/or students with disabilities.
- Advisers are challenged to work collaboratively with offices and academic units around campus.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Campus Life serves the campus community by coordinating a variety of co-curricular activities, programs and services that support educational, cultural, social and personal growth. Through each activity it sponsors, Campus Life strives to foster a positive learning environment that enhances students' total educational experience. Campus Life staff regularly provide guidance to the Associated Students of Wenatchee Valley College (ASWVC) and to all student groups to ensure appropriate governance, adherence to WVC's Student Rights and Responsibilities ([WAC 132E-120-150](#)), and to verify that they help fulfill WVC's mission and core themes. As with most services on campus, co-curricular activities are the result of collaboration between several departments: Campus Life; Student Housing; Diversity, Equity and Inclusion; Accessibility; and International Education and Instruction.

Information about [Campus Life and sponsored activities](#) is available on the website and through links in the sidebar. The ASWVC on both campuses represent student interests in WVC's governance system and provide funding for a wide variety of student activities, programs and services through a [Services and Activities Fee](#). The ASWVC on both campuses creates an annual budget for student controlled funds and presents the budget to the Board of Trustees for approval.

The Associated Students of Wenatchee Valley College (ASWVC) Senate on the Wenatchee campus and ASWVCO Senate on the Omak campus sponsor student activities and athletics, charter student clubs, make recommendations regarding student body policy, and provide an effective liaison between the student body and the college administration and faculty. Members of the ASWVC participate on college committees that provide recommendations to WVC's senior leadership such as the Faculty Tenure Committees, the Academic Regulations Committee and the Instruction Council.

Each year, four students are appointed to the Executive Board and 10-12 students are appointed to the Student Senate. ASWVC leaders also serve as WVC representatives in the Campus Life office and at campus and community events. They guide visitors on campus tours and are eligible for work-study positions that support WVC's mission and core themes, such as the Director of Social and Civic Responsibility, Director of Co-Curricular Engagement, Director of Legislative Affairs and Director of Diversity. These positions coordinate events, activities, and programs that increase educational opportunities and create an inclusive and supportive campus climate. Opportunities to serve in leadership positions in the Senate and student clubs comprise a significant component of co-curricular activities. ASWVC-sponsored activities range from study sessions, cultural programs and educational topics such as mental and physical health to dances and intramural sports. Events provide a variety of entertaining and learning activities for students and the community.

The ASWVC abides by its own policies and procedures:

- ASWVC College District No. 15
- [ASWVC Constitution and Bylaws](#)
- [ASWVCO Bylaws](#)
- [Student Club Handbook](#)

These documents are reviewed annually to ensure policies remain current and effective. They are available in the Campus Life Office and [online](#).

The primary sources of student activities at WVC are ASWVC-sponsored student clubs and organizations. Approximately 21 clubs are available to all enrolled students although they may change due to student interest. These clubs offer a wide range of activities to participate in. Many student clubs and sponsored organizations arise from a curricular focus. Examples include the Knights of Music (Music), Knights of Justice (Criminal Justice), Radiant Knights (Radiologic Technology), and Student Nurses. Other organizations are based on culture and personal identity, including the Movimiento Estudiantil Chican@ de Aztlán (M.E.C.h.A.) Club on the Wenatchee campus and the Red Road Association in Omak. In addition to leadership development and activities, these groups provide opportunities for students to engage with faculty, staff, and fellow students.

The majority of co-curricular activities are governed through the ASWVC and ASWVCO student senates. The ASWVC InterClub Council coordinates and regulates all Wenatchee-based student club activities. Procedures guiding the clubs include the AWSVC Club Handbook, the [Student Handbook](#), WVC [policy 400.500](#) and [procedure 1400.500, Student Clubs and Organizations](#). The InterClub Council is composed of a representative from each student organization and meets monthly. In order to be officially recognized as participating members of WVC Campus Life, all clubs and organizations must be approved by the Student Senate and the Associate Dean of Campus Life, Equity and Inclusion. On the Omak campus, the Student Senate authorizes student organizations through an established approval process.

Some annual events that are promoted and coordinated by the ASWVC Student Senate and clubs are: New Student Orientation, Disability Awareness month events, Día de Los Muertos & Latinx Heritage, FAFSA/WASFA Night, Fall & Spring Club Showcases, Native Heritage events, Martin Luther King Jr. & Black History month events, Stand Against Racism event, International Day, Pride Week, the Fishing Derby and Graduation.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

As established in WVC [policy 200.190, Commercial Activities](#), the college provides supporting services and goods that enhance, promote and support the teaching and learning process for a fee. Auxiliary services at WVC are all based on the Wenatchee campus and include:

- A residence hall
- Food service
- Bookstore
- Health clinic
- Student recreation center
- Service center (copying and printing)
- Parking
- Motor pool

The WVC [residence hall](#) offers safe, accessible, convenient and cost-effective housing for up to 75 students at a time. Leased student housing began in 2007.

The college has maintained a contract with Alley Cafe since 2006 to operate the campus cafeteria and provide catering services on the main campus of WVC. Alley Cafe works under the general direction of the Vice President of Administrative Services and provides healthy options for student, staff, faculty and visitors to support teaching and learning at the college. All food services are licensed and inspected by the Chelan-Douglas Health District and adhere to its Food Handling Guidelines.

Barnes & Noble College has operated the WVC bookstore since 2017. Barnes and Noble provides required textbooks and instructional supplies to support instructional programs. The bookstore maintains both a physical presence on campus and offers textbooks, supplies and other merchandise online. It complied with all HEOA 2008 requirements and works with faculty to offer low-cost textbook options for students including book rentals, used book sales and book buyback programs.

In September of 2016, a partnership with Columbia Valley Community Health (CVCH) brought a new [health clinic](#) to WVC. The clinic is operated by certified CVCH personnel and offers urgent care services to students, faculty and staff in the student center during regularly scheduled hours. Weekly hours and services available are listed on the college website.

WVC also has an established internal printing services department and contracts for larger print services when appropriate. WVC Administrative Services also operates other auxiliary services in parking and motor pool. When it becomes necessary to repurchase motor pool vehicles, WVC will examine the cost effectiveness of owning vehicles versus using a rental company.

Policy and procedure changes concerning the auxiliary services are discussed with appropriate governance committees. Food service, student housing, and bookstore activities are communicated to students through the college website, various notices posted around campus, and student representation on governance committees.

The WVC at Omak campus does not operate auxiliary services. Barnes and Noble College has integrated the Omak campus into its service area. Food services are readily available and provided by the local community. The campus is within a block of the downtown area with easy access to a variety of restaurants.

College policies and procedures that guide Auxiliary Services on the WVC campus include:

- [Policy 600.620, Food Service](#)
- [Policy 600.170, Print Management](#)

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

WVC is a member of the Northwest Athletic Conference (NWAC). Seven men's and women's sports teams compete in conference and non-conference games throughout the year. These include men's and women's soccer, men's and women's basketball, women's volleyball, men's baseball and women's fastpitch. The athletic director provides appropriate institutional oversight and reports to the Vice President of Student Services.

All admission requirements and procedures, academic standards, degree requirements, and financial aid awards for student athletes are consistent with those who do not participate in athletics and are governed by the [WVC Athlete Handbook](#) and [NWAC Codebook](#). Campus Life coordinates many co-curricular activities with Athletics, especially around student groups and space usage for the Student Recreation Center. The Athletics budget is funded through student fees, along with fundraising events coordinated with the WVC Foundation. Scholarships adhere to the guidelines set by NWAC.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects students privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

When there are verification needs as determined by the Department of Education, students enrolled in distance education courses and programs are required to provide a color copy of a government-issued photo identification card and/or a sealed, official high school or GED transcript sent directly from their school, as these students may be unable to present these documents in person to be verified by financial aid office personnel.

Information about [distance learning](#) is provided on the college website including details regarding the application and registration process. In some cases, the course instructor may require that students take proctored assessments which are available at no additional cost. Detailed information about [test proctoring](#) is available on the website. The college uses licensed test proctoring software from Respondus that requires students to register and show identification as well as their environment when taking a remote test. The software records and analyzes the video. Any irregularities (e.g. two people on the screen, the test taker leaving and returning) are reported to the instructor.

Standard 2.E: Library and Information Resources

[Required Documents](#)

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The mission of the WVC Library, “to provide the WVC community with an information rich, culturally vibrant, and comfortable environment that supports teaching, learning, and the development of an informed citizenry,” directly supports the institutional mission and core themes. WVC maintains library facilities at both the Wenatchee and Omak campuses. The college considers the library to have one [unified collection](#); materials circulate back and forth between campuses and all electronic resources are designated for access by all students at either campus. The John A. Brown Library on the Wenatchee campus occupies the main and upper floors of the Brown Library building, with the Lyceum lecture hall and other classrooms used by CWU and WVC on the ground floor. The WVC at Omak library is located in Building C. Overall library staffing includes 8.5 FTE (eleven headcount) employees, with one of those FTE located in Omak. That number includes a full-time Tutor Center director, a full-time Teaching and Learning Success Center director, and a media production technician. The figure does not include the Dean of Libraries and Learning Technologies who oversees library services (circulation, reference, bibliographic instruction, interlibrary loan), WVC’s teaching/learning center, and the instructional

television, and information technology departments, nor does it include his assistant. Tutoring services on the Wenatchee campus, formerly housed in the student activities center, moved to the library in fall 2009, and new quarters were constructed for them on the top floor of the library in summer 2010. Online tutoring is available to all students through the college's participation in the Western eTutoring Consortium.

The WVC Library also provides significant resources through the [library website](#). Students, faculty, and staff have 24/7 access to the library catalog, academic databases, a variety of search tools, reference information, and subject-specific resources. WVC participates in the "Ask WA" online chat service that allows students and staff to have live dialogue with a library professional at any time. Online resources are accessible to the general public up to the point where the user requests access to licensed content; a WVC staff or student login is then required.

WVC is intentional about providing unified access to print and electronic resources through federated searching (Ex Libris' Primo). This strategy has allowed the library to focus on the currency, breadth, and depth of its holdings and ensuring that they support the college's programs and services wherever they are delivered. The age of the collection has improved since 2010 through weeding and the addition of electronic resources.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Planning for library and information resources involves input from users, library staff, and college faculty and administrators. User input for planning is gathered via "drive-by focus groups," library classroom assessment instruments, and the library survey instrument. Library staff developed the library's mission, vision, and values statements in summer 2008. The staff meets frequently with planning on many agendas. In the college's new Core Theme Council structure, library staff are spread out and work across the councils. They participate in planning and execution of issues across the institution and share the library's needs, perspectives, and resources accordingly. The library director represents the library in deans meetings, Instruction Council meetings, and in discussions with the distance learning and information technology groups. A [library advisory committee](#) meets once per quarter. It is led by the Dean of Libraries and Learning Technologies and has two Wenatchee faculty, one Omak faculty, the Omak faculty librarian, and a community member.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Library staff provide training and support to assist users with access to library resources and their appropriate use. The library provides "bibliographic instruction" and [library orientation](#) sessions for students at faculty request, and offers customized sessions to small groups of students at their request. Library staff reach out to faculty when new products and tools are introduced, typically by presenting at department meetings. Library programs, materials, and services are included in the "Deans' Day" programs, a part of which is scheduled and programmed by the library's Center for Teaching and Learning Success. Every effort is made to offer these opportunities at both campuses and to adjunct faculty.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The library uses several sources of information to promote systematic evaluation and improvement of library and information resources, including: a dashboard of basic services usage; a database of licensed products and access to usage reports; reports from Alma; and the college's research portal. WVC's Library has developed an ongoing [assessment plan](#) to evaluate its interactions and impact on students and student learning. The goal is to connect library data with student performance in meaningful ways, thereby providing a tighter focus on decision-making that supports student learning.

Security of electronic resources is managed in cooperation with the campus' information technology service; physical items in Wenatchee are protected via a magnetic gate detection system. Physical items in Omak are protected by staff observation. To maximize the use of cooperative library efforts, the library director is active in the system's Library Leadership Council, maintains close contact with the State Library and is a fiscal agent for the system's group purchases through the Orbis-Cascade Alliance. The director is also on the founding board of the new library consortium, WACTCLC (Washington Community & Technical College Library Consortium).

Standard 2.F: Financial Resources

[Required Documents](#)

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Business functions at WVC are housed in administrative services. The fiscal services office on the Wenatchee campus includes centralized accounting, purchasing, contracting, and payroll services for the college district. The cashier's station on the first floor of Wenatchi Hall conducts the majority of student transactions. Cashiering responsibilities for WVC at Omak are handled by staff in the administrative office.

WVC demonstrates fiscal stability with sufficient cash flow and reserves to support college programs and services. Financial reports (income statement, fund balances, and balance sheets) are prepared quarterly for the Board of Trustees, and an operating budget variance report is given to the board monthly. Budgets are developed annually through a broad-based process that incorporates input from all departments and review by the Cabinet. The President's Cabinet reviews requests for new positions and expenditures brought forward by departments. A [fund for strategic initiatives](#) is developed and presented to the Core Theme Councils annually. The CTCs are asked to propose initiatives that are tied to their individual core theme. These proposals are vetted through the CTC Leadership Team and Cabinet. A balanced budget in accordance with expected revenues is then presented to the Board of Trustees for final adoption. In response to new revenue such as grants, budget adjustments are brought to the board for approval at mid-year.

Risk is managed appropriately to ensure financial stability. A contingency dollar amount is built into the annual budget for unexpected expenditures. The SBCTC and the State of Washington allocate emergency funds which are available for high dollar amount emergency repairs to our facilities. The Board of

Trustees has enacted a [reserves policy](#) which requires a reserve equal to five percent of operating funds. Cash flow projections are done monthly to anticipate short-term needs and plan for long-term liabilities. These factors are also considered during the budget planning and development process.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Budget planning considers historical averages, tuition and fee rates, and state allocations, and is consistent with respect to expected revenues. Enrollment management is tied closely to the dollars allocated to direct instruction; these funds include full-time and part-time faculty salaries. Course offerings are planned to align student demand with capacity as closely as possible. WVC's state funding allocation is based on a specific FTE enrollment target established by the SBCTC based on historic trends and adopted formula agreed to and approved by all Washington community colleges.

Grants, donations, and non-tuition revenue are incorporated into budget planning. The majority of grants are determined in time to be included in the budget before final approval. Federal and state funding such as Perkins, WorkFirst, worker retraining, and adult basic education are allocated through SBCTC and dollar amounts are determined in advance. Other grants that are applied for locally are vetted through the institutional grants process described in [Standard 2.A.24](#); these processes ensure that grants comply with WVC [Policy 000.110 Grants and Contracts](#) and [Procedure 1200.220 Grant Development and Approval](#) as well as allow for budget planning. The college's largest source of non-tuition revenue is the monies collected from K-12 school districts within WVC's service area for Running Start, the state's dual enrollment program for high school students. These revenues are projected based on historical enrollments and tracking the number of potential Running Start students who are taking the required placement assessment.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Processes for planning and budget development are defined in WVC [Policy 000.120, Institutional Planning](#) and [Policy 600.105, Allocation and Management of Resources](#). The budget development process involves all college departments on both campuses. Each year a budget development calendar is published by the fiscal services office with a timetable for submittal of requests, decisions, and formal approval by the Board. Annually, the budget manager communicates to all budget owners concerning the timeline and relevant benefits changes that impact payroll holding budgets. Extensive discussions are held in Cabinet and Core Theme Council meetings and regular updates are given to Instruction Council by the Vice President of Administrative Services.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

WVC meets institutional [policy 600.120, Financial Records](#) and state and federal regulations through its accounting system. Financial functions are centralized in the fiscal services office on the Wenatchee campus. The Director of Fiscal Services reports to the Vice President of Administrative Services. Accounting functions are managed through an integrated financial management system (FMS) that was developed for Washington community and technical colleges and is common across all SBCTC institutions. The FMS system maintains all required accounting data for state reporting, but can also support customized local reports.

Financial records at WVC are audited by the Washington State Auditor's Office (SAO), SBCTC, and the federal Internal Revenue Service (IRS). Safeguards are built into the FMS which alert fiscal services staff of errors. The SBCTC carries out monthly reconciliation and alerts college staff to any errors that the FMS did not immediately detect; errors are corrected in a timely manner.

The FMS system supports multiple reporting options for use by budget managers and the fiscal services office. Expense reports can be reconciled against the allocation given to each cost center; revenue reports can be generated to see if tuition or non-tuition revenue is meeting projections. In 2017, WVC implemented a financial monitoring interface developed through Microsoft Access, the system ([FMS Query](#)) is designed to provide access to payroll, expense, revenue, and budget reports on demand. The source data for these reports are updated nightly and provide timely information to make budgetary and other operational decisions. FMS Query has been provided to all Cabinet members and budget owners.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Responsibility for capital projects and facilities is delegated by the Board of Trustees to the President in WVC [Policy 600.500](#), Facilities. Capital planning is carried out through the WVC [facilities master plan](#), most recently revised in 2018. Requests for state capital funds follow a comprehensive process managed by SBCTC. Colleges requesting funds for new construction, replacement facilities, or renovation submit an extensive proposal referred to as a [Project Request Report](#) (PRR). All requests across the system are scored and ranked according to published criteria and a unified capital budget request for the entire SBCTC is presented to the state legislature.

In addition to requesting a state capital allocation, WVC also has the option to request capital project funding through the state by a Certificate of Participation (COP). With legislative approval, the state issues bonds and the proceeds are used to fund construction or acquisition of facilities. The college then has the obligation to repay this certificate over a 20-year period. Before granting COP approval, the college's overall fiscal position is vetted by SBCTC and the State Treasurer. Only after the fiscal integrity of the institution has been proven is the COP issued. In 2017, the state issued a COP on behalf of WVC to construct a student recreation center. The debt service for the center is funded by a self-imposed fee the students of WVC have voted in favor of and approved.

SBCTC also makes annual or biennial allocations to WVC for maintenance, repairs, and minor projects. Each capital project is assigned a unique budget code by SBCTC. Budgets are monitored locally and by the SBCTC as well as the Washington State Department of Enterprise Services. Any deviations from the approved allocations are noted and may require additional justification and demonstration of financial viability (typically through positive fund balances) and approval by SBCTC.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Auxiliary enterprises at WVC each have a separate designated fund. These include data processing (fund 443, rarely used), printing (fund 448, Service Center), motor pool (fund 460), bookstore (fund 524), parking (fund 528), other auxiliary (fund 570, rarely used), and housing and food (fund 573). Permanent

inter-fund transfers over \$10,000, either among auxiliary funds or between auxiliary and operating funds, must have board approval. The President or designee is authorized to make fund transfers as necessary to avoid negative cash balances in local operating funds at the close of a biennial accounting period; all such transactions are required to be reversed at the start of the next budget period (WVC [policy 600.110, Cash Deficits in Funds](#)).

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Historically, WVC undergoes a comprehensive accountability audit by the State Auditor's Office (SAO) every two years. However, since the last economic crisis, this process has been reduced to topical audits based on a global risk assessment or as new Government Accounting Standards Board (GASB) standards are released. As part of the new interpretation of NWCCU requirements, WVC has initiated annual financial statement audits. The SAO anticipates publishing WVC's 2017-18 by the close of February 2019.

In light of the decline of third party review, WVC hired an internal auditor in 2017 to identify financial risk to the college. The internal auditor reports directly to the president and their annual work plan is reviewed by the Board of Trustees. In addition, SBCTC conducts performance reviews each year, specifically focusing on federal grant funds, local capital funds, and earmarked state allocations.

WVC must respond in writing in a timely fashion to all audit findings and management letters. Any audit findings or management letters are always follow-up items in the next audit. During the audit exit conference, the President and two board members are present to hear the recommendations and corrective actions suggested by the SAO. Upon request, the board is given copies of the "Corrective Action Plans for Audit Findings." Specific Corrective Action Plans for Audit Findings reports must be submitted to the SAO in the event of an audit finding. [WVC's most recent audit, completed in February 2019, is expected to have no findings.](#)

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

WVC has authorized three organizations to conduct fundraising activities on behalf of the college: the WVC Foundation, the WVC at Omak Foundation, and the WVC Athletic Booster Club. The WVC Foundation was incorporated in 1973 for the purpose of encouraging, promoting, and supporting educational programs and scholarly pursuits in connection with WVC. The Foundation provides significant scholarship support to WVC students and contributes funds to the college for special projects and events. The WVC at Omak Foundation was created in 2000 specifically to support the Omak campus and higher education access in the northern half of WVC's district. The Booster Club supports athletic teams and student-athletes through memberships, an annual golf tournament, and the hall of fame banquet. Both Foundations and the Booster Club have [written agreements](#) with the college specifying the organizational relationship and the use of funds. Authorized student clubs and organizations may also engage in fundraising to support their activities; each organization maintains a separate account with the college. Disbursements from these accounts are made in accordance with established college policies and procedures (WVC [policy 200.170, Solicitation of Funds](#)).

Standard 2.G: Physical and Technical Infrastructure

[Required Documents](#)

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

WVC's facilities and technical infrastructure supports the mission of the college by creating and maintaining a [physical environment](#) that enhances the learning environment. The college operates two campuses: the original site in Wenatchee and a satellite campus in Omak, 100 miles to the north. The main WVC campus is a 52-acre site in a mixed residential neighborhood in central Wenatchee. The property was donated to the college by philanthropist A. Z. Wells in 1949; Wells House, built in 1910, still stands at the northeast corner of campus and is a WVC icon with its stone turret. Table 2.G.1-1 lists current Wenatchee campus buildings. WVC also leases off-campus space in the Wenatchee Community Center which provides offices and classrooms for the Wenatchee Literacy Council and basic skills instruction.

The WVC at Omak campus is centrally located one block from Omak's Main Street. This site was established in the 1970s, making higher education opportunities accessible to the area by offering classes in leased space. One of these leased facilities, a former parochial school, was purchased by the college in 1985. Table 2.G.2-2 lists current WVC at Omak campus buildings.

Current staffing for the facilities and operations department includes a director and safety, security, emergency manager; a custodial supervisor and ten custodians; two warehouse and central services staff; and seven maintenance staff, all based in Wenatchee. One custodial supervisor and one employee are based in Omak.

The WVC information technology department oversees operations, installation, and maintenance of technology resources for the district. These include:

- Data, voice, video, and wireless networks
- Telephony and telecommunications
- Web environments and applications
- Electronic mail
- Security standards
- Multimedia equipment
- Technology purchasing
- Student computer labs
- Software licensing
- Hardware and software deployment and maintenance
- Application development
- New technologies research
- Assist customers in applying technology to business needs; support for new building design and technology-related equipment installation
- Classroom technology

Table 2.G.1-1: Wenatchee Campus Buildings

Building	Year Constructed and Current Use
Jack & Edna Maguire Student Recreation Center	2017: Fitness center, gymnasium, yoga/pilates studio
Facilities Storage	2016: Storage, offices
Music and Art Center	2012: Classrooms, studios, and offices (painting, drawing, sculpture, graphic art, digital design, music history and appreciation, music performance, audio recording technology), The Grove Recital Hall
Industrial Technology	1970; addition 2003: Welding lab; former maintenance facility with minor renovation in 2010 to add classroom, computer lab, video classroom, and offices for instructional programs
Brown Library	1972; renovated 2006: library, Lyceum lecture hall, ITV classrooms for CWU; minor remodel 2010 to create dedicated space for tutor center
Facilities & Operations Shipping & Receiving	2009: Offices and shop space for facilities, maintenance, central receiving
Residence Hall	2009: 75-bed student housing facility
Wenatchi Hall	2007: Classrooms, labs, and offices (biology, nursing, radiologic technology, medical assistant, math) student support services; open computer lab; administrative offices
CWU Center	2006: Classrooms and offices for Central Washington University
Eller-Fox Science Center	1988: Classrooms, labs, and offices (chemistry, earth science, medical laboratory technology, physics)
Batjer Hall	1951; additions 1990, 2002: Classrooms, auto lab, agriculture lab and greenhouse, ITV classroom, central services (copy/print/mail), central heating/cooling plant, food bank, security
Sexton Hall	1967; remodeled 1999: Classrooms, labs, and offices (humanities, business, business information technology, computer technology), Robert Graves Gallery
Van Tassell Center	1962; addition 1998: student center, bookstore, café, offices (student services), Campus Life and activities
Smith Gymnasium	1962; addition 1990: gymnasium, weight room, locker rooms, racquetball courts, classrooms, offices
Environmental Systems and Refrigeration Technology	1967: Classroom/lab for environmental systems and refrigeration technology
Wells Hall	1952: Classrooms, offices (social sciences, basic skills, continuing education, instruction administration, student support services), Campus Theater, ceramics lab
Gray House	1930: Residential housing
CLL (leased)	Offices and work space for information technology department

Table 2.G.1-2: WVC at Omak Campus Buildings

Building	Year Constructed and Current Use
Hazel Allen Burnett Hall	2015: Student resource center, faculty offices, classrooms
WVC at Omak Foundation	2005: Offices for WVC at Omak Foundation
Facilities Office and Shop	2005: Office for facilities, maintenance shop
North Administration Building	1960; remodeled 1996: Offices, ASB, ITV conference rooms
North Classroom/Science Lab	1960; renovated 2000: classroom for department/s, labs
Marie Henrie Friendship Hall	1985: Classrooms, offices (nursing)
Distance Learning Center	1975: ITV classrooms for department/s
Storage	1970: Campus storage
WSU-Upward Bound	2005: offices for Washington State University Upward Bound

The information technology department currently has eleven full-time positions: a systems and security administrator; a lead database developer; a program coordinator; an assistant to the dean, and seven specialists. One of the specialists is based full-time in Omak. The department provides services at all college sites within WVC’s district.

The Support for Learning Core Theme links the college’s physical environment and facilities to fulfillment of WVC’s mission. The WVC governance structure includes a standing committee for facilities oversight, whose purpose is to plan renovations, repairs, and relocations within the master facilities plan, and provide oversight for facilities related decision making. The committee developed procedures for prioritizing use of space and reporting on activities throughout the district. The committee membership includes faculty, facilities and technology department staff members, and reports to the [Instruction Council](#) and the [President’s Cabinet](#).

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The WVC Safety Committee is chaired by the Facilities Director; an exempt position whose job description includes monitoring college compliance with Environmental Protection Agency (EPA), Washington Industrial Safety and Health Act (WISHA), and industry safety standards, and educating college personnel on safety issues. The Safety Committee is one of the standing committees defined in the faculty bargaining agreement. The Facilities Director proposes policy and procedure for the district, assesses risk, and audits compliance.

WVC is classified as a “Low Level Hazardous Materials Generator.” Monthly updates of materials awaiting disposal are forwarded to the Safety Officer from the producing department, and the officer coordinates appropriate handling and disposal. WVC adheres to all federal, state and local regulations concerning the use, storage and disposal of hazardous or toxic materials. Individuals with authority over such activities or responsibility for performing them maintain appropriate certifications or attend periodic training.

Other procedures developed by the Safety Committee include coordinating inspections by the state Department of Ecology, waste disposal contracting, hazardous waste identification and inventory, and communication of committee recommendations.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

WVC publishes a [Facilities Master Plan](#) every 10 years and updates the plan every three to five years. A new comprehensive master plan was revised in 2017. The process for producing the plan provides for input from all functional areas of the organization, and opportunities for public and student review. The process is driven by program needs and involves a contracted architect firm with experience in education environments to prepare the plan and manage the process to develop and evaluate it. Progress toward the master plan is reported to the Board of Trustees annually; the board provides direction on priorities as resources and environmental conditions (student populations, technology, funding, legal requirements, etc.) change.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

WVC has several processes for managing equipment needs depending on the type of equipment and whether its primary use is instructional or operational. Equipment for instructional programs is the responsibility of instructional administration, with the involvement of appropriate faculty. There is an annual budget for instruction equipment, which funds prioritized requests from faculty. Planning for new or remodeled instructional space includes planning for appropriate equipment; funding requests through the state capital funds processes must address related equipment needs. Technical program reviews and evaluations by program advisory committees include an assessment of the relevance of equipment in the labs to the work environment. Instructional equipment is protected by maintenance agreements for repair and upgrade wherever appropriate. The goal is to minimize disruptions to student learning, particularly in labs.

State-funded students are assessed a student technology fee for the purpose of maintaining high quality technology for student research and communication needs, as well as classroom technology. The equipment that supports the technology used is upgraded according to a schedule prioritized by Cabinet, deans and the Instruction Council.

It is a goal of the administrative support departments to maintain equipment necessary for the various support activities to industry standards. Leased equipment is often used as an economical alternative that allows for upgrade of equipment before it reaches the end of its useful life. An example is the many leased copiers/printers throughout the district. For most other key communications equipment, the college carries maintenance contracts and enforces policies that limit risk or duration of outages.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

WVC provides a comprehensive technical infrastructure to support the college's programs and services. The college employs industry standard network and server hardware sufficient in capacity and quantity to meet existing and foreseeable future information systems needs. The technical infrastructure of the institution is maintained and upgraded to keep up with changing technological needs and requirements based on a five-year [strategic plan](#) that takes into account current technology forecasts, new potential uses

of existing technologies, industry adoption, and maturity levels of current and emerging technology trends.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

WVC standardizes on Microsoft products district-wide. Dell server hardware is the standard hardware platform used to deliver information services to students, staff, faculty, and administrators. Hardware and software standardization allows the WVC Information Technology (IT) department to keep maintenance of server hardware and software at manageable levels. Server systems of sufficient capabilities are deployed as deemed necessary by WVC IT and configured and secured according to Microsoft security best practices standards.

WVC maintains three dedicated server rooms with independent power and HVAC systems separate from the main building systems. Industry standard temperature monitoring systems are utilized and configured to alert WVC IT personal of temperature increases. Alerts are sent via email and text message to cell phones. Redundant power supply hardware is utilized in all servers to protect against power failures, brownouts, and power spikes and to facilitate an orderly shutdown of server hardware and related systems for extended periods of time.

The College uses the HP 3000-based administrative computing platform provided by the State Board (finance, personnel, student records, etc.); related hardware is hosted by the SBCTC IT department. The State Board is currently migrating to a PeopleSoft environment via the ctcLink project. The college is scheduled to go live on that system in October 2020. The college has had a ctcLink committee with Cabinet level representation for several years and is actively engaged in preparing for the migration.

Network devices at WVC are being transitioned from Cisco Systems to Aruba Networks. Fiber optics are used for connections between buildings and between floors in each building. CAT5 (category five) copper wire is used for the last leg to the end device. VLANs (virtual local area networks) and ACLs (access control lists) are used to separate the network traffic of different roles that end devices have (e.g. staff computers, student computers, servers, printers, etc.). Telephones are IP (Internet protocol) based, and the system was replaced in the summer of 2013. The network includes redundant uplinks as well as redundant power supplies to ensure maximum uptime. Switches are also connected to backup battery supplies to give at least 30 minutes of power in case of power failure.

WVC's network is connected to the Internet via a 1Gbit connection to K20 network maintained by the University of Washington. WVC uses a Juniper firewall to prevent unauthorized access to internal devices. The configuration of this firewall follows best practices as recommended by Juniper.

Emergency shutdown procedures are updated and tested on a yearly basis or as conditions dictate. Business continuity plans are well documented and supported by data backup systems that backup all WVC district data into backup media in waterproof/fireproof storage both on-site and off-site for data survival assurance.

WVC IT keeps and maintains all server hardware and related systems in enclosed environments with industry standard access control methods. Key card access or key access methods are utilized where appropriate.

WVC IT maintains constant communication with all academic, administrative, and operational departments to ensure proper needs forecasting for technology. Collaborative efforts ensure all technical

infrastructures have sufficient capabilities in accordance with the five-year IT strategic plan. In 2013, WVC implemented a virtual desktop to gain several advantages: delivery of a standard Windows desktop across the entire district via mobile devices and computers using various operating systems; decreased cost for desktop PC replacement; flexibility in meeting users' needs; and support for distance learning.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The IT Department creates or obtains the necessary training materials based on an observed need or request from faculty, students, staff, and administrators when introducing new services and technologies in the environment. The institution uses a variety of training resources, including instructor-led training, training delivered via web-based services, and other mediums. An example is WVC's recent implementation of Windows 10 and Office 2016. Live classes were taught by an experienced instructor to introduce new tools. Links to web tutorials and instructional videos were also provided. Follow-up workshops offered a short, focused learning opportunity on specific topics of high interest. Staff from the IT Department were available for individual support and training on days when individual users migrated to the new software.

Training content is of industry standard quality and is readily available upon request. An orientation is also available to new employees at the time of hiring to address any training for technologies required by the individual's position in an office or classroom environment.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The institution's IT department consults with staff, students, faculty, and administrators via various institutional committees for input when considering architectural changes to technical infrastructures that significantly impact the quality and ability of the institution to deliver on its mission statement. When a technology need is identified, IT staff work with the departments or individuals involved to create a clear and shared understanding of the need. IT staff then research potential solutions to meet the need, and determine whether the most [appropriate route](#) is to purchase or develop. Extensive planning is undertaken to ensure proper adoption levels are achieved when new services and technologies are introduced. Feedback generated by these institutional committees is evaluated and changes made as necessary.

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Chapter 3:

Planning and Implementation





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We are all aware that there are shortages in healthcare, from CNAs to MAs to nurses and providers, and one of the best ways to get people into these roles is to get them interested when they're young – in high school and early college. And really, that's one of our big solutions to this healthcare worker shortage... We're trying to instill the good quality patient care in these young people as they come right out of school or in those who have gone back to school for job retraining. We're trying to make sure that not only are we filling the gaps but we're building experience so that we all have good care in the future.

COMMUNITY PARTNERSHIPS PREPARE STUDENTS FOR HIGH-DEMAND CAREERS

Casey Vogt

Student Services Coordinator at Confluence Health

- Chair of the WVC Medical Assistant and Nursing advisory committees
- Worked in healthcare for over nine years
- Facilitates mentorships and internships at the high school and college levels
- Wenatchee High School graduate
- Bachelor's in biology and physical education from Pacific Lutheran University
- Master's in exercise science from the University of Montana

Casey Vogt never expected to be in a student services role when she was a college student, but she said her job at Confluence is uniquely rewarding. Casey and the working mentors at Confluence Health help prepare students for success in school and in their future careers by building their interview skills, teaching professionalism and helping them form valuable connections within the healthcare industry.

Casey said the partnership between Confluence Health and the college has benefited from honest feedback and open communication between mentors and Allied Health leadership.

“Wenatchee Valley College has very much catered to our needs at Confluence Health,” she said. “They take our feedback very seriously.”

CHAPTER THREE: Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Standard 3.A: Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Wenatchee Valley College engages in Mission Fulfillment and Core Theme planning through its [Strategic Plan](#). The plan identifies specific objectives and maps strategic goals to WVC's core themes. Over the period of this Year Seven Self Study, WVC invested in two strategic plans. The first was adopted for a four-year period beginning in January 2013 and concluding in December 2017 ([SP17](#)). Based on environmental scanning and broad internal participation, a new strategic plan was adopted in January 2018 that will conclude in December 2023 ([SP23](#)). The strategic plan guides the specific direction, annual operational planning, and resource allocation in support of WVC's four core themes.

[Annual Planning](#) begins during Launch Week as instructional and non-instructional areas consider their Annual Area Plans. Each area is asked to use data to identify areas for celebration (gains), areas for improvement (gaps), and identify goals for the current year (goals). In addition, areas are asked to identify a program-level outcome to explore throughout that year using assessment. These plans are framed around the Core Themes and Strategic Plan goal and objectives, as illustrated in Diagram 3.A.2-1. The current Strategic Plan priorities are well-aligned to the Core Themes, Budget Development and Annual Mission Fulfillment.

Budget Planning is a continuous process throughout the year as Fiscal Services finalize prior year financial statements and audits. From a planning perspective, however, budget managers are provided with templates that use prior year finances in January. Managers begin working on their budgets in February including new personnel and equipment requests, shifts in allocated resources, and consideration of new initiatives. Proposed resources must align with the Core Themes and Strategic Planning Priorities. In March, Vice Presidents and Executive Directors begin reviewing departmental budgets. These budgets are presented to the Cabinet for approval before advancing to the Board of Trustees in May or June for subsequent adoption via Board action.

Demonstration of Mission Fulfillment is reported through indicator data for each core theme and its assessments and activities are collected and reported to the Board of Trustees in the [Annual Mission Fulfillment and Core Theme Indicator Report](#). After Board action on the report, it is made available on the college's intranet site known as "Commons." WVC's mission consists of four components derived from the college's core themes. Each of the core themes has an objective ([Standard 1.B.1 and 1.B.2](#)). The

core themes and objectives contain key performance indicators (KPIs) that are assessable, verifiable and have set benchmarks that can be used to demonstrate growth over time (Standard 1.B.2). Indicators are based on modified indicators used in ends policy reporting required by the college's governance model and policies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

All planning at Wenatchee Valley College is centered on the college's mission and strives for mission fulfillment in student success and community engagement. Mission fulfillment drives all planning decisions and relies on the relationship between the college's mission, core themes and strategic plan. Groups engaged in planning must justify and demonstrate how their plans and subsequent actions are connected to the mission, core themes or the college's strategic plan.

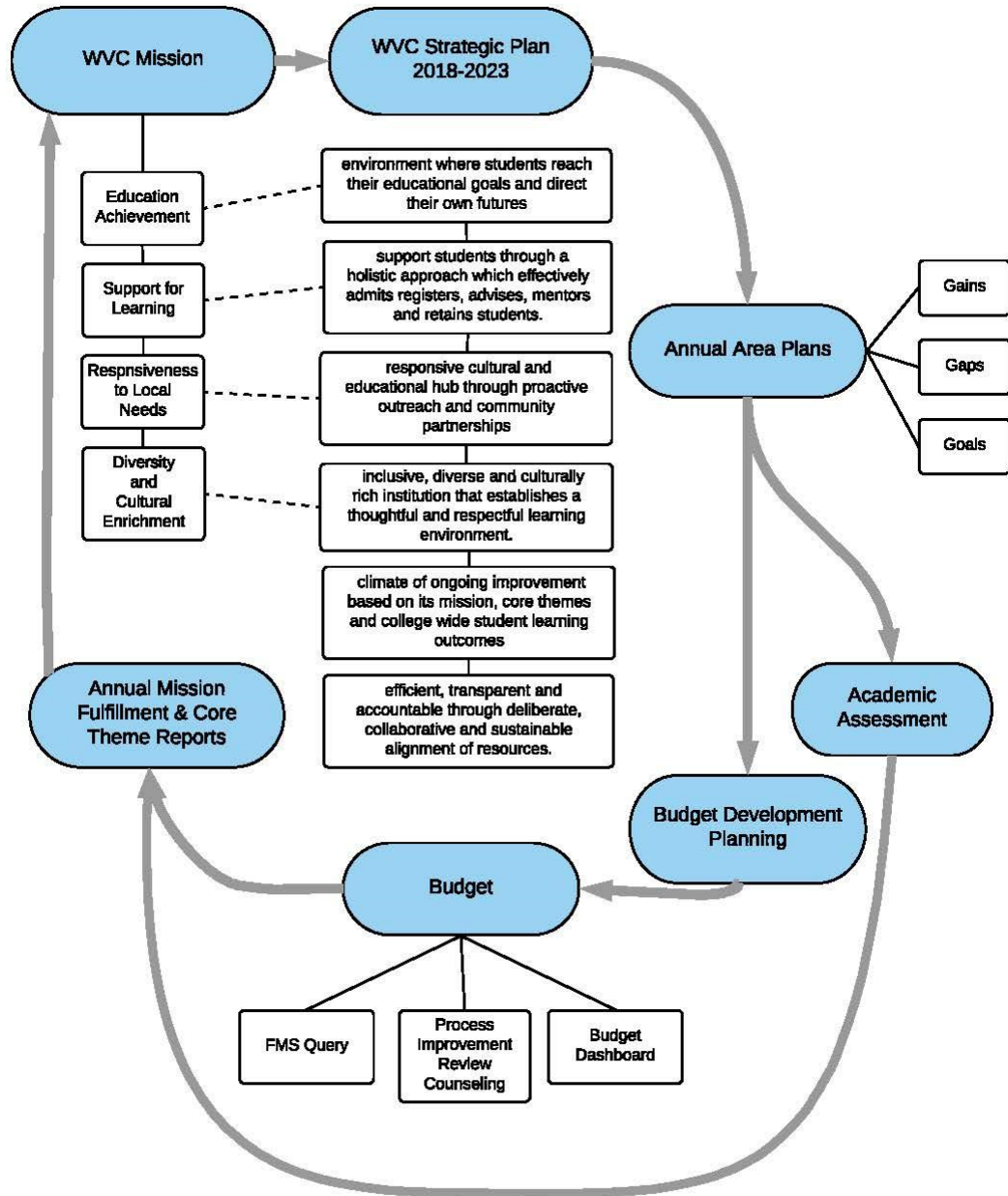
Over the last seven year cycle, WVC has had two planning models. The first model was developed in 2011, at the close of the prior seven year accreditation cycle. It was founded on a loose network of planning committees that reported directly to WVC's Cabinet. To support this planning structure, the college adopted a five year [strategic plan in 2012](#) that was to last through the current seven year cycle.

A delay in the Year Seven NWCCU cycle offset the timeline between WVC accreditation and strategic planning. WVC developed a new strategic plan (2018-2023) after the completion of the five years in 2017. In 2016, WVC adopted a new governance model that impacted college planning. WVC's new governance model creates greater cohesion around the college's mission and core themes. Four Core Theme Councils (CTC) replace thirteen independent planning committees. A number of those committees remain as subcommittees to the CTCs. A [memorandum of understanding](#) with the college's local faculty union ensures faculty involvement in all aspects of the model including a review of the model's effectiveness.

Diagram 3.A.2-1. Wenatchee Valley College Mission Fulfillment and Planning Cycle.



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



In addition to the college's model of shared governance and planning structure, there is an integrated administrative structure that participates in planning. This structure is embedded into the college's instruction and non-instruction administrative functions. On the instruction side of this structure, faculty work in their programs to plan for and develop those programs. These plans are reviewed and passed onto their Deans, who in turn review program plans and formulate division plans. Division plans are then passed onto the Vice-President of Instruction, who reviews program and division plans. These plans are used to formulate the overall WVC instruction plan. On the non-instruction side of administration, program directors formulate and report their plans to appropriate supervisors, executive directors or vice presidents. These plans are used to formulate division plans. Plans from both instruction and non-instruction are reviewed by WVC's Cabinet. Both instruction and non-instruction plans are referred to as [Area Plans](#).

Governance & Planning Paradigms

Reflecting on the two shared governance and planning models that have been in use for this cycle, there have been various paradigms used to model the college process for planning and improvement. The first paradigm was developed early in the current cycle. In preparation for the college's Mid-Cycle Report and Evaluation, a graphic was created to illustrate the model to the college, community and evaluators. [The representation](#) is that of an apple tree. Apples are an important part of the culture and economy of WVC's service area, thus, this representation has important symbolism for the college and the broader community.

In this paradigm, the roots of the tree represent the college's mission. It is the central force that provides life and strength to the tree and its product. Collecting the strength of the tree is the central trunk, representing the college's Board of Trustees and college administration. The mission's core themes are represented as the branches, whereby the roots and trunk provide support in reaching the ultimate objective. The leaves of the tree stemming from the branches represent its independent committees, programs and services the college provides. Each one works to nurture the tree and its end product. The sunlight provided to the tree represents the strategic plan of the college, providing direction and guidance for the tree. Finally, the end product and fulfillment of the tree's mission is represented by the apple. This represents student success and student learning. It is nurtured through the energy provided by programs and services and linked to the core themes and college's mission. By looking at how the tree produced fruit and through careful planning, it could be fertilized, pruned and harvested to create the best student learning outcomes.

This paradigm is an excellent representation of how Wenatchee Valley College sees its process of planning, assessment, improvement and ultimate mission fulfillment. Until the 2016-17 academic year, this paradigm was used as the primary means of describing how the college plans and acts to bring about student learning. It was published in a variety of college documents, posters and publications. It still functions as a strong and important symbol for the college and its community.

In 2017-18, a second paradigm was developed to better represent and explain the college's new shared governance and planning structure and to incorporate the soon to be completed strategic plan. This paradigm needed to show more structure and interconnected parts leading to mission fulfillment and student success. The new paradigm is represented by the diagram presented above (Diagram 3.A.2-1). This paradigm focuses closely on an annual cycle of planning, assessment, budgeting and seeking improvement based on the college's mission, core themes and strategic plan. It further ties the strategic plan tightly to the core themes. One strategic goal (Goal 23.6) in the current strategic plan is focused on this recurrent cycle that contributes to greater learning and mission fulfillment. This annual cycle then becomes a guiding representation of ongoing, interrelated work being done to achieve the college's mission.

This paradigm reflects WVC's new emphasis of centering planning more dependently on the college's mission and core themes. This is reinforced by the 2018-23 Strategic Plan that focuses and assigns strategic goals and objectives to specific core themes and related CTCs. This provides a greater degree of structure, integration and centered purpose to the college's governance and planning. While this is a new view of how the college works toward mission fulfillment, it has started to provide insight to stakeholders on how all that the college does is interrelated.

Strategic Planning

WVC's strategic plan functions as the comprehensive plan for the college. The past and current strategic plans for this cycle have acted as a centered driving force for all subsequent planning and budgeting for the college. Both plans seek to provide direction toward mission fulfillment. Each plan was structured to be integrated with governance and planning structures as they existed at the time. Each plan tries to systematically address challenges the college expects to face over the life of the plan, with the end goal of improving student success and meeting the college's mission.

The 2013-17 Strategic Plan ([SP17](#)) was developed in 2011-2012 by a representative task force comprised of members from each of the college's planning committees, the President's Cabinet and other interested faculty and staff. During this process, task force members took the draft plan to different college stakeholders, community representatives and students. Their input was used to finalize the draft and bring it to WVC's Board of Trustees. All college stakeholders who had an interest, had an opportunity to review and provide input to the plan. Upon approval, the plan was made available on the college's intranet and website.

[SP17](#) was focused on three key directions and a variety of related priorities the college would need to face in order to address coming challenges. First, SP17 addressed the challenges of providing an up-to-date education environment that embraces technological change as relevant to student learning. Second, SP17 addressed a need to improve structures for providing data to direct effective change and improvement. Finally, SP17 recognized a need for WVC to provide a more personalized relationship with students to better meet their educational needs. While focused on student success and student learning and meeting the college's mission, SP17 did not directly focus on the college's core themes, governance structure or planning processes. All governance and planning committees were expected to tie their planning to the college's mission and the strategic plan.

WVC's current strategic plan ([SP23](#)) was developed in a year-long process in 2017, by a task force of Cabinet, Core Theme Council representatives, student government, classified and exempt staff and faculty not representing a CTC. The task force engaged in a four month internal environmental scan of the college. Task force members conducted SWOT (strengths, weaknesses, opportunities and threats) analyses, Porter's Five Force analyses, surveys and document and data reviews with the Board of Trustees, Cabinet, each CTC, student and faculty groups and other college stakeholders. The task force used this internal scan to develop 127 strategic themes.

WVC then conducted an external scan of the college's community through a series of community surveys and a community town hall meeting. The task force consolidated the data collected through the external scan with the internal scan themes to identify 79 distinct themes. The task force then went to the Board of Trustees, Cabinet and CTCs asking them to rank the most important themes to be addressed by a strategic plan. This ranking process resulted in identifying 25 prioritized themes. Student leaders asked that themes related to student mentors and student internships and job shadowing be added to the final list of strategic themes.

Gap analyses of those 27 prioritized themes were used to develop six strategic goals and 36 strategic objectives. Four of the goals were directly tied to a core theme and its related objective. Two goals, focused on more effective and transparent college finances and developing a culture of data informed

improvement, were aimed at issues that needed to be addressed by all core themes, CTCs and the college as a whole. The plan was then given to the Board of Trustees, Cabinet and Core Theme Councils for a final review. The review suggested some pragmatic changes to better reflect the college's internship plans and to incorporate the college's efforts toward a more sustainable learning environment. With those changes, the Board of Trustees approved the plan in January 2018. The plan was then made available to the college and its community through its intranet, the Area Plan collection website and WVC's public website.

The 2017-2023 Strategic Plan (SP23) provides structure and integration with the college's mission and core themes that did not exist in the college's prior plan. It provides a structure that is comprehensive and systematic in addressing the college's mission and mission fulfillment in coming years. The plan will guide the college as it reviews its mission, core themes and core theme indicators at the start of its next seven year cycle. SP23 is also well aligned to WVC's new governance and planning structure by ensuring that each Core Theme Team of representative stakeholders is fully focused on one of WVC's Core Themes.

Institutional Effectiveness Plan

WVC developed its first Institutional Effectiveness Plan in 2014. The aim of this plan is to provide direction for data collection, analysis, and reporting that is related to the college's mission, core themes, and strategic plan. Further, it looks to develop a process that supports the cycle of planning, assessment, improvement and reflection that the college is looking to integrate into its culture.

[The plan](#) looks at how and when data will be collected for the college's annual Mission Fulfillment and Core Theme Indicator Reports, data provided Core Theme Councils for planning and monitoring of projects, data and reports to monitor progress on the college's strategic plan, information collected and reports created to support student programs and services and to support data collection and analysis of student learning outcomes at the course, program and degree/certificate levels.

Enrollment Management

WVC is in the process of building a college-wide enrollment management plan. The impetus for this planning is to address recent statewide enrollment decline and similar declines in WVC's service district, especially for traditionally at risk populations of the state and district. This plan is being developed in conjunction with Washington's [SBCTC statewide task force focused on strategic enrollment management](#) (SEM). WVC's Cabinet and the CTCs are looking for ways to plan for and manage the college's enrollment processes, for ways to better reach potential students, and for ways to provide greater support for potential students who struggle with the process of attending college. In these initial planning stages, the college has reinforced outreach, extended offerings to support the district's tribal communities and seeks to develop a Guided Pathways model to improve student onboarding, advising, retention and completion.

Diversity Plan

Objective 23.4.2 of WVC's strategic plan indicates that the college will create a college-wide diversity plan by the end of 2023. In 2019, the college will begin the process of developing a full diversity plan. This objective has been assigned to the Diversity & Cultural Enrichment CTC. This CTC will be working with the college's Director of Diversity, Equity & Inclusion and other interested college-wide stakeholders to develop a functional plan for review and approval by the start of fall quarter of 2019.

The need for such a diversity plan arose out of the assessment of college [core theme indicators](#). Indicators associated with diversity showed WVC had important work to do in improving its diversity for staff and faculty. Also, there is ongoing concern at the college that a number of underserved populations of the college's service district are not receiving needed higher education opportunities. Formulation of a

diversity plan is highly anticipated and it is hoped it will help the college address lagging core theme indicators.

Technology Planning

WVC's current [technology plan](#) was developed in the summer of 2017 in a collaborative process led by the Dean of Libraries & Learning Technologies. The process included a review of institutional initiatives and priorities, discussion with administrative and instructional leadership and stakeholders, a review of the current state of technology resources and systems, identification of needs over a three-year period, and alignment of proposed initiatives with the college's core themes. WVC's technology plan is somewhat unique due to the fact that the dean is responsible for the libraries, distance learning, tutoring, and information technology. The technology plan incorporates all of those areas.

Implementation has occurred according to priorities set in the plan, such as grant funding and resource availability. Also, elements of the plan are directly addressed in the college's strategic plan. The first year of the plan coincided with a year of college-wide budget corrections, so projects were implemented as funds were available. In that same period, college technology and business staff worked to revise the fee schedule that supports technology advancement to ensure adequate resources to address student technology needs. Three separate fees were combined into one technology fee to allow for more flexibility and better planning. As of early 2019, much of the plan has been accomplished, and a main emphasis going forward will be desktop computer replacement as described in the plan.

Facilities and Capital Planning

Under the direction of the Vice President of Administrative Services, the Facilities Operations department manages, maintains, and operates the college's facilities, infrastructure, grounds, and physical development. The department provides active and responsive planning for a secure physical campus infrastructure in support of the college's mission. Facility planning is formally recognized through the development, communication and presentation of the [WVC Facility Plan](#), most recently updated in 2017. The revised plan addresses both short- and long-term plans that are directed at achieving five student centric goals:

- 1) Empower student success
- 2) Increase community engagement and expand partnerships
- 3) Encourage enrollment by creating spaces where students want to be
- 4) Integrate and institutionalize diversity and globalism throughout the college
- 5) Sustainable college maintenance and facilities

With the above goals in mind, the Facilities Operations department has developed a capital improvement forecast that takes the planning process to the year 2049. Projects are categorized into six major categories: 1) Minor, 2) Matching/Community, 3) Replacement, 4) Renovation, 5) Growth, and 6) Other. The division of these projects is largely based on the funding model developed by the State Board for Community and Technical Colleges (SBCTC) and aligns with their scoring criteria.

These five goals are directly aimed at addressing the goals and objectives identified in the WVC Strategic Plan and the college's Core Themes. WVC's Minor Capital projects list is further prioritized in a similar manner as the operating budget's Core Theme funds. Minor Projects are brought to President's staff/Cabinet and are prioritized based on connection to Core Themes and balanced with funding availability for the biennium. The Facilities Operations construction schedule is then approved and implemented based on the priority list developed by Cabinet.

Typically, the Facility Master Plan is reviewed the year following the implementation of a revised Strategic Plan to ensure ongoing alignment with the college's long term goals and objectives.

Budget Planning

Every office, program, service, department and organization at WVC has been assigned budget codes, as well as associated revenue and expense codes for tracking expenditures and revenue over time. An individual in each of these areas is assigned to be the budget holder/owner. Budget owners are usually, but not always, the director or lead of the area. Starting in fall quarter, budget owners are expected to begin planning for the next academic year, providing for projected expenditures for existing salary, benefits, goods, services, equipment, and travel. In addition, they are expected to provide information on their area's needs for additional human capital, equipment, supplies, and services. Budget owners are expected to project revenue collected from student fees and fees collected for services offered to WVC's district. These budget plans are then given to the area's dean or program administrator for review and to ensure alignment with WVC's strategic plan and Core Themes. At the end of fall quarter, area budgets are to be submitted to their appropriate college vice-presidents or executive directors. New budget requests should be documented in the appropriate [Area Plans](#). Vice-presidents and executive directors review budgets and document needs for new personnel and additional budget needs for areas. Vice-presidents and executive directors then bring budgets to the President's Cabinet for review, prioritization, and approval.

In 2017, WVC created a Budget Analyst position to help support budget planning. This position reports to the President, providing him with updates and information relevant to the ongoing budget process. This position works with budget owners, deans, directors, executive directors and vice-presidents in developing and reviewing budget plans. This position provides all areas and supervisors with training, [worksheets and reporting devices](#) in order to prepare sustainable budget plans. Also, the position reviews budgets for consistency and accuracy.

In 2017, WVC implemented a new budget and expenditure tracking system called "[FMS Query](#)." This tool provides budget managers access to a daily updated view of their budgets and current expenditures. Prior to implementation of this tool, data on budgets were delayed, difficult to obtain and lacked sufficient detail to allow budget owners to understand their current budgets and expenditures. This made it difficult to project future salaries, benefits and expenditures for goods, services, equipment and travel. Further, the open and transparent nature of the new tool allows budget owners and supervisors to view budgets of all areas. This gives budget owners a greater capacity to understand how their budgets impact other areas of the college and to determine best practices in budgeting. WVC's budget office also developed a budget transfer tool that allows budget owners and Cabinet personnel to reallocate resources throughout the year to better align expenditures with the college's mission, Core Themes, and Strategic Plan.

Throughout the current seven year cycle, budget owners and supervisors are expected to consistently document how budgeted salaries, benefits, goods, services, equipment and travel expenditures supports the college's mission, core themes and strategic plan. These ties are documented, in part, through Area Plans, budget worksheets and other reports and budget requests. These ties are examined and used for prioritization and justification for budget allocations. Essentially, every budget plan at some point has to be justified in terms of meeting the college's mission, core themes and strategic plan.

New for budget planning for the 2018-19 academic year, Core Theme Councils (CTCs) were allocated \$250,000 to budget for [CTC projects and priorities](#). CTCs decided on which projects needed additional support and presented formal requests to CTC leaders and Cabinet, who together determined which requests were to be funded. This is noted here for reference to overall institutional budget planning. These CTC requests for funding will be further elaborated on in discussion surrounding core theme planning (Standard 3.B).

Board of Trustees

The WVC Board of Trustees has ultimate responsibility for the college's mission, core themes and mission fulfillment. The Board exercises this responsibility through policy development surrounding planning processes, monitoring mission fulfillment and core theme indicators, approving and monitoring college wide budgets, approving tuition and fees, etc. Board members are regularly updated on plans and projects being conducted by Cabinet and CTCs.

President's Cabinet

President's Cabinet is the central planning board of WVC. With the President, they approve all final Area Plans, Institutional Effectiveness plans, enrollment management projects and plans, capital projects, facility management plans, and emergency and contingency plans. Jointly with CTCs, they approve individual CTC work plans, individual CTC projects and plans, and monitor the progress of the strategic plan. Together, Cabinet and CTCs provide direction and suggestions for the planning of all areas of the college. Cabinet ensures that plans and projects are tied to the college's mission, core themes and strategic plan. They provide top level direction on decisions on human capital. Cabinet is the ultimate budgetary planning authority.

The President and Cabinet are responsible for seeing that WVC adheres to budget policy and practices authorized by the Board of Trustees. Therefore, they are responsible to provide accurate data and information surrounding the college's budgets and planning, especially those that impact the college's mission, core themes, core theme indicators and strategic plan.

Core Theme Councils

Core theme planning and the associated planning of Core Theme Councils will be discussed in greater detail later ([Standard 3.B](#)).

However, as there is inevitable overlap in the planning and coordination done surrounding many strategic goals, strategic objectives, projects and college priorities, CTCs often have a role in these broader areas of concern. For example, WVC's Guided Pathways implementation requires input from the Education Achievement CTC to address faculty advising and pathway distributions, while the Support For Learning CTC provides input on onboarding and counseling. Members from each CTC have been asked to serve on the [Guided Pathways task force](#) to help coordinate overlapping responsibilities and planning. Another example is that each CTC was asked to provide representatives to the strategic planning task force and help coordinate environmental scanning, theme prioritization and plan review for their CTC.

CTC participation in institutional planning provides the added benefit that CTCs have wide and combined participation of faculty and administrators. All full-time faculty are assigned to a given CTC and are expected to participate in CTC projects. Most senior administrators, deans and directors are assigned to a given CTC. CTC leadership meets monthly with Cabinet to coordinate plans and discuss project progress. CTCs are provided access to most of the data collected for Area Plans, mission fulfillment and core theme indicators. While having a specific focus, they are positioned to be full participants in shared governance and planning.

Other Stakeholders

There are a number of college and community stakeholders that impact college planning. For example, the [WVC Foundation](#) exists to support the college's mission, core themes and strategic plan with funds provided by the wider community. The Foundation impacts budget planning by providing funds and fund raising options to support needed college equipment, personnel and services. Without their participation, WVC would be less effective in fulfilling its mission.

ASWVC and ASWVCO have an important role in planning for the college. Both student government groups regularly present plans and projects to Cabinet and the Board of Trustees. They have an annual budgeting process that is reviewed and approved by the college's Board of Trustees. Student government has participated with the formulation of the college's past and current strategic plans. At the start of every academic year, student leaders meet to plan activities and projects for the coming year. As part of this process, student leaders review the college's strategic plan and their role in accomplishing it. Students actively led and participated in the planning of the [Student Rec Center](#), which was completed in 2018. It should be noted, that two strategic objectives, Objective 23.2.1 (student mentors) and Objective 23.3.3 (internships and job shadowing), were included in the current strategic plan at the request of student leaders. These student leader requests were taken seriously and are planned to be addressed by the assigned CTCs in the 2019-20 academic year.

The college requires that all workforce programs have an [Advisory Committee](#) made up of college district industry or business leaders related to the program. These advisory committees meet at least quarterly. They review program curriculum and outcomes to make sure the skills and techniques taught to students are up-to-date and relevant to the college district's economy. Further, they help program faculty and administrators to plan for future program improvements, including budget, facilities and capital improvements. Changes in program requirements, by college practice, requires the approval of the program Advisory Committee.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

WVC strives to have planning and subsequent decisions informed by accurate, replicable, consistent, unbiased data. One of the strategic objectives of WVC's strategic plan states the college will seek to "Use technology to widely distribute data on student success at all levels to college stakeholders" (Objective 23.6.1).

College data systems are based in a legacy data system engineered in the late 1970s and implemented in the Washington community college system in 1986. While the data collected in these systems are accurate and consistent, extracting information from them to use in modern data reporting systems can be challenging. Also, there is a steep learning curve in using these systems to provide data for analysis and reporting. WVC's Institutional Effectiveness department has a cumulative 33 years' experience in using these systems. However, the age of the current system impacts the timeliness and depth of data provided to stakeholders.

That being said, a wide range of data is collected in support of planning and evaluation of the college's mission, core themes, core theme indicators, strategic goals and objectives, and mission fulfillment.

Most of the data provided in support of WVC's planning and evaluation process is covered by the college's Institutional Effectiveness (IE) Plan. That plan outlines the time and manner that data is provided for support of the college's data needs. WVC's Institutional Effectiveness department is responsible for development of the IE Plan and its implementation. It uses a wide range of data sources, tools, analyses, and reports to convey information needed for effective planning.

Some examples of data sources used in this process and meeting the IE Plan include, but are not limited to:

- Data collected, analyzed, and reported in the annual [Mission Fulfillment](#) and Core Theme Indicator Report.
- Data collected locally by departments, programs, divisions, etc. as part of the Area Plan process.
- [Dashboards](#) created to inform the college on enrollment, retention, completion and achievements in student learning.

- A [research portal](#) developed with federal Title III Grant funding that allows faculty and staff to monitor the progress of students in programs and courses.
- The Seven-Year [Historic Course Data Pivot Table](#), provided to Cabinet and deans quarterly and distributed to all shortly after the conclusion of the academic year.
- [Regular enrollment reports](#), disaggregated by campus, types of students, programs, and departments.
- Budget and expense reports generated through [FMS Query](#), which is available to all budget holders and budget supervisors.
- Budget diagnostic reports which are distributed to the Board of Trustees, Cabinet and budget supervisors.
- [IPEDS annual report](#), comparing WVC to other peer institutions. This report is usually received in late summer and widely distributed to college stakeholders.
- [Voluntary Framework for Accountability reports](#). These are data collected from colleges by the American Association of Community Colleges. These data can be used for comparing student achievement between colleges. It has been used for benchmarking by WVC in the past and will likely be used for indicators in the next seven year cycle.
- [Annual report](#) data on important student achievement and faculty indicators, provided to grants and federal programs.
- Data collected from the Mutual Research Transcript Exchange (MRTE+) data system, looking at student transfer and outcomes data from other institutions of higher education in Washington.
- Data Linking for Outcomes Assessment (DLOA) reports. These data are generated by Washington's SBCTC and shared with individual colleges. These data focus on student employment and wage outcomes after leaving WVC for a year.
- Program transfer data, for both instructional and not-instructional programs, based on data collected from the National Student Clearinghouse.
- Data available from SBCTC dashboards.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

[WVC's mission, core themes and associated objectives](#) and the [2018-23 Strategic Plan](#) guides and impacts all aspects of resources allocation and distribution of institutional capacity. In particular, the strategic plan outlines goals with specific objectives the college seeks to accomplish in coming years. Starting in September, chairs, directors, and other staff will submit annual Area Plans outlining their budget request that aligns with the above mentioned strategic goals and objectives as well as the core theme their budget request fulfills. Allocated resources must be justified in context of the college's mission and strategic plan. These requested resources are justified in documents submitted by budget managers to supervisors and ultimately to Cabinet for review and approval. Prioritization and allocation of budgets, fiscal resources and institutional capacity are conducted to ensure alignment with the college's mission and strategic plan.

This focus on resources and capacities was addressed in the discussion in Chapter 2 ([Standard 2](#)). Further reflection on how college resources and capacity impact mission, core themes and the strategic plan will be discussed in Chapter 5 ([Standard 5.A.3](#)).

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The college's emergency planning focuses on mitigating the likelihood of emergency or catastrophe situations and [developing effective responses](#) that provides continuity of operations in the event of a major catastrophe. Wenatchee Valley College implements a multifaceted approach to proactively address safety measures and mitigate risk to the college. This approach includes the campus Safety, Security, and Emergency Manager (SSEM); the Emergency Operations Committee (EOC)/Cabinet; and the Safety Committee.

Each of these groups resides in the following areas:

1. Campus Safety and Transportation Department is housed within Administrative Services.
2. Emergency Operations Committee (EOC) is facilitated by the President's direct reports.
3. Safety Committee is facilitated by Administrative Services, with staff from across both Wenatchee and Omak campuses representing administration, faculty and classified employees.

This structure maximizes the specialization of each area while providing an institutional approach that balances responsibilities at every level of the college. Each of these areas meets periodically to ensure proactive methods are in place to reduce the likelihood of environmental or human crisis (i.e., danger to employees or students).

The EOC meets to plan college-wide training on emergency responses. Led by the SSEM, the college is continually providing workshops, trainings and testing of our "All Hazards" emergency plan that demonstrates safety and security is of paramount importance to our daily campus activities. A Behavioral Interventions Team also mitigates human crisis on campus by creating a culture of reporting and early intervention process regarding potentially dangerous behaviors. Campus safety measures also include electronic emergency communications such as Alerts and Rave mass notification systems.

In the event of a catastrophic event that significantly interrupts normal college operations, contingency planning for continuity and recovery of operations at all campus locations, both in Wenatchee and Omak, is focused on safeguarding the management information systems, academic and administrative facility needs, business operations, confidentiality and counseling support for the campus community, as well as ongoing communication efforts with local emergency agencies and FEMA response teams.

Chapter 4: Effectiveness and Improvement





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We sent our two youngest to George Fox University, where their theme that they present the students with is “Be known.” The college has this thrust of ‘We don’t want you to get lost in the cracks. We want you to know that as a school we see you, we connect with you. And I feel like Wenatchee Valley College at Omak does that in spades. I think the faculty and the administration here do an outstanding job of knowing their students. We’re kind of a big family up here. We know each other, we work together, and I think there’s an intimacy – a “being known” – that many institutions are hard-pressed to create.

THE POWER OF KNOWING OUR STUDENTS AND RESPONDING TO THEIR NEEDS

Will Kraske

WVC at Omak math faculty

- Instructor at WVC since 2009, became full-time faculty in 2015
- Bachelor’s in engineering physics, University of Maine
- Master’s in physics, University of Maine, with additional graduate studies in math from Texas Tech University
- Master and doctor of divinity, Columbia International University

Will Kraske has been teaching in one form or another since 1980, and has been teaching in the town of Omak since 1991. While teaching math classes at WVC at Omak, Will saw the need for pre-calculus and calculus sequences for their students. The sequences hadn’t been offered in years, and students were limited in their options for math classes, especially as they prepared to transfer to a four-year STEM degree program.

“That’s been my baby,” Will said. “I wanted to see that change.”

Now, the full calculus sequence is scheduled to be offered this spring.

CHAPTER FOUR: Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Eligibility Requirements

Eligibility Requirement 22: Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Expected student learning outcomes (SLOs) for all degree and certificate programs are published in the [course catalog](#) and on [posters](#) displayed in classrooms and other locations throughout both campuses. Each year, the Assessment committee selects one SLO to review as part of a four-year cycle. Data is then collected from courses that list the SLO as being addressed in their course outlines and syllabi (Standards [2.C.5](#), [4.A.2](#), and [4.A.3](#)).

Eligibility Requirement 23: Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Wenatchee Valley College has a regular cycle of planning, assessment, budgeting and improvement aimed at helping the college evaluate its achievement of its mission, core themes and strategic plan (See Diagram [3.A.2-1](#)). This process includes, but is not limited to, Area Plans; SLO assessment at the course, program and college levels; an annual report on WVC's Mission Fulfillment and Core Theme Indicators; development and ongoing monitoring of Core Theme Council work plans; and data collected by staff and faculty through the college's dashboards and research portal.

These sources are widely available to the Board of Trustees, President's Cabinet, Core Theme Councils, other councils, committees and stakeholders. Where appropriate, these groups evaluate mission fulfillment, accomplishment of core theme objectives and progress in meeting the strategic goals and objectives of the college. This regular process allows the college to evaluate progress, strengths, weaknesses and threats, and determine college viability. It can then allocate need-based resources and capabilities to ensure achievement and the future ability to fulfill its mission and core themes.

WVC regularly completes a strategic planning process that examines the internal and external needs of the college and the college's community. The latest strategic plan ([SP23](#)) was completed through a full year process of internal and external environmental scanning, gap analysis and prioritization of important

themes and issues to the college. Both of the strategic plans completed in this accreditation cycle have resulted in a vision for moving the college forward in supporting student achievement.

Standard 3.B: Core Themes Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

-And-

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

WVC's mission and four core themes (Educational Achievement, Support For Learning, Responsiveness To Local Needs, and Diversity & Cultural Enrichment) are the driving force behind the college-wide [strategic plan](#). Its goals and objectives have been directly mapped to each of the core themes and their objective. Programs and services are distributed under each of the college's core themes.

WVC's four Core Theme Councils engage in integrated [targeted planning](#) for their respective core theme. Working with the President's Cabinet, each CTC is responsible for accomplishing the goals and objectives embedded in the college's strategic plan. At the start of each academic year, each council creates an annual action plan for their core theme. The implementation of the college's new strategic plan in 2018 ensured that the efforts of each core theme council became more focused. CTCs aligned their action plans to the strategic plan, setting project priorities and building project success indicators for project progress and completion.

As mentioned previously ([Standard 3.A.1](#)), the CTCs have a role in overall institutional planning. This is especially true when planning overlaps between core themes. For example, the college's Guided Pathways work has shifted to a joint committee between Educational Achievement and Support For Learning. Additionally, there are two strategic goals assigned to all four core themes. CTCs work individually and collaborate with each other as well as with college administration to achieve their assigned and shared strategic goals and objectives.

Core Theme: Educational Achievement

The Educational Achievement core theme is tied to and integrated with Strategic Plan Goal 1. This goal has seven objectives, two of which are shared with the Support For Learning CTC. In building the current strategic plan, the Educational Achievement CTC participated in developing the goals and objectives. Furthermore, the CTC helped to determine which objectives should be shared with other CTCs. The Educational Achievement CTC has the WVC's Instruction Council, Curriculum Committee and Assessment Committee under its purview. These standing committees work with the larger council in building a work plan that meets the college's mission, the core theme objectives and college-wide plan.

Most instruction programs are responsible for working with the Vice President of Instruction (VPI), deans, program leads and the Education Achievement Council to plan, assess, and improve instruction programs college-wide. Besides instructional programs, other programs of the college have been assigned to work with the CTC including library services and the completion coach.

Going forward, the council will be responsible for developing plans and strategies that will increase and improve the quality of the college’s student and faculty learning communities, impact the quality and breadth of technology available to students inside and outside the classroom, and build a wider range of instructional programs, especially programs offering a baccalaureate of applied science.

Table 3.B.2-1 Core Theme: Educational Achievement				
Strategic Plan Goal 23.1: Wenatchee Valley College will foster an environment where students reach their educational goals and direct their own futures.				
EA	S4L	R2LN	D&CE	Strategic Objective
✓				23.1.1: Increase five-year student program completion and transfer rates.
✓				23.1.2: Expand student learning community opportunities.
✓	✓			23.1.3: Provide technology as a foundation for students to succeed in and adapt to a changing world.
✓				23.1.4: Support current and expand future baccalaureate opportunities at Wenatchee Valley College.
✓				23.1.5: Integrate “soft skills” for students into college-wide student learning outcomes and across the curriculum.
✓	✓			23.1.6: Support the development of faculty to become leaders in their fields.
✓				23.1.7: Create faculty and staff learning communities to support collaboration and improve student outcomes.

The ongoing planning and work done by the Educational Achievement council will impact services and programs, both instructional and non-instructional. Further, the council’s projects will require focused fiscal planning. For example, in 2018, the council requested funds to support faculty stipends to evaluate SLO assessment and instruction improvement strategies across the institution and identify common themes, best practices, and areas for future focus. The council has looked at placement testing, especially in mathematics, and its impact on student success, retention, and completion. One of the council’s committees created a plan to use multiple measures of student ability for math placement that is in the process of being operationalized. Efforts like these impact services and programs, which in turn strive to accomplish the goals and objectives of the strategic plan, the Educational Achievement core theme and the college’s mission.

Vignette 1: WVC Spirit Committee: An Employee Engagement Strategy

Diversity and Cultural Enrichment: Develop an inclusive working environment to support and retain diverse faculty and staff (2018-23 Strategic Plan, Objective 4.4).

In 2018, WVC President’s Cabinet and instructional deans identified an opportunity to align an Employee Engagement Activity—the WVC Spirit Committee—with efforts to create a more inclusive working environment that supports and retains diverse faculty and staff.

The President’s Cabinet committed to area visitations across both campuses to listen to faculty and staff concerns. They gathered and reviewed comprehensive notes. From these listening sessions, the Cabinet identified several themes illustrated in the table below. These themes were shared with the campus through the Core Theme Councils to reinforce the collaborative nature of shared governance.

Themes	
Strengths	Opportunities
<ul style="list-style-type: none"> ● Strong customer service ● Strong teams and collaboration ● Willingness to partner ● Strong student relationships ● Support for underserved students ● Facilities/Gallery (Art) ● Connection to community ● American Indian and Indigenous Studies (AIIS)/Nespelem 	<ul style="list-style-type: none"> ● Communication ● Financial resources ● Instruction support ● Diversity, equity, and inclusion ● Professional development ● Space ● Classroom technology ● Omak 50th Anniversary ● Outreach ● Class cancellation concerns ● Facilities (Omak) ● Staffing turnover

At the same time, a cross-disciplinary team chaired by two deans began exploring ways to better support employee engagement. Together, the team created a comprehensive strategy that includes employee recognition, fun morale-boosting activities, and shout outs for outstanding customer service, community engagement, or collegial support.

A Foundation ask by the Spirit Committee proposed a year-long pilot to establish (A) a culture of kindness, and (B) recognition and celebration of employee excellence at WVC. In the summer, the President sponsored three ice cream truck gatherings to facilitate employee interaction and show appreciation. In the fall, WVC welcomed the staff back during Launch Week with appreciation apparel and a fall Kick Off BBQ. It has also offered periodic popcorn and healthy snacks, continued the annual Holiday Party, provided WVC Post-it notes, and created a recognition program focused on community and campus collaboration that will culminate at the End of Year Recognition Party.

Core Theme: Support for Learning

The Support For Learning core theme is tied directly to Goal 2 of the strategic plan. The Support For Learning CTC is responsible for addressing Goal 2 and its associated objectives. This goal has six related objectives, two of which are connected with planning and work to be done by the Educational Achievement CTC. The Support For Learning CTC participated in developing the strategic goals for the current strategic plan and helped decide on objectives for each of the goals. Further, the council helped determine which goals and objectives would be its responsibility to monitor and accomplish.

Table 3.B.2-2 Core Theme: Support For Learning				
Strategic Plan Goal 23.2: Wenatchee Valley College will support students through a holistic approach which effectively admits, registers, advises, mentors and retains students.				
EA	S4L	R2LN	D&CE	Strategic Objective
	✓			23.2.1: Increase student-to-student mentoring programs.
	✓			23.2.2: Improve student orientation.
✓	✓			23.2.3: Develop and require student college success gateway courses for all students.
	✓			23.2.4: Support the full implementation of a one-stop student service experience.
✓	✓			23.2.5: Increase the quality of faculty advising and educational planning.
	✓			23.2.6: Continued advancement and use of multiple means of assessments for placing students in English and math courses.

Most programs surrounding WVC’s student services are focused on the Support For Learning core theme and CTC. The council works closely with the vice president of student services and the directors of student service programs. These services include admission, registration, financial aid, athletics, Campus Life, etc. Grants focused on supporting specific groups of students such as TRiO, CAMP, and MESA are centered on this core theme and its council.

Going forward, planning around this core theme will need to focus on Goal 2 and its objectives. As mentioned previously, starting in 2016, the Support For Learning CTC has focused heavily on planning and developing a Guided Pathways model for on-boarding and advising students. This impacts how the college admits, registers, provides counseling and faculty advising to students. The overlap with faculty advising resulted in increased collaboration with the Educational Achievement CTC. A new joint committee formed developed plans to implement over the course of the 2018-19 academic year. During this time, the joint guided pathways committee will provide support and further planning to ensure a smooth implementation process.

The Support for Learning CTC is in the early stages of developing a “One Stop Shop” for admission, registration, transcripts, cashiering, testing and other functions. This objective of the strategic plan will impact many services and programs the college offers. The move aims to provide more effective, direct and personal support to students.

The plans and actions of the Support For Learning CTC are aimed at aligning CTC plans and improvements with the strategic plan, core theme and the college’s mission. The CTC works with senior administrators to identify important projects and budget items that need prioritization. For example, the council sought funding to do external research for best practices around student mentoring (Objective 23.2.1). It also sought capital budget and technology support for better electronic projection systems for outside of the classroom (Objective 23.6.1).

In addition, the Support For Learning CTC has carefully looked at the data provided for the Mission Fulfillment and Core Theme report. The council noted that most of the data centered on its core theme indicators comes from student surveys. They further noted that the college was past due to have a college-wide student survey conducted. In 2018, the council partnered with the Office of Institutional Effectiveness and WVC students to conduct a [college-wide student survey](#). Survey results provided recent data to measure core theme indicators and highlight areas for improvement in terms of programs and services.

Core Theme: Responsiveness to Local Needs

The Responsiveness To Local Needs core theme is tied directly to Goal 3 of the strategic plan. The Responsiveness To Local Needs CTC is responsible for addressing Goal 3 and its associated objectives. This goal has seven related objectives, two of which are associated with planning and work to be done with the Educational Achievement CTC. The Responsiveness To Local Needs CTC participated in developing the strategic goals for the current strategic plan and helped decide on objectives for each of the goals. Further, the council helped determine which goals and objectives would be its responsibility to monitor and accomplish.

Most programs and services associated with this core theme are responsible for working with the executive director for community relations, vice president of instruction, workforce deans and program directors and the Responsiveness To Local Needs CTC to plan, assess and improve programs that work to provide educational opportunities to the college’s district. Programs like Continuing Education, local corporate certification, a variety of community outreach programs, informational college pamphlets, tracts, catalogs, posters and signage are developed through this core theme. The elements of this core theme strive to provide programs that support extended instruction opportunities for students outside of the classroom. Study abroad, internships, job shadowing and service learning are coordinated through programs and services under this core theme and its corresponding council. The council works closely with the instruction council and student services to provide wider coverage and timely support for the community’s educational needs.

Table 3.B.2-3 Core Theme: Responsiveness to Local Needs				
Strategic Plan Goal 23.3: Wenatchee Valley College will be a responsive cultural and educational hub through proactive outreach and community partnerships.				
EA	S4L	R2LN	D&CE	Strategic Objective
✓		✓		23.3.1: Increase online offerings and access options to accommodate time and place restrictions for students.
		✓		23.3.2: Wenatchee Valley College will seek to maintain a level of technology to meet community needs.
		✓		23.3.3: Provide greater internship and job shadowing opportunities for students in the community.
✓		✓		23.3.4: Provide responsive curriculum and programs for the community.
		✓		23.3.5: Increase college outreach through traditional and non-traditional sources to reach underserved segments of the community.
		✓		23.3.6: Provide clear evidence throughout the district of the college's presence and role in the community.
		✓		23.3.7: Develop a coherent plan to accurately assess community needs.

This CTC is responsible for planning and development surrounding outreach to the community to build programs that are of wide educational value for the district. The core theme enables community partnerships and programs to foster economic development work. An example of this is the [“Our Valley, Our Future/ Nuestro Valle, Nuestro Futuro”](#) community development project which has required significant planning and work by college and community partners.

The Responsiveness To Local Needs CTC has worked to identify more ways the college can serve the community. It recently sought \$13,000 for development on a community needs assessment. The results of the needs assessment will provide current and comprehensive information on community needs that WVC can use to develop and implement new educational programs (Objective 23.3.7).

Additionally, the Responsiveness To Local Needs CTC has taken a wider view of WVC's responsibilities to its community. The CTC takes the shared responsibility for sustainable use of resources articulated in Goal 5 seriously. They formed a committee of the council to manage goals related to sustainability at WVC and in the community (Objective 23.5.6).

The Responsiveness To Local Needs CTC impacts instructional programs through development of online technology that supports instruction, programs, and services for time and place bound students in the district. The WVC service area encompasses a large part of Washington State, providing the technology and means to offer instruction and services is mission critical. Further, the Responsiveness To Local Needs CTC impacts instruction as they work to plan and implement marketing for college programs.

A particular focus are the new BAS programs in Nursing and Engineering Technology. The council has sought \$40,000 to support this type of marketing and will work in 2018-19 to develop effective marketing strategies for these and other programs.

Core Theme: Diversity & Cultural Enrichment

The Diversity & Cultural Enrichment core theme is tied directly to Goal 4 of the strategic plan. The Diversity & Cultural Enrichment CTC is responsible for addressing Goal 4 and its associated objectives. This goal has seven objectives, one of which overlaps with the Educational Achievement CTC and another that guides shared goals with the Support For Learning CTC. The Diversity & Cultural Enrichment CTC participated in developing the strategic goals for the current strategic plan and helped decide on objectives for each of the goals. Further, the council helped determine which goals and objectives would be their responsibility to monitor and accomplish.

The majority of the programs and services addressed through the Diversity and Cultural Enrichment CTC are administrative and are distributed widely across the college. This core theme is unique as it works with Instruction, Student Services, Finance, Community Relations, Human Resources and others. They cooperate and plan with the vice presidents and directors of almost every administrative area of the college. While working to promote diversity throughout the institution, the CTC models a type of diversity by representing all stakeholders, programs, and services of the college.

In the two years since this CTC's establishment, it has had an impressive number of accomplishments and has planned improvements that are in various stages of completion. The council planned and developed a college-wide diversity requirement which will be implemented during the 2018-19 academic year (Objective 23.4.6). The CTC also helped to plan for and develop the creation of a new International Education Coordinator position (Objective 23.4.1)..

The CTC works with numerous programs and services to strengthen college diversity. The council requested and received approval for \$15,000 to improve college accessibility technology. This will impact most of the college's online programs and services, the college's website, and physical documents the college provides to its students and community.

Table 3.B.2-4 Core Theme: Diversity & Cultural Enrichment				
Strategic Plan Goal 23.4: To achieve equity, Wenatchee Valley College will become a more inclusive, diverse and culturally rich institution that establishes a thoughtful and respectful learning environment.				
EA	S4L	R2LN	D&CE	Strategic Objective
	✓		✓	23.4.1: Double international enrollment.
			✓	23.4.2: Create a college-wide diversity strategic plan.
			✓	23.4.3: Strive to increase the diversity of our faculty to more closely reflect our diverse students and the community.
			✓	23.4.4: Develop an inclusive working environment to support and retain diverse faculty and staff.
			✓	23.4.5: Use universal design principles to make Wenatchee Valley College fully accessible.
✓			✓	23.4.6: Increase diversity course offerings and implement a diversity requirement for program completion.
			✓	23.4.7 Improve college relationships among faculty and staff to support open, respectful and inclusive discussions on diversity.

The council has noted the poor results of core theme indicators, monitored in the Mission Fulfillment and Core Theme Indicator Report, surrounding diversity. During the strategic planning process, they were deliberate in seeking goals and objectives that committed the college to inclusiveness, openness, and respect for students, faculty, staff, and administration. The council envisions that addressing diversity in the strategic plan will result in improvement to lagging target numbers of core theme indicators around diversity and cultural enrichment. This is a clear example of how the college’s core themes, core theme objectives and core theme indicators are being assessed, planned for, and acted on to improve the college, support student success, and meet the institution’s mission. The council’s work to meet the challenge of improving core theme indicators around diversity and cultural enrichment has become a source of college pride and is considered a best practice the other core theme councils should seek to emulate.

All Core Themes

During the development of the current strategic plan, it became increasingly evident that there were two college-wide issues that needed to be addressed. The core theme councils’ representatives on the strategic planning task group felt that both issues required solutions that aligned with the needs of each core theme and their related objectives. For this reason, all four CTCs are responsible for Goal 23.5 and Goal 23.6 of the strategic plan.

Goal 23.5 establishes a more flexible, stable and transparent model for how WVC will distribute its resources and capacities. There are six objectives in Goal 23.5 that are shared equally between the CTCs.

All four CTCs participated in the construction of the goal and its objectives. The past recession created financial and budgeting challenges for the college. Recent declines in state-funded student enrollment impacted sources of funding that had previously remained relatively stable. These challenges did not threaten the college’s ability to meet its mission. However, it was understood that better management of current resources, widening sources of funding and sustainable management of resources would benefit the college.

Table 3.B.2-5 All Core Themes				
Strategic Plan Goal 23.5: To support student learning, Wenatchee Valley College will be efficient, transparent and accountable through deliberate, collaborative and sustainable alignment of resources.				
EA	S4L	R2LN	D&CE	Strategic Objectives
✓	✓	✓	✓	23.5.1: Fund a grant coordinator position to broaden funding sources and increase institutional capacity.
✓	✓	✓	✓	23.5.2: Enhance partnership with Wenatchee Valley College Foundation to grow community financial support.
✓	✓	✓	✓	23.5.3: Develop transparent, stakeholder-built budgets that are informed by data.
✓	✓	✓	✓	23.5.4: Create efficiencies through application of technology and automation.
✓	✓	✓	✓	23.5.5: Enhance enterprise technology to meet Wenatchee Valley College’s needs first.
✓	✓	✓	✓	23.5.6: Build, equip and maintain sustainable facilities that are focused on student learning and success.

The CTCs have been working closely with the Vice President for Administrative Services to address objectives associated with this goal. As mentioned previously (Standard 3.A.1), WVC implemented new budget planning and monitoring tools. Select members of the CTCs were granted access to these tools in order to monitor budgets controlled by their council as well as those of projects being run in association with other programs. The CTCs advise committees involved in planning future college capital and enterprise improvements.

Goal 23.6 focuses on WVC’s efforts to better document the improvements it makes to fulfill its mission and core themes. There are three objectives associated with this goal. All four CTC’s provided input on the construction of the goal and its objectives. All four councils have committed to address this goal and its objectives in light of its core theme and objective. The general sense is that WVC adapts adequately in response to student and community needs. However, improved documentation of these efforts benefits the college’s stakeholders and creates data vital to decision-making at all levels of the college.

**Table 3.B.2-6
All Core Themes**

Strategic Plan Goal 23.6: Wenatchee Valley College will promote a climate of ongoing improvement based on its mission, core themes and college wide student learning outcomes.				
EA	S4L	R2LN	D&CE	Strategic Objectives
✓	✓	✓	✓	23.6.1: Use technology to widely distribute data on student success at all levels to college stakeholders.
✓	✓	✓	✓	23.6.2: Full participation of those in instruction and non-instruction at Wenatchee Valley College in collecting, analyzing, reporting and formulating improvements centered around college-wide student learning outcomes.
✓	✓	✓	✓	23.6.3: Effectively communicate Wenatchee Valley College improvement efforts to internal and external stakeholders.

The CTCs work with the Executive Director of Institutional Effectiveness & Planning to plan and work on Goal 23.6 and its objectives. They provide ongoing input on the development of dashboard data for the college and its core theme. As noted earlier ([Standard 3.A.1](#)), the CTCs are working to place their project progress reports through Area Plans for the entire college to see and monitor CTC projects. CTC work plans are available to all college members through the use of Microsoft Teams. Small groups from all four CTCs have received training in using the new Student Data Portal, provided through a federal Title III grant. Student Services will be working on improving non-instructional assessment of student learning outcomes with help from the Assessment Committee and Support For Learning CTC. All CTCs are planning for ways to more effectively communicate what they plan, assess and reflect on in seeking to complete projects related to the college’s strategic plan, core themes and mission.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

As noted previously ([Standard 1.B.2](#) and [Standard 3.A.1](#)), the [Mission Fulfillment & Core Theme Indicator Report](#) plays an important role in helping WVC determine areas of focus, planning and further assessment. The data collected for those core theme indicators are consistent and replicable, providing a base of assessment against the college’s benchmarks and definitions of mission fulfillment. The reports, which focus on each of the core themes, lend themselves to directed top-level planning surrounding each theme. Those reports facilitated the process of defining strategic goals because indicators were used as part of the gap analysis conducted in formulating the current strategic plan. Data collected for core theme indicators finds wider use in developing instructional and non-instructional program objectives and goals. Ultimately, core theme indicator data helps WVC determine the college’s fulfillment of its mission and core themes.

As CTCs have a role in overall institutional planning, all four of the CTCs have access to the types of data that are provided regularly to institutional stakeholders mentioned previously ([Standard 3.A.3](#)). CTCs are in a position to use these data to meet many of their data needs for planning around their core theme

projects and in meeting the goals and objectives of the strategic plan. The CTCs can also ask for adaptations of college-wide data that focuses more directly on their core theme.

The President's Cabinet, the CTCs and their committees often require more direct and tailored data to meet the college's core themes, core theme objectives and core theme indicators. Some of these tailored sources of data include:

- Data collected for the Mission Fulfillment and Core Theme Indicator Report. After being reviewed and approved by the President's Cabinet and the Board of Trustees, administrators and councils can easily use these reports to focus on areas of improvement given its organization by core theme.
- [Student, faculty and community surveys](#) and focus groups tailored to inform projects that councils, committees and administrators are working on.
- Access to the Area Plans collected by the college for instructional and non-instructional programs.
- [Dashboards](#) requested by a council or committee focused on an area of interest of the CTC or its committee.
- Ad hoc data requests of the IE department to provide current data from the college's management systems.
- Access to current budget and expense information through [FMS Query](#).
- Economic data collected through federal, state and third-party vendors to provide national, state and district information on program effectiveness in the job market and program needs going forward.
- Course and program assessment data provided through a variety of data collection systems, including dashboards, Canvas (WVC's LMS system), and other areas of the college.

These and other data sources provide information in assessing and planning for strategic goals, objectives, programs and services related to each of the core themes. There are many examples demonstrating how councils have used these data sources to inform planning and assess objectives in addition to overall project effectiveness. Examples follow for each core theme.

Educational Achievement

The Educational Achievement CTC uses data to inform instructional practices. The council's Assessment Committee uses data collected by faculty to inform the college on improvement practices and to examine areas for improvement. They also identify themes and ideas that point to best practices in instruction. These are shared with faculty and college stakeholders through reports to the Instruction Council, Cabinet, program directors and leads. Information surrounding assessment of course-, program- and degree-oriented student learning outcomes will be further addressed in Standard 4.A.2 and Standard 4.A.3.

The Curriculum Committee and the Instruction Council have been actively working with administrators to develop new Bachelors of Applied Science programs. They conducted community and student surveys (e.g. [2018 BAS Technology Needs Survey](#)) to outline curriculum and provide necessary information on programs that will meet community and student needs. Data surrounding the economic need and impact of programs are shared with these groups to help with program adaptation and improvement.

Support For Learning

In 2017, the Support For Learning CTC collaborated with the IE department to [survey faculty](#) regarding WVC's efforts to build a Guided Pathways Program for student onboarding and faculty advising. A student survey on counseling and advising was conducted later in the year. These surveys provided key information that resulted in modifications during the planning stages of the Guided Pathways Program.

First, it was clear that the Support For Learning CTC needed to work with the Educational Achievement CTC on advising planning. A joint committee from both councils is engaged in planning for Guided Pathways and its implementation.

The council's leadership noted that it had been some time since the college had conducted a full college survey on student engagement and program effectiveness. These leaders worked with the IE department to plan and implement the [2018 Spring Student Survey](#). The results from the survey will be used to update core theme indicators, provide data to student services and allow the CTC to distill areas of concern.

Responsiveness To Local Needs

The Responsiveness To Local Needs CTC has used core theme indicator data in addition to data collected in the gap analysis (which led to the development of the Strategic Plan) to prioritize projects related to their core theme. In particular, the council has used this information to make the development of a community outreach plan a prime goal for the coming year. The council also used these data to inform their requests for funds related to their projects.

The council's sustainability committee has used facilities data collected by the Facilities & Operations department to assess building energy use and costs. These data in turn have impacted facilities and capital planning ([Standard 3.A.1](#)) and sustainability program development conducted by the council. Going forward, these types of data are expected to impact capital building plans as the college moves to construct two new buildings in the next five to eight years.

Diversity & Cultural Enrichment

As noted previously ([Standard 3.B.1](#)), the Diversity & Cultural Enrichment CTC has used the core theme indicators to inform program planning and development of the diversity requirement being implemented for all students. It is using core theme indicator data to inform the process of developing a college diversity plan, especially the demographic data for staff, faculty and administrators. The council is also planning to use data collected in the 2018 Spring Student Survey to inform the development of a diversity plan. The committee is planning to administer another diversity survey for staff and faculty in 2019.

The council leadership, working with the Vice President of Student Services, interpreted college enrollment data to support the creation of the "Coordinator of International Students." This new position serves to enhance international student outreach and enrollment. It impacts practices around student housing and community outreach to provide wider housing opportunities for future, increased international student enrollment.

Standard 4.A: Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data-quantitative and/or qualitative, as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives.

WVC has developed a conceptual framework for mission fulfillment that links the institutional mission to its Core Themes and has identified measurable Core Objectives supporting each theme. These objectives are evaluated using meaningful, assessable, and verifiable benchmarked Core Indicators of Achievement that are collected, analyzed, and communicated through WVC's Annual Mission Fulfillment and Core Indicators report. Mission fulfillment targets associated with the Core Indicators are established for each indicator by WVC's Executive Staff and are monitored annually. The mission fulfillment targets reflect the institution's aspirations for meeting its goals. Mission fulfillment targets were initially set by Institutional Research in consultation with the College Leadership Team. When leadership transitioned in Institutional Research, these targets were frozen. In winter 2019, Core Theme Councils began assessing institutional status in the Core Indicator and Mission Fulfillment Report and will recommend new targets for Leadership Team consideration and fall, 2019 initiation.

The Core Themes, directly derived from the college mission and forming the basis of WVC's planning framework, were developed by a Strategic Planning Task Force in fall 2017. The Core Themes were shared with the college's governing councils and adopted by the Cabinet and Board of Trustees in 2018. The Core Themes, Core Objectives, and Core Indicators also form the basis of WVC's strategic planning process. The strategic planning and assessment activities and the planning and assessment portion of the college's accreditation process are structured as a single integrated process (See Diagram [3.A.2-1](#)). The current Core Indicators represent a commitment to institutional objectives and are fundamental to WVC's continuous improvement planning activities and its iterative institutional planning/action/assessment cycle, which includes operational and unit planning, instructional program review, and learning outcomes assessment.

WVC has tracked core themes and their respective indicators since the 2013-14 academic year to the present. Over five years, this data set provides insight to trends WVC uses to assess progress toward achieving its mission fulfillment, goals and target areas for improvement. These core theme indicators were introduced in Standard 1.B, with an explanation of indicator scoring and the resulting impact on evaluating mission fulfillment. What follows is a five-year summary of core theme indicator scores, with discussion of core theme indicator trends and core theme indicator impact of the fulfillment of the core theme objective and overall mission fulfillment.

Educational Achievement

Table 4.A.1-1 Educational Achievement Core Theme							
Key Indicator	Measure	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18
Student progress	Retention	Transfer student fall to fall retention between 53% and 61%	60%	62%	60%	64%	61%
		Workforce student fall to fall retention between 40% and 50%	50%	53%	59%	59%	45%
		Developmental student retention between 42% and 55%	54%	51%	56%	52%	48%
		Basic skills student fall to spring retention between 19% and 28%	26%	23%	38%	32%	19%
	Complete 15 credits in first year	Transfer students: between 64% and 73% of students	70%	74%	67%	76%	77%
		Workforce students: between 57% and 77% of students	57%	62%	71%	63%	65%
		Developmental students: between 56% and 67% of students	57%	59%	59%	61%	56%
	Completion time in 150% of degree or certificate	Transfer student completion rate between 22% and 26%	25%	26%	31%	30%	28%
		Workforce student completion rate between 20% and 34%	30%	32%	25%	23%	29%
Student transition	Enrollment/completion at four-year institution	Percentage of students earning bachelor's degree in four years after leaving WVC with an associates between 42% and 46%		45%	43%	41%	42%
	Employment	Workforce student employment between 79% and 86% for students leaving with 45 credits and 2.0 or higher GPA	74.60%	74.60%	77%	83%	82%
	Transfer to college by adult basic skills	ABE students transitioning to developmental or college level work 20% to 24%				21%	20%
Student surveys		Student experience rated above 4 on 5-point scale	4.4 rating	4.42 rating	4.42 rating	4.42 rating	3.52 rating
		Graduate experience rate at 4 on 5-point scale	4.4 rating	4.43 rating	4.25 rating	4.39 rating	4.34 rating
		Graduate satisfaction rated 3.3 on 4-point scale	3.45 rating	3.45 rating	3.43 rating	3.49 rating	3.37 rating
Student external certification		90% or more of nursing students pass	RN 90%,	RN 96%,	RN 96%,	RN 90%,	RN 96%,

		LPN 98%	LPN 100%	LPN 100%	LPN 100%	LPN 100%
	90% of Radiologic Tech students pass	Rad Tech 90%,	Rad Tech 90%,	Rad Tech 100%,	Rad Tech 100%,	Rad Tech 95%,
		Medical Lab Tech 94%	Medical Lab Tech 94%	Medical Lab Tech 100%	Medical Lab Tech 100%	Medical Lab Tech 100%
Possible points		30	32	32	34	34
Points earned		28	30	31	34	34
Percent		93%	94%	97%	100%	100%
Grade		A-	A	A	A	A

WVC measures four key indicators to gather and monitor quantitative data about its first core theme: educational achievement. These indicators are student progress, student transition, student surveys and student external certification. Over the course of five years, WVC has scored at least 93% of possible points in meeting indicator benchmarks for educational achievement. The continuous review processes enabled the college to improve upon its goals each year and revise measures as necessary. Due to changes in the Institutional Effectiveness Department, benchmarks were frozen in 2016.

WVC has met all of its benchmarks in student progress, highlighted in green in Table 4.A.1-1. During the five-year time period, WVC has improved student retention rates of transfer, workforce, and basic skills students. Developmental student retention rates have varied all five years, but have consistently met the institutional goal. It should be noted that WVC had disaggregated retention data to look for groups of students who are less likely to be retained. WVC is looking for ways to address these issues, thereby improving student retention rates overall. Over five years, WVC saw an increase in the number of students who completed 15 credits in the first year including transfer, workforce and developmental students. The completion of 15 credits in the first year is part of SBCTC’s performance funding “[Student Achievement Initiative](#)” program. These data are connected to statewide data sources and funding models. Completion time in 150 percent of degree or certificate increased for transfer students, but decreased for workforce students while still meeting the institutional benchmarks. The downward trend may be attributed to an improving economy that currently rewards students seeking employment.

Student transition has been a developing indicator over the past five-year period. WVC has implemented new data methods and sources to track enrollment and completion at four year institutions. It should be noted that these data were not available to the college prior to Fall Quarter of 2014. Unfortunately, these data sources are not always as reliable or consistent as desired. The trend shows that WVC graduates have continuously met the institution’s benchmark of achievement of earning a bachelor’s degree in four years after leaving WVC with an associates degree. Employment of workforce students has improved, approaching the institutional benchmark by 2015 and meeting it the last two years of the five-year period. However, this may be due to an improving economy rather than to any action taken by WVC to improve the employment of its students. WVC has attempted to implement new support for adult basic skill students transitioning to developmental or college-level work with Title III funding, but there was no data available until 2016 when WVC met its institutional goal. There were also significant changes in Washington State’s adult education programs that interfered with accurately monitoring student transition to college levels.

Student surveys show that across a five-year time period, students have been consistently satisfied with their experience during their time at WVC and at the time of graduation.

Student external certification rates demonstrate that WVC students in RN, LPN, radiologic tech and medical lab tech have consistently passed their exams with 90 percent or above.

Educational Achievement core theme indicators contribute almost 45% to the possible overall score for mission fulfillment in both the college's definitions of mission fulfillment. It is a driving factor in WVC's measure of mission fulfillment and student success.

Support for Learning

Table 4.A.1-2 Support for Learning Core Theme							
Key Indicator	Measure	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18
Student services support	Retention or completion of students in service programs	Retention and completion of CAMP, TRiO, Opportunity Grant, MESA and Perkins Grant 90% of program target	Opportunity Grant 92%, Perkins 127% of state target	CAMP 85%, Opportunity Grant 67%, Perkins 127% of state target, Completion coach 72% 1st year retention	CAMP 81%, Opportunity Grant 97%, Perkins 134% of state target, Completion coach 67% 1st year retention	CAMP 92%, Opportunity Grant 94%, Perkins 122% of state target, Completion coach 64% first year retention	CAMP 96%, Opportunity Grant 87.4%, Perkins 139% of state target, Completion coach 55% first year retention MESA 97%
Student satisfaction with services	Student satisfaction with services	Student survey satisfaction average greater than 3.5 on 5-point scale	3.6 rating	3.6 rating	3.6 rating	3.62 rating	4.28 rating on 5-point scale
		Graduate survey satisfaction average greater than 3 on 4-point scale	3.2 rating	3.2 rating	3.9 rating	3.49 rating	3.42 rating on 4-point scale
Library support	Student satisfaction with library services	Student survey greater than 3.5 in average satisfaction on 5-point scale	3.9 rating	3.9 rating	3.9 rating	3.99 rating	3.71 rating on 5-point scale

		Graduate survey satisfaction average greater than 3 on 5-point scale	4.5 rating	4.5 rating	4.5 rating	4.5 rating	4.5 rating on 5-point scale
		Library survey service average above 3.5 on 5-point scale	3.2 rating	3.2 rating	3.5 rating	3.62 rating	3.27 rating on 5-point scale
Infrastructure support	Sufficiency of facilities, technology to support student learning	Student survey satisfaction average above 3.5 on 5-point scale	4.2 rating	4.2 rating	4.2 rating	4.0 rating	3.71 rating on 5-point scale
Possible points			14	14	14	14	14
Points earned			14	14	14	14	14
Percent			100%	100%	100%	100%	100%
Grade			A-	A	A	A	A

The second core theme contains four key indicators: student services support, students satisfaction with services, library support and infrastructure support. The seven benchmark ratings have remained unchanged during the five-year period and WVC has met 100 percent of its goals each year. However, the mean scores of some of the survey items have declined over the five-year period, which is forcing the college and especially SSLT to look more closely at areas they serve.

Student services support includes retention and completion of students in service programs and is measured using data from state and federally funded programs at WVC including CAMP, TRiO, the Opportunity Grant, MESA and the Perkins grant. These programs have consistently met the institutional target on an annual basis. These student services supported by federal and state grants often serve as an example to other student service areas on how to effectively support student learning, retention and attainment of educational goals.

Student satisfaction with services is measured by administering a student survey and a graduate survey. Students' rating of WVC services have been consistent over the past five years. WVC has consistently earned a 3.6 rating on a five point scale. Graduates of WVC have been increasingly satisfied as evidenced by the most recent average rating of 3.49 on a four point scale.

Current and graduating students are consistently satisfied with library support at WVC. A survey developed and administered by library staff shows increasing satisfaction with services over the five-year period. The graduate survey has rated library services very highly over the last five years.

WVC students have consistently rated infrastructure support to be 4.0 or above on a five-point scale. These results are based on a number of different surveys, the last of which was conducted by students and Administrative Services in 2018.

Responsiveness to Local Needs

Table 4.A.1-3 Responsiveness to Local Needs Core Theme							
Key Indicator	Measures	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18
Resource allocation related to demand and participation	FTE enrollments	State FTE allocation met or exceeded	109% of state allocation	101% of state allocation	101% of state allocation	98% of state allocation	91% of state allocation
	State FTE generated by type	No benchmark, monitored only for transfer, workforce, developmental and Basic Skills					
	Headcounts	Continuing education student course headcounts 1388 to 2110	1409 enrollments	1727 enrollments	2247 enrollments	2367 enrollments	1528 enrollments
		Running Start student headcounts 318 to 522	544 fall enrollments	618 fall enrollments	571 fall enrollments	710 fall enrollments	858 enrollments
	Local high school capture rate	District capture rate between 25% and 40%		26%	36.40%	36.10%	36%
	Small high school outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	12%	12%	17%	18%	19%

		Average number of Running Start students from smaller high schools: between 141 and 163 headcount	199 enrollments	218 enrollments	249 enrollments	313 enrollments	372 enrollments
Industry relations	Contract and employer based training	Data too volatile to benchmark, but expected to be greater than 150 students					
Economic development	Economic impact	Estimated return for students, taxpayers and society. It should be higher than \$120 million.	EMSI ROI Study \$152.8 million, rollover estimate \$108 million	EMSI ROI Study \$152.8 million, rollover estimate \$104 million	EMSI ROI Study \$152.8 million, rollover estimate \$114 million	EMSI ROI Study \$152.8 million, rollover estimate \$105 million	EMSI ROI Study \$152.8 million, rollover estimate \$106 million
Possible points			12	14	14	14	14
Points earned			12	14	14	13	12
Percent			100%	100%	100%	93%	86%
Grade			A	A	A	A-	B

This core theme is measured by three key indicators: resource allocation related to demand and participation, industry relations and economic development. After the first year, a new benchmark was added the first indicator to better measure the local high school capture rate. WVC has met the target benchmarks in nearly all categories across a five year time period, with a slight decrease in its overall grade during the 2016-17 academic year.

The first indicator includes five measurements and at least one corresponding benchmark (out of seven total). WVC met or exceeded state FTE enrollments until 2016-17 when it approached the target. In 2017-18, WVC experienced an unprecedented drop in enrollment. This drop in enrollment impacted a number of areas of the college and its indicators. For example, due to a drop in returning students, indicators in Educational Achievement dropped close to benchmarks.

The college monitors transfer, workforce, developmental and basic skills FTEs, but does not set a benchmark to achieve. The continuing education student enrollments have met the institutional goal, increasing each year and now exceeding the target. Running Start student headcounts have met the goal each year, generally increasing each year with an exception during the 2015-16 academic year. Running Start enrollments now comprise nearly 30% of all WVC enrollments ([see enrollment data](#)). Running Start participation has remained high, with enrollment at the Omak campus consistently exceeding the institutional goal. Data about the local high school capture rate was unavailable in 2013, but met the institutional goal and increased to 36 percent. The data source for these data is facing elimination, as Washington's universities are looking to discontinue its support. In the future, WVC may have to look for another data source on recruitment of high school students.

Data showing contract and employer based training has been too volatile to create a reliable benchmark, but is expected to be greater than 150 students. The reason for this volatility is due to the nature of contract programs, which are dependent on local commercial demand for training and the willingness of a number of local workforce agencies to share training resources. Going forward, WVC will need to find a more reliable indicator of success to measure community workforce and corporate workforce training.

In 2012, WVC participated in a statewide project to measure community college return on investment. Twenty-one of the state’s 34 community colleges participated at that time. This study was conducted by [EMSI](#). WVC’s results showed that the college’s impact was estimated to be close to [\\$152 million dollars](#). Another estimate is based on the common economic practice of estimating economic impact by multiplying the amount of dollars put into the local economy by a fixed constant. The constant used will vary, depending on how conservative the estimate is to be, whether the economic area of effect is rural or urban, relative velocity of exchange in the area of effect, etc. Washington State regional economists have consistently told WVC institutional effectiveness department that a constant of 2.71 is appropriate for WVC’s service area. Using this constant, WVC has an estimated impact, over the last five years, of at least \$104 million dollars. Averaging this estimate with the EMSI ROI figure points to WVC’s impact being more than \$120 million a year.

Diversity and Cultural Enrichment

Table 4.A.1-4 Diversity and Cultural Enrichment Core Theme

Key Indicator	Measures	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18
Inclusive environment	Student and staff satisfaction related to inclusiveness to college environment	All survey items have average rating higher than 3.5 on 5-point scale	4.1 rating	4.1 rating	4.1 rating	4.1 rating (on 5-point scale)	3.46 (on 4 point scale)
	Student demographics reflect district population	Based on Washington Office of Financial Management annual population statistics	Wenatchee Campus 35% Hispanic, Omak Campus 13% Native American, Total Students of Color 47%	Wenatchee Campus 37% Hispanic, Omak Campus 12% Native American, Total Students of Color 49%	Wenatchee Campus 37% Hispanic, Omak Campus 12% Native American, Total Students of Color 49%	Wenatchee Campus 40% Hispanic, Omak Campus 13% Native American, Total Students of Color 51%	Wenatchee Campus 41% Hispanic, Omak Campus 13% Native American, Total Students of Color 53%

	Staff and faculty demographics mirror those of WVC students	Based on WVC human resource data	Staff 13% Hispanic, 2% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 17%
	Non-traditional student Perkins targets	The college exceeds state targets for percentage of students enrolled and completion of programs		123% of target enrollment, 121% of completion target	125% of target enrollment, 126% of completion target	118% of target enrollment, 129% of completion target	115% of target enrollment, 122% of completion target
	Reduce racial/ethnic achievement gaps as based on IPEDS completions	Completion of associates between groups statistically equivalent	Associates degrees White 64%, Native American 3%, Hispanic 29%	Associates degrees White 66%, Native American 2%, Hispanic 26%	Associates degrees White 67%, Native American 2%, Hispanic 26%	Associates degrees White 59%, Native American 3%, Hispanic 28%	Associates degrees White 54%, Native American 3%, Hispanic 27%
		Completions of 1-year workforce certificates between groups statistically equivalent	1-year certificates White 65%, Native American 3%, Hispanic 27%	1-year certificates White 63%, Native American 2%, Hispanic 25%	1-year certificates White 67%, Native American 2%, Hispanic 26%	1-year certificates White 23%, Native American 2%, Hispanic 37%	1-year certificates White 51%, Native American 1%, Hispanic 37%
		Completions of short-term workforce certificates between groups statistically equivalent	Short-term certificates White 48%, Native American 3%, Hispanic 22%	Short-term certificates White 18%, Native American 2%, Hispanic 72%	Short-term certificates White 24%, Native American 2%, Hispanic 69%	Short-term certificates White 23%, Native American 2%, Hispanic 72%	Short-term certificates White 24%, Native American 2%, Hispanic 61%

Cultural perspectives	Events for students and community	WVC will host at least 125 events per year	129 events	136 events	158 events	139 events	150 events
Possible Points			14	16	16	16	16
Points Earned			7	10	10	11	11
Percent			50%	63%	63%	69%	69%
Grade			F	D-	D-	D+	D+

WVC has a strong commitment to provide its students with a culturally diverse learning environment. In addition, it seeks to help students of traditionally underserved populations to achieve access and attainment of student educational goals. The fact that this core theme has consistently pointed to the college not meeting this goal has been a matter of great concern. The college actively seeks to remedy low-scoring core theme indicators, but to address other areas not directly measured by its indicators. Some success has been achieved in the last five years, but more success is sought.

The final core theme consists of two key indicators: inclusive environment and cultural perspectives. Six measures have at least one corresponding benchmark. Of the four core themes, Diversity and Cultural Enrichment has mixed results. While in some areas the college has met or exceeded its institutional goals, benchmarks show gradual improvement in some areas as well as areas that continue to require improvement. Overall, the institutional points earned per benchmark amount to letter grades that have improved to D+.

It should be noted that prior to 2017-18, the indicator for events was actually based on five indicators that represent five wide categories of events offered by WVC to students and community. Measuring the core theme against these five indicators had a significant impact of scoring and grading of the core theme. When all five were included, the overall grade was near 75%, a “C” grade. In 2017, the Board of Trustees and leadership of the Responsiveness To Local Needs CTC felt using five indicators for events over estimated the diversity and cultural impact of those events. It was decided to reduce the five indicators to one. This reduced the total number of points available and scored, thus impacting overall goal. While this cast a darker light on WVC diversity and cultural efforts, it is a better reflection WVC’s current standing on this core theme.

In terms of inclusivity in the college environment, benchmarks show the college is meeting many of its goals (highlighted in green), improving some (highlighted in yellow) and not meeting its goals in certain categories (highlighted in red). Surveys have consistently indicated student and staff satisfaction regarding the inclusiveness of the college environment. Over the past five years, the total percentage of students of color has gradually increased and student demographics have reflected the district population based on [Washington Office of Financial Management annual population statistics](#). Staff demographics, however, do not mirror those of WVC students. Although the percentage of Hispanic and Native American staff have varied slightly over the past five years, Human Resources data shows that the total percentage of staff of color has remained at a constant 20 percent while the total students of color has grown from 47 percent to 51 percent during that period.

On the other hand, the college has exceeded state targets for percentage of non-traditional students enrolled in and completing Perkins targets. The college is making gains in the number of students of color being retained and completing degrees and certificates.

Nevertheless, in terms of reducing racial/ethnic achievement gaps as based in [IPEDS completions](#), completion of associates between groups have remained disparate with White students earning a significant majority of associates degrees while the percentage of Native American and Hispanic students who earned associates degrees remained at a near constant over five years. Similarly, completions of one-year workforce certificates were predominantly by White students until the 2016-17 academic year when the number of Hispanic students who earned a one-year workforce certificate increased by more than 10 percent. The percentage of Native American students who earned a one-year workforce certificate remained at 2 percent.

Completions of short-term workforce certificates between groups are more statistically equivalent. Although WVC approached its benchmark in the first year, it met its goal for the remainder of the five-year period. The reason for this is due to adapting a number of the college's two-year degrees and one-year certificates to meeting the immediate needs of minority populations. An example of this is the work done by WVC's Agriculture Department.

Table 4.A.1-5 Summary of All WVC Core Themes

		2013-14	2014-15	2015-16	2016-17	2017-18
Educational Achievement	Possible points	30	32	32	34	34
	Points earned	28	30	31	34	34
	Percent	93%	94%	97%	100%	100%
	Grade	A-	A	A	A	A
Support For Learning	Possible points	14	14	14	14	14
	Points earned	14	14	14	14	14
	Percent	100%	100%	100%	100%	100%
	Grade	A	A	A	A	A
Responsiveness To Local Needs	Possible points	12	14	14	14	14
	Points earned	12	14	14	13	12
	Percent	100%	100%	100%	93%	86%
	Grade	A	A	A	A-	B
Diversity & Cultural Enrichment	Possible points	14	16	16	16	16
	Points earned	7	10	10	11	11
	Percent	50%	63%	63%	69%	69%
	Grade	F	D-	D-	D+	D+
Overall Wenatchee Valley College	Possible points	70	76	76	78	78
	Points earned	61	68	69	72	71
	Percent	87%	89%	91%	92%	91%
	Grade	B+	B+	A-	A-	A-

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services

As discussed previously in [Standard 1.B](#), WVC as part of the Year One process had developed core theme indicators around student learning outcomes assessment. Those indicators were placed under the purview of the Educational Achievement core theme. After the [Year One Evaluation](#) gave the recommendation that WVC find meaningful measures and benchmarks for its indicators, the Planning Committee and Assessment Committee looked at providing meaningful benchmarks for learning outcomes assessment. They were unable to do this and it was felt that it was better to remove the indicator, but continue to support assessment efforts under Educational Achievement. Assessment efforts were reported the [Mid-Cycle Report](#), the [2015 Ad Hoc Report](#) on the 2010 Year Seven recommendations and the [2018 Ad Hoc Report](#) on the same recommendations all discussed students learning outcomes assessment as efforts made under the Educational Achievement core theme.

With the development of the Core Theme Councils in 2016, student learning outcomes assessment at all levels continued under Educational Achievement and the Assessment Committee was generally considered a group operating under the Educational Achievement CTC, even though members of the committee might come from other councils.

For this reason, discussion of Standards 4.A.2 and 4.A.3 are generally considered by WVC to focused on the Educational Achievement core theme. This view will likely change, as the new strategic plan states that student learning assessment is now the responsibility of both instruction and non-instruction areas of the college ([Objective 23.6.2](#)). The next Year One process will address this issues as the college's core themes and indicators are discussed and modified to better represent the college's mission.

[Annual Area Plans](#) are developed by each of the college's instructional and non-instructional units. These plans allow the units to reflect on their performance relative to the college mission and strategic plan. Each unit is required to connect its goals with the college's Core Themes and develop evidence-based yearly objectives. At the end of the academic year, units report back on their success in meeting their plans' objectives.

WVC is intentional about setting goals and priorities that directly support the strategic plan and are measurable using college data systems, local program, or community data. As demonstrated in the vignettes presented throughout Standards 3 and 4, data and other information collected in relation to outcomes is used to inform practices, processes, and procedures that directly affect programs and services focused on student success.

Area Plans are a regular self-evaluation activity that encourages instructional programs to reflect on program performance in relation to the college mission and strategic plan. The process is typically conducted during late fall quarter with submission in November. The Institutional Effectiveness (IE) Department sends program student profile data to the programs; the programs analyze the data, note positive outcomes and progress, and request resources to address challenges. The department or program chair assembles additional data, reviews, and discusses data and topics (listed below) with faculty, and sets goals and objectives for the following year. The program review report is submitted to the appropriate division dean who summarize and highlight specific priorities in their area.

Topics to be discussed in Area Plan may include:

- Student profile: headcount and FTE (data for past three years: classes, gender, students of color, academic transfer, upgrading job skills, vocational prep, average program FTE)
- Faculty profile: number of tenure track and adjunct faculty; percent of classes taught by full-time faculty; faculty for past three years; optimal percent taught by full-time faculty; student/faculty ratio
- Student success and completion: outlines how the department will address goals identified by the college (identify courses with successful completion below 80%, and target these courses for analysis and intervention; reduce the achievement gap; and improve student success, retention and completion through active instructional assessment)
- Identify budget factors that impact student success
- Planning and evaluation: identify program mission; top three long-term goals (five-year time horizon) and how the goals support the college's three core themes; identify annual objectives, including action plan and data

WVC's Area Plan process in the instructional areas has faced challenges in its planning process due to technical issues, difficulty accessing data, and low participation rates. Modification to address these challenges include moving from Campus Labs to Microsoft Teams for submission and distribution, creation of new [Data Dashboards](#) and simplification to enhance participation.

Learning Outcomes Assessment

WVC evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Input from college constituencies at the operational level relies primarily on faculty assessment of learning outcomes. Explicit Course, Program, and Student Learning Outcomes provide a framework for assessing whether the curriculum serves students in ways that address the college's Core Themes. Individual course outcomes have been revised by instructors and linked in a hierarchy to program and student learning outcomes (Figure 1.B.2-1). Outcomes assessment projects, coordinated by the Assessment Committee measure how instruction contributes to the achievement of goals associated with WVC's Core Themes. Community-sourced advisory committees to WVC's Professional/Technical programs provide input on curricular matters, including course, program, and degree outcomes. The Teaching & Learning Success Center Coordinator maintains records of instructional outcomes work and assessment projects.

The annual Core Indicator Report and related Budget Development provide information to the college community for use monitoring departmental and program performance in relation to the college mission. Core indicators falling below their mission fulfillment targets are analyzed and appropriate action plans developed to improve future performance. This activity occurs at the unit level in fall, academic program and administrative unit planning and institutional level in spring, through the college's operational and budget planning processes. The Core Theme Priorities identified in the Budget Development complement the core indicators and a set of diverse data sets that include assorted WVC data dashboards, [survey results](#), [IPEDS](#) and [SBCTC data](#) allowing WVC to focus on a body of work that can be completed in 1 to 2 years while systematically advancing the institution's mission.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Course Level Learning Outcomes

WVC documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, wherever offered and however delivered, achieve identified course learning outcomes.

Aligning primarily with the Core Theme of Educational Achievement, under the indicator of achievement of learning outcomes, courses at WVC are designed around learning outcomes identified for each course. In order for a course to be approved and offered, the course must pass a rigorous approval process by the college's Curriculum Committee. The course learning outcomes are then aligned college's Student Learning Outcomes (SLOs). An [institutional map](#) demonstrating the specific outcomes met by each courses in the curriculum supports the institutional aim to ensure that each degree graduate will have demonstrated in at least one courses each of WVC's SLOs.

Achievement of course level learning outcomes is not as easily documented for traditional classrooms. Course exams and assignments are developed to assess the course learning outcomes but are not automatically collated electronically to provide aggregate data. While faculty typically use outcome information to improve their courses, documentation of this process has been limited. Individual student grades, however, are determined in relation to the achievement of course learning outcomes using exams and essays.

Program Learning Outcomes

WVC documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational programs, wherever offered and however delivered, achieve identified program learning outcomes. Program Learning Outcomes are defined in the following areas:

- Distribution requirements for the Associate of Arts & Sciences degree: Humanities, Social Sciences, Natural Sciences, Math, Written & Oral Communication, Physical Education
- Associate Degrees (DTA/MRP) other than Arts & Sciences: Business Transfer, Engineering
- Professional/Technical Programs: Nursing, Business, Accounting, Early Childhood Education, Emergency Medical Services, Health Information Management, Human Services, Networking & Convergence Technologies, Paralegal, Radiologic Sciences, Respiratory Therapy
- Adult Basic Education and Developmental Studies: Adult Basic Skills, English Language Learning (ELL), Developmental Studies
- Bachelor of Applied Science-Engineering Technology
- Bachelor of Science in Nursing (RN to BSN)
- Professional/Technical Degree and Certificate Programs
 - Accounting
 - Agriculture
 - Automotive Technology
 - Business
 - Computer Technology
 - Chemical Dependency Studies

- Criminal Justice
- Digital Design
- Early Childhood Education Overview
- Emergency Medical Technician
- Environmental Systems and Refrigeration Technology
- Fire Science
- Graphic Design
- Industrial Technology
- Medical Assistant
- Medical Laboratory Technology
- Nursing Assistant
- Radiologic Technology

Each of the programs has developed a set of [Program Learning Outcomes \(PLOs\)](#). Although all programs identify and assess SLOs that are embedded in programs, WVC is just beginning to assess program level outcomes. Program/Department Chairs (or designated faculty members) are responsible for coordinating the assessment of at least one PLO each year through the Area Plan. They are encouraged to coordinate the assessment of PLOs with assessment of corresponding Student Learning Outcomes, described below. However, faculty are free to assess their PLOs in any order they choose. WVC aims to ensure that each program participate in the annual PLO assessments. They submit plans in November, assessments are completed during winter quarters, and the reports are submitted in the subsequent year's Area Plan. The annual reports are stored in the Instruction Council Microsoft Team (See Instruction Council Team), an electronic data storage site, providing access to the college community of the annual reports by program as well as on dashboards documenting previous years' aggregate data.

Student Learning Outcomes

WVC documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational degrees, wherever offered and however delivered, achieve identified Student Learning Outcomes.

In 2014 the college faculty developed four college-wide Student Learning Outcomes, each of which includes more specific objectives (Figure 1.B.2-1). Student Learning Outcomes are assessed on a four year cycle. During the first year of the 2017-18 cycle, Problem Solving was assessed. Documents meeting specific criteria were collected during the academic year across all disciplines and stored in an electronic repository. Several other programs also chose to document their course and program level assessment projects using this technology.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The integration and correlation of programs and services has been an ongoing process since the establishment of WVC core themes in 2009. At that time, WVC was a pilot college for the new standards and evaluation process. During an 18 month period, WVC finalized much of the bare bones of the current core themes and their single objective. Even before the Year One Report and Evaluation, WVC had begun to build a framework for evaluating the core themes and the programs the college offered under those core themes. The result is that the indicators of achievement for the evaluation of the college's core themes and mission fulfillment are actually measures of program achievement. In that light, previous discussion in Standard 4.A.1 of core theme indicators and their measurement over the last five years demonstrates a level of looking at the contributions of programs toward college mission fulfillment.

In addition, Area Plans generated by both instructional and non-instructional programs have functioned as another way to evaluate programs and their contribution to the accomplishment of strategic goals, core themes and the college's mission. Starting in 2015, programs were expected to identify how their plans fit into core theme objectives. However, there were difficulties in directly making these associations, as Area Plan templates did not directly reference each of the four core themes, leaving those completing program Area Plans to make the connections to varying degrees of success. The information was in those plans, but was not readily tied to core theme objectives. In 2018, a change was made to Area Plans to foster identification between plans and core themes. As programs generated their plans, they were asked to tie program goals, gains and gaps to specific core themes. This included any request for additional budget, positions or resources. As a result, the college can more easily link changes in program capabilities and resources to core theme objectives.

Periodically, the college conducts other evaluations of programs and services to measure their effectiveness and their ties to core theme achievement. In Year One of this evaluation cycle, WVC participated in offering the Community College Survey of Student Engagement (CCSSE) survey to its students. The Planning Committee, Assessment Committee and Cabinet used the results to assess the impact and effectiveness of programs and services of the college. Unfortunately, budget restrictions precluded the offering of this survey again at WVC. Instead, the college offered a homegrown student survey in spring of 2013 and 2018 to examine programs and services offered. [In the 2018 version](#) of the survey, each CTC was asked to provide three or four questions to evaluate their core theme's progress or impact of core theme projects or services related to their core theme. The results of both surveys were made available to all college members through email distribution of results and short executive summaries. WVC anticipates that it will participate in the CCSSE again during spring of 2019.

Programs and their directors and leads have access to a wide range of institutional and ad hoc reports for monitoring program achievement. These data are collected with the help of the Institutional Effectiveness Department. Programs initiate these reports as needed. Reports are shared with relevant programs through either email distribution or through the college's intranet Commons site. In 2018, WVC began using Microsoft Teams as a means of distributing reports and documents related to the evaluation of programs and core themes.

In 2018, WVC began developing a variety of [dashboards](#) to help programs evaluate their effectiveness and achievements. A number of dashboards developed by the SBCTC ([In this example data on student transfers](#)) are also aimed at college instructional programs and pathways. Together these dashboards offer college stakeholders a new way to evaluate programs and to see how those programs meet core theme objectives.

The examples below, drawn mostly from sources discussed above, illustrate evaluations made by programs relative to each core theme.

Educational Achievement

As noted previously, the Educational Achievement core theme and its CTC are actively involved in the assessment of student learning at the course and program level. The college's Assessment Committee is under the direction of the Educational Achievement CTC. [Program learning outcomes](#) are collected by respective deans and the Vice President for Instruction and are shared with the Assessment Committee for evaluation. Those evaluations are then provided to the Instruction Council and Cabinet. Through program evaluation processes and annual [Area Plans](#), programs report on student learning and achievement for their program. Cabinet and the Educational Achievement CTC decide where to allocate resources and capacity in order to meet the core themes objective, strategic goals and mission fulfillment. [Student learning outcomes assessment](#) provides a means for improvement and change at WVC.

In addition to course learning outcomes and program learning outcomes assessment, instruction programs are expected to regularly examine student achievement for their programs. The development of enrollment and program review dashboards help programs discover if students are meeting expected levels of achievement to fulfill Educational Achievement indicators of success and strategic goals and objectives. For example, in completing a program area plan, the English department may look at retention rates of students who completed English program coursework. Because retention rates are one of Educational Achievement’s core theme indicators, the program is evaluating its impact on fulfilling the core theme objective and ultimately mission fulfillment. The area plan would be further evaluated by the dean of Liberal Arts & Sciences and the vice president of instruction. Other programs would be evaluated on the same basis, providing a top level view of each program’s contribution to meeting the college’s Educational Achievement core theme.

Another example of Educational Achievement evaluating its core theme is that of questions added to the [2018 Spring Student Survey](#). Those questions were aimed at evaluating the effectiveness and success of faculty advising. This was done as part of the college’s Guided Pathways initiative which is being worked on by both the Educational Achievement and Support For Learning CTCs. One question asked how often students felt they needed to contact their faculty adviser in a quarter in order to be successful. Over 90% of students responded that students needed to see their faculty adviser at least once per quarter, with over 40% advocating for more frequent visits to faculty advisors (See Figure 4.A.4-1). Both the Guided Pathway Steering Group and the Educational Achievement CTC examined these data. Both groups felt that changes needed to be made to the frequency of faculty advising in order to foster student achievement relative to program retention and completion. While this a relatively simple example, these types of evaluations have real impact on the evaluation of core themes and their success in contributing to mission fulfillment.

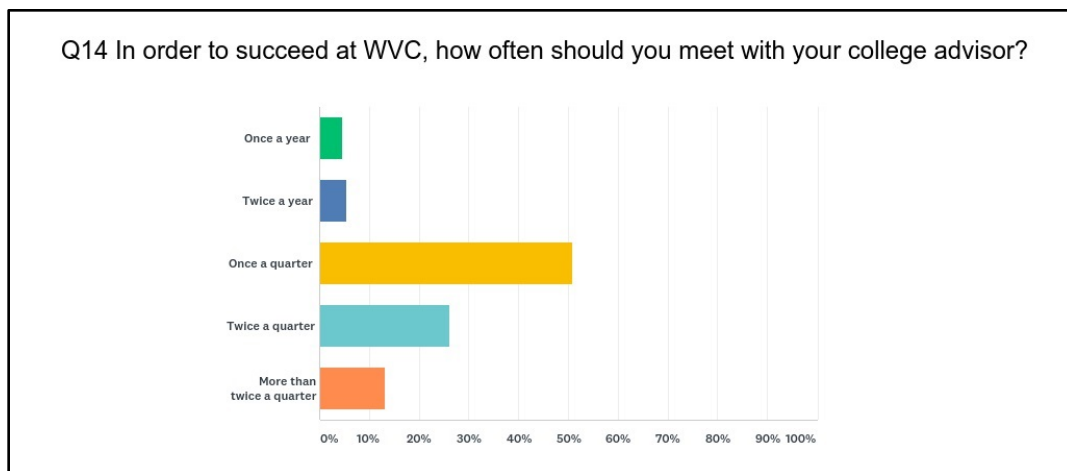


Figure 4.A.4-1: Sample survey results impacting assessment

Support For Learning

Many of the Support For Learning core theme indicators are tied to data collected through the annual [Graduates Survey](#). The results of those indicators were discussed in Standard 4.A.1. These surveys are collected from students applying for graduation over the course of an academic year. The survey questions provide data about the adequacy of student and library services in helping students learn and achieve. The results of these surveys are shared with the registrar, associate dean of student services, the dean of library & learning technology and the vice president of student services. After their review, the results are made available to college programs and stakeholders through the Commons site in the form of

a spreadsheet. The results of the survey are further discussed in the annual Mission Fulfillment and Core Theme Indicator Report. This survey provides the primary evaluation of the core themes objective.

Through the college's completed federal [Title III Grant](#), WVC has added a completion coach to help with student learning and success. To help this post be successful, the college has implemented a Just In Time early alert system. The number of students using this system and resulting impact on learning and course completion are tracked. The results from this evaluation have been reported in the college's Annual Program Report for Title III. This report is available to the college through a variety of means. The report is primarily used to demonstrate the college is using both early warning systems and completion coaching to foster student learning and success.

Support For Learning has been actively involved in the [Guided Pathways](#) initiative. Through an institutional survey, the Support For Learning CTC developed WVC's six main pathways paradigm. This has been used to develop more effective onboarding, move students to a correct pathway and help advisors and counselors to better direct students to appropriate programs and course offerings. In 2017, WVC opened a new Student Recreation Center, which was funded and run by WVC's student government. The center's director asked for ad hoc data from Institutional Effectiveness to evaluate the impact the center was having on student well-being and overall student learning. A list of students using the center, with the number of visits made, was tied to course grades and retention between quarters. It was found that those students who made use of the center had slightly higher GPAs and were more likely to be retained from quarter to quarter. These data were shared with SSLT and the Support for Learning CTC. Both groups felt that this evaluation demonstrated, in part, fulfillment of the core theme and overall mission fulfillment. The college is seeking ways to improve student awareness and use of this new facility.

Responsiveness To Local Needs

Not all evaluations necessarily come from college data. WVC participates in [Chelan-Douglas Trends](#), a project that provides its community data about the education, economy and demographics of its service district. Stacy Luckensmeyer, WVC's Business Specialist and Responsiveness to Local Needs CTC member, is the college's representative to Chelan-Douglas Trends. These data have been used to help identify programs for students that meet local needs. These data were used to demonstrate a need for the development of a certificate for light diesel at WVC. Also, data from this project was used in identifying external relationships needed to make WVC's [emergency management plan](#) more effective. Ms. Luckensmeyer and the Responsiveness to Local Needs CTC used these data toward meeting this core theme's objective.

WVC's [Advisory Councils](#) regularly review program information and data to evaluate if programs and services offered by the college are meeting community needs. These councils are a combination of community leaders in fields related to WVC programs and program faculty. Together they work to assure students are learning what they need to be successful and to meet local needs. The evaluations done by these advisory councils have active impact on the programs and services offered throughout the college's service district. The development of the college's Wildland Forest Fire certificate program, which is offered at the Omak campus, was created by evaluations made by the Fire Science advisory council. This program is under continuing review, in hopes to soon provide a program that meets community needs.

Meeting the college's enrollment allocations is an important part of meeting the local needs of the college's diversity. [Enrollment data](#) provided to the college in a variety of formats during the academic year allows the college to see how well programs are meeting this important indicator of college success and mission fulfillment. Recently, a set of [dashboards](#) have been developed to allow all college stakeholders to examine enrollments over time, look at demographic impacts and general program

participation. Programs can use these data to see what impact programs are having on the college's enrollment and fulfillment of related core theme indicators. In turn, they can set goals and seek resources to support community participation in their programs. These dashboards offer a view in the difference in participation between campuses, allowing college programs and planners to target a campus for added support and resources.

Diversity & Cultural Enrichment

Since 2012, monitoring and evaluation of diversity issues at WVC has been a prime concern. Specific core theme indicators were selected to make sure the college was making adequate progress in providing a diverse and culturally rich learning environment. Working toward a diverse staff and faculty that is representative of WVC's service district has proved problematic. Using data collected through the core theme indicators, ad hoc reports and dashboards, programs and services are expected to evaluate their progress toward meeting the objective of this core theme.

Even prior to the establishment of the core theme councils, the core theme indicators were used to evaluate the college's progress toward student diversity. A practice for new hires of student service personnel was set in place to hire multilingual staff to support the large number of Latino students attending WVC. Student surveys have demonstrated that this policy has impacted student satisfaction with college services and programs for those Latino students. Further, the college has seen a strong increase in Latino enrollments. In 2014, WVC qualified as a [Hispanic Serving Institution \(HSI\)](#). Further, the college plans to use core theme indicator data to apply for federal [Title V](#) grant in 2019.

Ad hoc reports on the number of students taking courses, which addressed diversity and cultural issues, showed that only a third of students receiving an associate's degree took such courses. Part of the problem was that not enough courses were being offered that sufficiently addressed diversity issues. Also, the number of students enrolling in such course work was not a desirable level. The Diversity & Cultural Enrichment CTC has used these data to make improvements in the availability of diversity related courses and advertising to promote enrollment. Starting for new students in 2018-19, a diversity course requirement was put into place, based on these data.

The availability of diversity enrollment and program data in college dashboards is expected to impact program Area Plans. Those Area Plans are expected to identify gains, gaps and goals around college core themes. Both instructional and non-instructional services and programs have these data to shape service activities, planning and improvements in support of the Diversity & Cultural Enrichment core theme.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Since 2012, WVC has actively worked to align and integrate planning, allocation of resources and the various types of evaluations and assessments of programs and services to the college's core theme objectives. The original structure of a large number of independent planning and governance committees proved unwieldy and difficult to be as effective as the college would like or need going into the future. The college has sought a means to unify planning, improvement and evaluation around its core themes. CTCs are actively working to provide planning, support and activities aimed at helping programs and services meet intended goals, address existing gaps and provide for ongoing gains and improvements. [Area Plans](#) are intended to be the primary means for programs and services to evaluate and communicate the needs of their programs. The 2013-17 Strategic Plan ([SP17](#)) was intended to help the college align resources and capacity to accomplish program and service goals. While the plan was not closely aligned with the core themes, it did provide a structure whereby core theme objectives could be addressed in

program planning and improvement. The new 2018-2023 Strategic Plan ([SP23](#)) is closely aligned with the college's core themes, which will guide planning, allocation of resources, evaluation and improvement for programs and services. Further, budget requests by programs and services were used to align resources and capacity with not only programmatic needs, but they needed to be justified in terms of helping the college fulfill core theme objectives and mission fulfillment. In addition, academic and non-academic evaluation and/or assessments provides important data that allows ongoing evaluation of how well the college is supporting its programs and services. The WVC Mission Fulfillment & Planning Cycle diagram in Standard 3.A illustrates this integration and alignment.

Much of the activity of aligning resources and improvement over the last five years has been centered on the college's [Title III grant](#), which ended in June of 2018. Much of the 2013-17 Strategic Plan was centered on achieving the activities and objectives of the grant. Planning, improvements and data collected to support the grant have been in turn used to support programs and services. Most of the information provided as examples of this alignment are based on evaluations and activities for the Title III grant.

Going forward, the 2018-23 Strategic Plan, which is more centrally focused on the college's core themes, will provide direction for supporting programs and services. Using the new plan to direct programs and service planning, resource allocations and existing capabilities should provide a way to evaluate the college's progress toward mission fulfillment.

The following examples are provided to illustrate the college's progress toward aligning core themes, strategic directions and decision making to support program goal and objectives. The examples further demonstrate how the college's current model for mission fulfillment and planning supports programs and services.

Educational Achievement

One of the main activities of the Title III grant and a number of the strategic directions of the 2013-17 Strategic Plan was to provide expanded and more effective distance instruction to the college's students. As these activities were focused on instructional programs, they fell to those groups working toward achieving the Educational Achievement core theme. The old Planning Committee worked closely with Title III activity directors in planning and implementing changes in distance instruction. They helped to direct Title III funds, institutional budgets and support capacity to help achieve these activities. One example is that a curriculum for distance instructors was planned and developed. The curriculum is based in the college's LMS system and is available to all instructors, not just for those offering distance instruction. In addition, these activities provided training for faculty in the building of effective online instruction. Evaluations collected for the grant provided needed information to activity directors and college leaders on where to allocate resources best to support online instruction.

A wide number of college leaders, IT support personnel and faculty have sought to find a model for building classroom environments that fostered student learning and achievement. Again, these efforts aligned with Title III activities and college strategic directions. An evaluation of the college's current classrooms, in terms of the availability of technology, structure and seating was made by the grant. Results demonstrated that the college had more than desired differences between classroom spaces, even when accounting for natural differences in pedagogy needed between science, liberal arts and workforce programs. A number of test instruction spaces were selected for improvements that would make them more adaptable, technologically up-to-date and foster stronger learning. After these improvements were made, focus groups of students using these spaces were conducted to evaluate student thoughts on the new learning environments. Mostly students were satisfied with the changes, but some suggested improvements were given that were further incorporated into future classroom improvements on campus.

This classroom improvement process has demonstrated an excellent example of the alignment of strategic and core theme goals with instructional programs.

Instructional programs at WVC have long sought a way to allow faculty a means to access data about their students, courses and programs. College leadership has sought a variety of solutions to support programs in getting access to their data directly. A Title III activity was focused on developing an advising portal to help faculty look at the progress their students and student advisees were making. This dashboard was developed and tested by college IT staff, who worked closely with program faculty and counselors to adapt the design to program and instruction needs. Further, the college worked on developing a data portal focused on data faculty felt they needed to look at how effective their instruction was in providing grounding for future academic success at WVC. This data portal was tested in the fall of 2017, with adaptations being made throughout 2018. Further, experts on faculty centered instruction research provided training to selected faculty and programs. These trainings were captured in the college's LMS and are now available to all faculty. Faculty receiving training were evaluated on their satisfaction and needs. Those evaluations have been used to improve the data portal and align it with faculty and program needs. Again, this college-wide effort and evaluations were used to adapt capacity to meet program needs in instruction.

Support For Learning

Since 2013, the college has been working toward ongoing evaluation of the progress in implementing improved onboarding and advising of WVC students. Initial assessment of those efforts came from the graduation surveys offered to graduates to inform the college about the effectiveness of offered services. In general, results from this survey are favorable (see Support For Learning indicators from the [Mission Fulfillment and Core Theme Indicator Report](#)). However, there were indications that some students, especially minority and first-generation students were not receiving effective levels of support. Both the college's Title III grant and 2013-17 Strategic Plan sought to address these gaps. In 2016, WVC's Support for Learning Core Theme Council's work plan sought to use the college's needs for [Guided Pathways](#) improvements. Further assessment of student advising, from a [2017 fall special student survey](#) on advising, indicated that students were still not receiving levels of advising to meet college student needs. Resources from Title III were allocated for training for faculty on advising to address this gap. Also, the Guided Pathways initiative was handed over to a shared committee of Educational Achievement and Support for Learning CTCs, in order to provide wider support for improvement of faculty advising. WVC has long desired to offer greater support to its STEM students. [Data supplied](#) to college administrators and deans by the Institutional Effectiveness office showed that minority and first generation students were not participating in STEM-oriented fields of study and when taking STEM courses were not achieving desired levels of success. As a result of these data, the college's instruction and institutional effectiveness leaders sought to bring a state MESA program grant to WVC. Over a three-month process, WVC collected data for the grant, identified areas needing greater capacity and resources surrounding STEM. This resulted in the college getting in fall 2017 the state MESA grant, which formally began in Summer Quarter of 2018. To support the new MESA program, WVC has set aside specific study and office space. It has created two positions to support the program. It is in the process of allocating resources for science and mathematics faculty to develop greater support for STEM learning at WVC.

In spring 2018, the Support For Learning CTC asked the college to support travel to observe peer mentoring programs at other colleges and universities. This request was based on the college's environmental scan that led to the Objective 23.2.1 of the 2018-23 strategic plan. The CTC added these mentoring visits to its 2018-19 work plan. Also, in the same budget request, the CTC asked for better signage identifying the Omak campus in Omak. Working with the Responsiveness to Local Needs CTC, WVC's Omak Foundation and resources allocated by Cabinet, a large sign was placed on a local highway

to identify the Omak campus as a place for student achievement. Also, smaller signage was placed around campus in Omak to identify buildings and classrooms.

Responsiveness To Local Needs

WVC has used a variety of methods to assess community and district needs for educational opportunities. For example, the college's representatives often use qualitative research in focus groups, town meetings and community surveys to identify local needs. In addition, programs are asked to meet at least quarterly with Advisory Committees for their programs. These meetings provide ongoing community input on college programs. Further, the college participates and uses data collection initiatives that informs the college on WVC program assessment. WVC has purchased access to economic impact products that are used to evaluate the effectiveness of programs and their need for greater or different resources. For example, WVC has purchased access to EMSI's Analyst Tools. Use of these tools has resulted in the college's development of its first two bachelors of applied science degrees in nursing and in engineering technology. Using the tool has made it possible for the college to gauge the ability of programs to meet the employment needs of the community. For example, there has been increasing demand for K-3 grade teaching in smaller communities and for the Confederated Colville Tribes. As a result, WVC has offered ECE courses in the cities of Bridgeport and Nespelem to meet the needs of these programs and their communities.

As part of the college's 2017 environmental scan, [a survey was developed for the community](#) to get their input on college strengths, weaknesses and how the college could better meet community needs. One result of this survey was to begin developing a community evaluation and planning process that would direct allocation of resources and development of programs around community needs. This has become one of the Responsiveness to Local Needs work plan items, and their efforts and resources will be used to develop more effective community outreach and program development.

In spring 2018, the Responsiveness to Local Needs CTC requested and received over \$117,000 for a variety of projects. As mentioned above, \$15,000 was allocated by the college toward community needs assessment and planning. WVC is providing \$40,000 for marketing to support existing and future BAS programs. To support the CTC's project surrounding college translation services, \$10,000 was provided to the council. The council has tasks in its work plan aimed at promoting and helping the college to be more environmentally sustainable. To that end \$7,000 dollars was given to the council to support these activities.

Diversity & Cultural Enrichment

WVC's efforts to require students obtaining an associate's degree to complete one course with dedicated diversity instruction has been mentioned in a number of places in this report. Many assessments and data evaluations have been conducted to determine need and effectiveness of programs and services in this area. These evaluations made it clear that diversity training for students was not as widely available for students as WVC desired and that current course structure was not capable of providing adequate coverage to offer sufficient instruction to support a diversity requirement for graduation. To meet this need, the Diversity & Cultural Enrichment CTC worked with Educational Achievement CTC to develop criteria and support for offering diversity instruction. In 2016, only 11 courses at WVC offered adequate diversity training to its students. In fall of 2018, WVC had 18 courses to meet this requirement and a goal to reach 30 courses by the end of 2019.

Using the core theme indicators of college success, (see Standard 4.A.1) the college has seen that diversity programs for students and staff need greater support. Both the 2013-17 and 2018-23 Strategic Plans identified goals and objectives to support greater diversity for the college. Using these evaluations

and plans, WVC created an International Student Office and hired an International Student Coordinator. Further, the Diversity & Cultural Enrichment CTC has tasks aimed at providing greater support for services for international students and study abroad. This is aimed at meeting the goal of doubling international student enrollment by 2023 (Objective 23.4.1).

In the spring of 2018, the Diversity & Cultural Enrichment CTC requested over \$20,000 to fund additional efforts to support CTC tasks in increasing diversity. To support program and service needs for software that provides access to instruction and student support services documents and website pages, the CTC requested \$15,000 to support the college's and the CTC's efforts in this area. The CTC also requested \$5,000 to provide large monitors for low-sighted students to access college admissions, registration and cashiering services. These projects were undertaken based on evaluations conducted using surveys and discussions with students over the last five years. Again, these allocations of resources were partially based on core theme indicators and data collected through the college's environmental scan for the 2018-23 Strategic Plan.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

WVC's Assessment Committee is a faculty-driven committee dedicated to shaping sustainable assessment processes for the district, in the interests of strengthening teaching and learning and supporting larger institutional accreditation efforts. Student Learning Outcomes are discussed by the Assessment Committee who review, recommend, and prioritize assessment practices, such as Student Learning Outcome data analyses. Quarterly SLO quantitative and qualitative data are analyzed to see if samples reflect the general student population, to identify participation trends, and to ensure that faculty report having used prior data to make changes, regardless of level of success. The Assessment Committee engages in an annual [Change survey](#) that gauges faculty use of assessment regarding trends, data driven changes, and results. Assessment Committee identifies promising faculty practices and shares them with faculty colleagues. These practices utilize powerful faculty narratives that use prior data to make changes with meaningful success.

In 2009, WVC was already holding discussion on core theme indicators that better measured core theme objectives and provided an accurate measure of the college's efforts toward mission fulfillment. These early discussions by college stakeholders resulted in a very different set of core theme indicators that were used in the college's Year One Report on mission, core themes and indicators of achievement.

However, the recommendation on the Year One Report indicated that the college had not quite had the assessment and evaluation of its mission and core themes at a place that met Standard One. This recommendation indicated that while the college had built indicators of achievement for its core themes, those indicators often did not yield actionable results nor provided the college meaningful benchmarks to interpret the indicator assessments. This led to further discussion among college members and committees on how to address this concern. As a result, benchmarks were established for each indicator. If an indicator did not have a meaningful benchmark, the indicator was either modified or removed.

For example, although general student learning outcomes assessment in courses was considered important to fulfilling the objective of the Educational Achievement core theme, there was no consensus on how to adequately measure and benchmark course SLO assessment. Furthermore, SLO assessment would be completed regardless in order to fulfill the requirements of Standard 4. Consequently, this indicator was removed from the list of core theme measures of achievement for Educational Achievement, though the core theme still bore responsibility to conducting SLO assessment.

Vignette 2: 2018 Faculty Change Survey

Educational Achievement: Expand WVC's commitment to continuous improvement by increasing the availability and use of data for decision-making with a focus on meaningful outcomes and student success (2013-17 Strategic Plan, Direction 17.3).

In May 2018, a survey sent to faculty asked what recent change(s) they had made, how they knew change was needed, what effect the change had, and how they knew those effects had taken place. All full-time faculty who were not on sabbatical or extended leave responded as did some adjunct faculty (total n=88). The qualitative data were summarized into categories and themes allowing for multiple responses and multiple categories for some responses. The most common changes were course delivery or content, some aspect of curriculum, and adding or adjusting an assignment. Other changes included updating textbook and resources and alignment with college level SLOs.

Forty-four responses stated changes were data-driven. The most common sources of data were student performance and student feedback. Another common reason for change was to keep current or align with the discipline or program standards set by professional organizations, accrediting bodies, or transfer and employer needs.

How did you know it needed to be changed?	Count
Student performance/engagement	20
Student feedback	18 (12 sought, 7 not sought)
Student needs	16
Experience/expertise/other knowledge	16
Keep with discipline	13
World events	9
Group discussion/advisory committee	8
Other	20

Evaluating effects of changes was even more data-driven than were the reasons for making the changes. Nearly all (85 of 88) responses mentioned some sort of data. The most common source was student performance. Student feedback was also commonly used.

How did you evaluate the effect or know the results?	Count
Student performance	31
Student feedback	20
Student engagement	13
Standard/goal met	8
Enrollment	7
Student success out of class	5
Other	5

Most respondents (56 of the 88) stated that the effect of their changes was positive. Twenty-seven stated the results were not yet fully known. Only four reported no change or negative effects. While this probably demonstrates a bias toward reporting effective changes it also shows that faculty are seeking to improve, and over time succeeding. Fifty-six percent of respondents specifically stated that the assessment was ongoing or iterative in that adjustment and re-evaluation had occurred or was planned. This was not specifically asked, so others may also feel this to be true.

Overall, the results demonstrate that faculty are engaged in a process of continual improvement at the course and program level. It is also clear that much of the change is guided by evidence and/or keeping current and adhering to standards and best practices of their disciplines. Plans are underway to update the survey and repeat the process in the Spring of 2019.

After the completion of each year's Mission Fulfillment and Core Theme Indicator Report, the college engages in discussion of the report and its indicators. WVC's Board of Trustees has a full month to consider the report and discuss it in two work session meetings. Prior to and after board action, the President's Cabinet reviews the report and discusses core theme measures and their meaning for college improvement efforts. These discussions may impact the allocation of resources and capabilities of the college. The discussions and actions of college leadership and budget managers are often impacted or influenced by the indicators of achievement. After the Board takes action on mission fulfillment, the report is made public through a variety of methods. The wider college then has the opportunity to comment and suggest adjustments.

In 2017, the Cabinet and Board approved freezing the core theme indicator benchmarks to allow time for the new Executive Director of Institutional Effectiveness to adjust core theme indicator and mission fulfillment to the changes brought on by the adoption of the Core Theme Council shared governance model. This emphasis resulted in the adoption of a new measure of mission fulfillment that was more closely tied to core theme performance.

Although a general freeze in benchmarks was enacted, core theme indicators continued to adapt and change. For example, after the 2016-17 report, the Cabinet and Responsiveness To Local Needs CTC leadership agreed that having separate indicators of achievement for different college events over-emphasized their importance in terms of cultural enrichment provided by the college and thereby had a disproportionately large impact on the measurement of mission fulfillment. In the 2017-18 report, the number of indicators in this area was reduced to a single measure. Another example of adapting indicators to measure college success more meaningfully is the shift in reporting continuing education data. Members of the Continuing Education Office and the Educational Achievement CTC agreed that the previous method of measuring unduplicated headcounts of student participation in continuing education courses each year underrepresented the activity of community members in those courses. The indicator was modified to include the total number of enrollments in continuing education courses.

Other areas of assessment and evaluation have also changed. Regular [enrollment reports](#) have been developed to provide more specific data. The reports began as a total counts of FTE and student enrollment each quarter. They also tracked enrollments by campus, enrollment type and enrolling departments. Additional measures were added later and include course fill rates and measurement of coding error impact on reporting. Grants, student services and programs often required enrollment report breakdowns to identify equity gaps. These enrollment reports were adapted to provide these data to stakeholders. [Online enrollment dashboards](#) have been added to allow college stakeholders and community members see regular enrollment updates and to filter those enrollments by various demographic and institutional factors.

There are ongoing discussions on how to improve general college assessment and evaluation. In the spring of 2019, WVC will participate in the CCSSE student engagement survey. However, the college is already looking for a different nationally normed survey to measure the student experience more effectively. This may require adapting WVC's homegrown student survey that was last administered in spring of 2018. To measure the college climate, Cabinet conducted focused meetings with all areas of the college in 2018. The qualitative data they collected was considered an important success and the project will be continued into the near future. In the meantime, Cabinet is discussing how to make these meetings more meaningful and how to collect more actionable data.

When needed, WVC has implemented new assessment processes to provide meaningful data that leads to a better understanding of the college, its achievements and areas for improvement. A recent example of this is the establishment of business process review for college programs, services and offices. This assessment process is called [Process Improvement Review and Counseling](#) (PIRC). PIRC is aimed at helping areas of the college examine how they approach their daily processes and assess their efficiency. PIRC identifies areas of improvement that increase efficiency or lead to improved outcomes. The college's Internal Control Manager leads PIRC. The intent is to assess the processes of all programs, services and offices over a three-year cycle.

Educational Achievement

[Student learning outcomes](#) assessment at the course, program and degree levels is a primary area of evaluation under the Educational Achievement core theme. WVC has continuously sought ways to make the collection and reporting of these assessments more efficient for faculty and programs. In 2012, the Planning Committee adopted the current list of general SLOs with assistance from faculty. They sought ways to make data collection of these SLO assessments easier. This has resulted in a process with numerous starts and stops and the college has tried a number of data collection methods. At the beginning, data was collected on paper, but faculty were discouraged by the amount of time and effort spent collecting documents and reporting the results to deans and the VPI. Prior to 2014, WVC attempted a computer template for collecting SLO data. This template was not well received by faculty. In 2014, WVC purchased access to CampusLabs' tool for collecting assessment data. The following year, the tool was piloted with faculty volunteers and implemented with all faculty the year after that. Unfortunately, linking college data to CampusLabs did not work as anticipated, resulting in faculty and administrator frustration and limited faculty participation. In 2018, SLO data collection moved to the college's LMS system (Canvas). This coincides with the [2018 Ad Hoc Evaluation](#), which recommended that the college move to an easier, more direct means of collecting SLO assessment data that is less dependent on technology.

Similarly, [Area Planning](#) shifted away from CampusLabs to less technologically-dependent approaches in the 2018-19 academic year. Area Plans were collected using Microsoft Teams, a project management tool that is part of Microsoft's SharePoint suite, which has been in use at the college for some time. All college programs and services, both instructional and non-instructional, were asked to provide area plans by the end of November using the new collection. Deans and supervisors collected completed Area Plans for analysis. After reviewing the data, they reported findings to the appropriate Cabinet officer.

Vignette 3: Undergraduate Research in STEM

Educational Achievement: Commit to a college-wide effort to engage students and personalize interactions for a positive and individualized student experience (2013-17 Strategic Plan, Direction 17.1).

Over the past seven years, biology faculty at WVC have significantly enhanced access and success through undergraduate research opportunities both inside and outside of formal coursework. Faculty extend student inquiry across ecological, organismic, and molecular scales using project-based labs to create a seamless pathway from introductory courses, through formal mentoring in independent projects, and on to successful transfer into STEM majors at four-year colleges and universities.

Field-based activity focuses on ecological and marine environments. Students participate in the U.S. Fish and Wildlife Breeding Bird Survey, in the National Audubon Society Christmas Bird Count and prepare bird and mammal study skins for WVC Vertebrate Collections. They also participate in the Wood Duck breeding study in conjunction with Chelan County PUD and bird banding through the U.S. Fish and Wildlife Service, Bureau of Land Management, and Center for Bird Populations and the Nature Conservancy, as well as an emerging Washington Department of Fish and Wildlife/Washington Audubon shrub-steppe bird survey.

Science Explorations provides annual weekend field trips to the ocean environment. Science Explorations impacts students by allowing them to experience the unique intertidal natural history of Washington State in a hands-on manner, exposes WVC students to plants, animals and environments unique to the intertidal area and educates students as to the impact human decisions can have on life in the sea. Students have visited the Deception Pass State Park, the University of Washington's Friday Harbor Laboratories; the Whale Museum at Friday Harbor; Lime Kiln State Park; the Breazille Interpretive Center; and the Taylor Shellfish Farms. These marine biology field trips have been one of the extracurricular highlights for over 1,350 WVC students for the last 28 years.

Microbiology students participate in the National Microbiome Initiative (NMI) and an authentic research model for Assessing the Prevalence of Antibiotic-Resistance in the Environment (PARE). The PARE study tracks the presence of Tetracycline-resistant bacteria in soil samples taken from different geographical areas. Students participating in PARE can add their data to the global database, ultimately creating a better geographical representation of antibiotic resistance in the in the Soil Microbiome of the environment over time.

A separate group of faculty have engaged students in explorations of DNA damage and repair using algae as a model system. IP students present their joint work at conferences, such as the Idaho Conference for Undergraduate Research at Boise State University (2015-17), and the University of Washington's 2018 Undergraduate Research Symposium.

Collectively, over 3,500 students have gained invaluable field experiences through these projects. Many have gone on to successful careers in the natural resources field; and earned bachelor's, master's, and doctorate degrees.

Support For Learning

While the annual WVC Graduate Survey serves as a foundation for many of the college's indicators of achievement for the Support For Learning core theme, it has long been felt these data should be backed by a student engagement survey. In June 2018, WVC administered a college-wide student survey measuring student engagement and satisfaction with programs and services. These data have been used to validate and verify past graduation survey results. The results generally confirmed data collected from graduates and showed that students rated satisfaction with college programs and services highly. In April of 2019, WVC will participate in the [CCSSE](#) to provide nationally normed survey data. The results will be used to evaluate the current tools used to measure student engagement and satisfaction and to provide more information on WVC's success in engaging its students.

Under the 2013-16 Strategic Plan, a large amount of data related to Support For Learning's responsibilities is not available for the CTC. The Institutional Effectiveness Office will be working with the CTC to develop measures that will facilitate improved understanding of progress made toward accomplishing the plan's goals and objectives (see [SP23 Goal 23.2](#)). Developing measures for monitoring student placement in math and English will be emphasized. Recent changes in how WVC and other colleges in Washington initially place students have been implemented. Unfortunately, tracking student success relative to those new placement methods has proved difficult. WVC is uncomfortable with this situation and is looking to better assess student success as it relates to placement in the next two years.

Responsiveness To Local Needs

In the past, the Planning Committee and not the Responsiveness To Local Needs CTC had access to community data. This data was collected from a variety of sources and used to assess WVC's effectiveness at meeting community needs. The collection of interviews with community and industry leaders provided important qualitative data and was accessible to stakeholders through a database. However, most of this data is older than five years, and many areas have not been updated since 2011. The CTC has asked its members to begin updating this information. As part of improving this data source, the CTC is seeking input from college and external stakeholders on the preferred types of information that need to be collected. Their ultimate goal is to establish a current repository of information to guide program development relative to local needs.

WVC is an active partner in [Our Valley, Our Future](#) (OVOF), a local strategic visioning team made up of community and industry leaders. This team has provided the community with a large qualitative data source collected through community-wide surveys. WVC has used this data source to help conduct its latest environmental scan, and its results were incorporated into the 2018-23 Strategic Plan. A Responsiveness To Local Needs CTC member represents the college at OVOF meetings. This liaison facilitates the use of OVOF information and initiatives to inform WVC practice and to evaluate WVC's impact on its community. As the team begins to fulfill its 2017-21 Action Plan, it is anticipated that WVC will reap benefits and information that will support its mission and student achievement.

Until recently, data relating to WVC's environmental sustainability has been insufficient. The CTC has begun to collect and evaluate data that will affect how the college impacts its environment and wider community's environment. In 2019, several data collection projects were initiated and resulting data will be used to monitor their effectiveness. In addition to CTC member participation in these projects and data assessments, WVC's student government branches on both campuses are actively involved in support of these efforts.

Diversity & Cultural Enrichment

As previously noted, the Diversity & Cultural Enrichment CTC's discussions and research have resulted in modifications to the way core theme indicators of WVC events are measured in the 2017-18 Mission Fulfillment & Core Theme Indicator Report. Prior to the 2017-18 report, there were five different categories of college events that were tracked, reported and scored. Committee members agreed that using five separate indicators placed too much weight on the student and community events offered at WVC. They decided to reduce those indicators to one, thereby enhancing the relative value of other core theme indicators. The change was enacted after being discussed and approved by the CTC, Cabinet and the Board of Trustees.

Discussions about the diversity of college staff, faculty and administrators has already begun for the upcoming Year One of the next accreditation cycle. The CTC seeks to enhance and better monitor the college's progress toward an environment that reflects its student makeup. The current indicator will likely be further divided to appropriately measure critical areas. Additional indicators may be added to measure the impact of new hires on college diversity.

The college is in the process of building a comprehensive diversity plan. Part of the process for building this plan will involve collecting more detailed data and evaluating current data sources. There has been discussion in the college's Campus Life, Equity & Inclusion Office, Institutional Effectiveness Office and the CTC to find new ways to monitor college diversity. The idea of providing more dashboards that highlight student success by race, ethnicity, age, gender, etc., will assist the college with building an effective plan and monitoring its diversity efforts.

Vignette 4: Hispanic Orchard Employee Education Program (HOEEP)

Diversity and Cultural Enrichment: Increase college outreach through traditional and non-traditional sources to reach underserved segments of the community (2018-23 Strategic Plan, Objective 3.5).

The Hispanic Orchard Employee Education Program (HOEEP) consists of approximately 19 weeks of instruction beginning in mid-October and continuing until mid-March. Classes are held three times each week in four-hour blocks from mid-afternoon to early evening. Classes take place in communities throughout Central Washington as well as on the Wenatchee campus. Students should have basic English conversational skills and some ability to read and write in Spanish. Regular attendance is required; therefore students (and their employers) must be committed to attending all classes to obtain maximum benefits and to complete the program.

HOEEP is designed to increase the professional abilities of agricultural employees (and their contributions to operations) through greater understanding of:

- horticultural science
- current production technology
- the English language and communication skills
- mathematics
- computers
- cultural and social systems.

HOEEP offers seven 19-credit programs: basic and advanced horticulture, integrated pest management technician, farm management, introduction to viticulture and advanced viticulture, and vineyard management. Classes are designed to accommodate students' work schedules.

The impact on HOEEP students' lives leads to both academic achievement and personal growth. Once they gain that self-confidence, the doors open for them in their workplace and the fruit industry, in general. The positive impact is not only at individual level; it is reflected on the entire family. More than 80% of graduates receive a promotion in the industry ranging from \$1 per hour more to moving someone to a management position, after they complete the program. Attrition is very low: 98% of the starting students will complete the program.

Standard 4. B: Improvement

High-performing institutions focus on systems – planning, implementation, assessment, results, and improvements – aimed at fulfillment of the institutional mission and core themes. In section 3.B. and 4.A., WVC has described its planning and assessment processes which are focused; collaborative, with broad stakeholder involvement; evidence based; and learning oriented. By incorporating systematic planning and assessment processes, WVC is able to drive improvements across its core themes. In this section of the self-evaluation, WVC outlines a number of key improvements which span departments and divisions and Core Themes Priorities. While these key improvements are but a sample and are in various phases of the improvement cycle, they demonstrate the tremendous commitment by WVC faculty, staff, and administration to continuous improvement.

As described at more length in [Standards 1](#) and [Standard 3](#) WVC used broad stakeholder involvement to identify four Core Themes: Educational Achievement, Support for Learning, and Responsiveness to Local Needs. Each core theme directly supports a specific segment of the college mission. As concepts, the core themes reflect the programmatic breadth of the college, the weighted value of the college's diverse activities, and the multiple needs and goals of the college community. A set of Core Objectives was developed in order to assess mission fulfillment. Achievement of the respective Core Objectives determines whether the related Core Themes are realized and the college mission fulfilled. Core Theme achievement depends on Core Objective achievement and, within each Core Objective, Core Indicator achievement. The college measures the Core Indicators associated with each Core Objective by collecting and analyzing explicitly defined data related to each Indicator. The Core Indicators are measurable, and progress on the indicators is determined longitudinally and by comparison with other institutions. Currently, WVC considers mission fulfillment to be at or above the State Board for Community and Technical Colleges (SBCTC) mean for each specific achievement indicator. WVC references Core Indicator achievement in its annual planning process and allocates time, effort, and resources to those areas identified as for priority improvement.

As demonstrated throughout this chapter, WVC plans and assesses fulfillment of the Core Themes and Objectives using meaningful, institutionally identified Core Indicators of achievement and mission fulfillment and shares both plans and results with the college community. Results are used to identify improvement needs. The Area Plan process provides an opportunity for WVC to target specific improvement goals based on its core indicators. Each year, divisions and departments identify performance gap resource needs through program review and unit action plan formation. These planning activities use measurable core indicators and targets. During the college budget process, instructional deans reference assessment results when proposing specific one to two-year projects to be funded through the Budget Development. These projects are prioritized by the Executive Staff who allocate resources toward their completion.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Core theme indicators are assessed based on measures of achievement approved by college stakeholders. Stakeholders worked together to ensure these measures are meaningful and assist in providing information to WVC that fosters planning, appropriate allocation of resources and capabilities, improvement and reflection on the college's accomplishments. The indicator assessments are shared with the Board of Trustees, Cabinet, CTCs, committees, task forces, the wider college and its district. The

primary source for distributing assessed indicators is the annual Mission Fulfillment and Core Theme Indicator Report.

College departments, divisions and the college as a whole regularly assess programs through both qualitative and quantitative lenses. It is expected that their assessments are shared with those in need of the data to plan and make improvements. It is also expected that the assessments are provided to Cabinet so they can make broad top level decisions regarding the allocation of resources and capabilities of the college. [Area plans](#) have been the primary means of conveying information around program assessments, documenting the need for greater resources, human capital and other types of support. Directors, deans and vice-president are asked to collect the data they need to support decision making for their programs and areas.

Prior to 2016, a network of college committees had the responsibility to review completed core theme indicator, instructional and non-instructional program assessments and develop improvement plans. These improvements would generally fit within the framework of the 2012-17 Strategic Plan and the college's core themes. After [establishing the CTCs](#) in 2016, the work on planning and improvement moved to a shared governance model where the CTCs and Cabinet would collectively use assessments to formulate plans and make improvements. Starting in 2018, the SP23 and the college's core themes have guided planning, allocation of resources and improvement.

Educational Achievement

In 2016, the Educational Achievement CTC became responsible for matters surrounding the educational achievement core theme indicators and improvements made to the core themes, responsibilities previously distributed across various committees, councils and task forces. The council has three standing committees responsible for program improvement planning and assessment: the Curriculum Committee, Assessment Committee and Instruction Council.

The student learning outcomes assessments of courses and instruction programs were addressed earlier (Standard 4.A.2 and Standard 4.A.3). The Educational Achievement CTC's process of planning and improvement using student learning outcomes assessments and recommendations from the Assessment Committee was also described previously ([Standards 3.B.1 & 3.B.2](#)). Standard 4.B.2 outlines improvement based on student learning outcomes assessments and will be discussed in further detail later.

The Education Achievement core theme uses wider assessments, outside of student learning outcomes data, to evaluate student and college achievement. The basis for those assessments is found in the core theme indicators WVC uses for evaluating mission fulfillment. These indicators focus on student retention, credit attainment, completion of certificates and degrees and transition to employment or other higher education institutions. Most of these indicators are traditional measures of institutional effectiveness and achievement. They provide top level direction for planning and improvement. Both past and present strategic plans use these measures in directing strategic directions and goals for the college.

The Educational Achievement core theme directed much of the activity of the old Planning Committee, Assessment Committee, Curriculum Committee and Instruction Council. The new CTC governance structure provides formal, top-level direction for educational achievement and has resulted in more directed planning to impact student achievement. Examples of this include changes made to student placement in math and English, development of advising practices using Title III funding, development of online courses and best practices with distance learning, improvements to the physical structure of classrooms and use of data portals. All of these initiatives began under old planning structures and have continued to the current Educational Achievement CTC planning.

The CTC has also focused on new directions for planning and improvement. The council has used economic data provided by vendors like [Economic Modeling Systems Inc. \(EMSI\)](#) and data collected through college employer surveys to formulate, plan and execute development of a variety of applied

baccalaureate degrees, like the new Bachelors of Science in Nursing and Bachelors of Applied Science in Engineering Technology. [SP 23 Objective 23.1.4](#) specifies that WVC will add these degrees to meet community needs. The CTC members have also collected data that supports potential new programs such as a BAS in Teaching and a BAS in Data Analytics.

WVC's commitment to improving educational achievement is evidenced by its reliance on student learning outcomes assessment and assessment of programs and services to guide decision-making associated with this core theme.

Vignette 5: WVC Multiple Measure Math Placement Process

Educational Achievement: Commit to a college-wide effort to engage students and personalize interactions for a positive and individualized student experience (2013-17 Strategic Plan, Direction 17.1).

ACT discontinued the Compass placement-testing tool in January of 2017, which WVC had been using for over 10 years to determine new students' college readiness and placement into English and math classes. In its place, WVC adopted College Board's Accuplacer placement tool and, at the same time, expanded and formalized multiple measures for placement. Other placement options now include the high schools' Smarter Balanced test in addition to high school transcripts and EdReady for math placement. The Testing Center began offering Accuplacer tests in October of 2016 for the few new winter- and spring-start students. However, large-scale testing began spring of 2017 for Running Start qualification and new fall-start students.

During this time, the Educational Achievement team and Testing Center staff worked to create processes and procedures for informing prospective students of their multiple placement options, collecting and processing documentation, updating prerequisites, and working with faculty to expand placement options to also include SAT and ACT scores. Due to the wide range of placement tools and the multiple levels of placement, the data sets are still too small to draw sweeping conclusions.

In addition, WVC has seen that not only do these multiple placement options save many students time and money when they can use other documentation for placement, but the additional placement documentation also seems to provide some students with more accurate placement and allows them to progress more quickly. Compared to Compass, there are almost no requests for retakes with Accuplacer.

The change has not come without difficulties. While, this placement method is more accurate for students, the new placement process is not as simple and clear for students or staff. The process will need further assessment and improvement to meet the placement needs of students and the college.

Support For Learning

College stakeholders use assessments to plan and improve processes related to the Support For Learning core theme. Survey responses by graduating students provide data for multiple core theme indicators. These assessment results are further used to plan and improve student support programs and library services. At times, those who provide support programs to students request targeted surveys and share their results with others associated with supporting student learning. Dashboards that focus on student enrollment practices and needs are available to everyone at WVC. These dashboards provide another source for planning and improvement.

Vignette 6: Development of Completion Coaches at WVC

Support for Learning: Develop systems for student support and academic advising for all students from initial entry through transitions and completion (2013-17 Strategic Plan, Priority 17.1.3).

In 2014, as part of the college's new Title III federal grant, WVC created the Completion Coach position. The process of seeking and building a viable application for the grant was done through the Planning Committee, Institutional Effectiveness office and Cabinet. The need for this grant and this position was formulated based on college retention and completion data and core theme indicators related to these same topics. These data showed that non-traditional and at-risk student populations were lagging in achievement. The practice of completion coaching, using intrusive advising methods, was widely used in Washington community colleges. As part of the grant, WVC would institutionalize this new position over five years.

The development and implementation of a completion coach has had a strong impact on the retention and completion rates of students who contacted and used the completion coach.

In light of these positive results, WVC is considering future resources to expand the capacity of offering completion coach services in coming years. Those plans will be dependent on the college strengthening overall enrollment and revenues. The college may also ask for community help through the WVC Foundation to fund further expansions.

Student support services had an ongoing process for planning and making needed improvements that support student learning. The Student Support & Learning Team (SSLT) meets bi-weekly to discuss current student needs and long-term plans and improvements. One ongoing improvement the team has been working on is the development of a one-stop student service area on the Wenatchee and Omak campuses. The intent is for there to be a single point for initial service for students. This contrasts the current situation where students must go to a variety of places on campus to receive service, depending on the programs the student needs. While this is the ultimate goal, a number of preliminary changes must be made and then assessed for effectiveness. In 2017, a [special survey](#) of students indicated that student counseling needed to be more centrally located and to be a part of this single service approach. Also, faculty advising and the college's early alert system needed improved mediums of communication with those providing initial contact with students. Subsequent planning, especially planning done by the Guided Pathways task force, is building plans and practices that seek to improve access and communication. Further, SSLT is working closely with Administrative Services to budget for and obtain funding to make structural changes needed to make the single service point on both campuses operational in terms of physical facilities.

The Support For Learning CTC looked at data collected in student surveys indicated students needed more ways of obtaining the most current information on student programs. In 2018, the CTC asked for project monies to provide for software monitors on campus that would provide current events news and information to students. This improvement was data informed and in the future the council will look for future survey data to see if student's perceptions have changed over time.

This type of intentional planning and cycle of improvement is typical in the work done by those involved with programs focused on meeting the Support For Learning Core theme.

Responsiveness To Local Needs

Assessments on topics surrounding the Responsiveness to Local Needs core theme are conducted on a regular basis. The results from these assessments are shared with appropriate college stakeholders for use in their planning and improvement processes. An example of such assessments is the collection of information from the college's [Advisory Councils](#). These councils are a primary source of information needed to keep college programs relevant and up-to-date. For example, input from the Automotive Technology Advisory Council collected through annual interviews with council members by WVC's Dean for Workforce Education, led to the development of a new short-term certificate for diesel technology maintenance. Committee members agreed that this certification would help the industry better provide needed services to the community. Another assessment that is typical for this core theme was the [2017 Community Surveys](#), conducted as part of the college's environmental scan and strategic planning process. The results were used to develop themes that eventually informed the 2018-23 Strategic Plan's goals and objectives. These surveys provide useful data for several core theme indicators. Further, they are used to inform planning and improvement surrounding student support programs and library services. All of these assessments were conveyed to college stakeholders for planning, implementation and monitoring improvements.

In the 2018-19 academic year, the CTC will be working to develop a college outreach plan that better assesses community needs for programs and services from WVC. In the past, the old Planning Committee had such a plan that was used for directing outreach activities of the college. With the shift to the CTC governance and the Responsiveness To Local Needs CTC need to assume responsibility for planning community outreach and educational development, it was felt that a new plan was needed to better incorporate these changes in structure and emphasis. Work on this plan began in 2018, with CTC members looking for existing community agreements and arrangements. Also, those members have begun drafting a process to include community representation and participation in formulating the new plan. Community focus groups are planned for winter 2018 and spring 2019. This work is being directed by WVC's past and present Strategic Plan [17.3.1](#) and [23.3.7](#).

In order to meet Starter Plan Goal 23.5, The Responsiveness To Local Needs CTC, working with WVC's student government, is looking to assess and improve the college's environmental sustainability. In coming years, the CTC will engage in a number of assessments, qualitative and quantitative, to determine where WVC is in terms of developing sustainable resources. The council plans to develop these assessments in the 2018-19 academic year.

Vignette 7: Our Valley, Our Future Programs

Responsiveness to Local Needs: Integrate data and information across all areas of the college (2013-17 Strategic Plan, Priority 17.3.1).

Not all improvements are based on college assessments. Community input also directs the college's efforts. WVC uses data and research to plan and develop college improvements. An example is the study conducted by [Our Valley, Our Future](#), a Wenatchee community planning organization. To develop their action plan, the group conducted a 2015 survey of much of WVC's service district. Results from this survey determined that education would be an important part of its focus. The organization was willing to share its data to help inform WVC's environmental scan in 2017, which led to the 2018-23 Strategic Plan.

WVC has tailored or is working to develop a variety of programs to meet community educational needs based on these data. The college's Board of Trustees have met with the organization leaders to discuss future needs and ways WVC can provide programs. Stacy Luckensmeyer, Liaison to Business and Industry and Libby Siebens, Executive Director for Community Relations and Responsiveness To Local Needs CTC Co-Facilitator, serve as the college's liaisons to the organization and work with the Responsiveness To Local Needs CTC to develop ideas and programs to meet their efforts.

Diversity & Cultural Enrichment

Assessments on topics surrounding the Diversity and Cultural Enrichment core theme are conducted on a regular basis. The results from these assessments are shared with appropriate college stakeholders for use in their planning and improvement processes. This core theme is an area of great concern to the college's staff and faculty. It receives regular data updates regarding student access to college programs and services. Also, many stakeholders carefully monitor the equity balance of college staff and faculty. Assessments in these areas come from a variety of sources. For example, a number of the core theme indicators address the achievement of students and faculty relative to the diversity makeup of the college. The CTC for the core theme has carefully examined these data and formulated plans and improvements. Also, the CTC and Cabinet have promoted college wide diversity training, seeking to improve college achievement surrounding diversity. Further, these data have prompted the CTC to develop a college wide strategic diversity plan in the 2018-19 academic year.

The Diversity and Cultural Enrichment CTC has been an example of using college and student assessments to plan improvement projects centered on the college's strategic goals and objectives. While the 2013-17 Strategic Plan does not readily map to this core theme or its council, the council has used elements of both the past and current strategic plans centered on student learning to build improvements. The new diversity requirement, looking to improve faculty and staff diversity to enhance student learning, and seeking to increase and enhance cultural program offerings all were based around measures of student learning and achievement.

Vignette 8: College Diversity Requirement

Diversity & Cultural Enrichment: Increase diversity course offerings and implement a diversity requirement for program completion (2018-23 Strategic Plan, Objective 4.6).

In 2015, WVC's then existing Diversity Advisory Committee identified key areas to work on related to equity and inclusion. One of the areas identified was the implementation of a diversity requirement for graduation. With the creation of the CTCs in 2016, two members of the Diversity Advisory Committee (Erin Tofte-Nordvik and Jaime Ramirez) each took the idea to their respective Core Theme Councils. Those Councils were the Educational Achievement Council and the Diversity and Cultural Enrichment Council. Each of those councils created a sub-committee to work on implementing a diversity requirement for graduation. The two committees joined together and met bi-weekly to outline the goal of the diversity requirement and to research what other community colleges and universities required of students.

After researching the best practices at other schools, the committee created two documents. One outlined the reason for the diversity requirement and outlined which other schools in Washington State already had the requirement. The second document outlined the six standards which the committee was requesting would be included in courses that would meet the requirement. The documents also outlined how much of the course needed to be dedicated to diversity topics. The committee took an inventory of all current classes and how many would already meet the requirement, how many were close and how many needed just a few more elements to meet the requirement. This list of courses was included in the proposal created for the Curriculum Committee.

These two documents were presented to the Diversity & Cultural Enrichment Core Theme Council and the Educational Achievement Core Theme Council for approval. Both Core Theme Councils approved the work and voted to take everything to the Curriculum Committee for approval.

The documents were presented to the Curriculum Committee. The Curriculum Committee voted to send it out to the departments (including those in Omak) for discussion and approval. Members of the Core Theme sub-committee visited the different departments to answer questions and describe how the requirement would work in practice. Each department took a vote on whether or not to approve the requirement. The Curriculum Committee then heard from departments again and the sub-committee and voted to approve the diversity requirement. The proposal was sent to the Instruction Council for approval. After it was approved there, it was sent to Cabinet for a final oversight.

After the approval process, the sub-committee created documents outlining the process for faculty to have their courses certified as diversity courses. Faculty who want their courses certified must update their course outline to reflect at least three of the diversity standards and must complete forms explaining how they are covering the standard in their course. Members of the sub-committee once again visited each department to explain the process for having a course certified and answered questions. Once a course is certified by the Diversity Requirement Sub-committee, it goes to the Curriculum Committee for final approval.

Currently WVC has 19 courses certified as diversity courses.

Vignette 9: College Assistance Migrant Program (CAMP)

Diversity and Cultural Enrichment: Develop an inclusive working environment to support and retain diverse faculty and staff (2018-23 Strategic Plan, Objective 4.4).

CAMP is a federally funded program with support from the U.S. Department of Education, Office of Migrant Education. CAMP is designed to help students from migrant/seasonal farm working backgrounds during their first year of college. It provides academic and financial support services to empower students so they have a strong foundation to build upon as they work toward a bachelor's degree.

CAMP collaborates with college instructors, student services and community-based organizations to improve educational opportunities for students. Each year, 60 students are admitted to CAMP at Wenatchee Valley College. All CAMP students receive a one-year \$1,000 scholarship, and academic advising and personal support from CAMP staff. More than 85 percent of CAMP students enroll for a second year at WVC. Of those who graduate, more than 70 percent transfer to a four-year university.

All Core Themes

There are instances where the college's assessments are not used for any specific core theme, but are aimed at issues that directly impact the college's mission or all four of the college's core theme together. Generally, these assessments are directed to either Cabinet or all four CTCs for consideration and action. Usually, though they are directed specifically to these groups, results from these types of assessments are made available to the college as a whole through the college's web based intranet, website or other types of communication. Also, WVC's president regularly collects data, information and college achievements and shares them with all members of the college through emails, meetings and the college's quarterly [Discover Magazine](#). These data and communications often lead to disparate improvement undertaken by programs and areas to meet some issue or example provided by the college president.

WVC's budgeting process is another area that supports all of the college's core themes. Data is collected and available to budget holders to help them assess resources that are available to them for meeting their program's needs. Also, Annual Plans detail program goals and objects that tie into the core themes. Those plans look to program capabilities and resources, outlining areas that are in need of improvement and reflecting on progress made toward fulfilling the college's mission. Combined, this process allows program leads and directors to systematically and regularly plan for and request college support for program improvements.

Vignette 10: WVC Web-Based Dashboards

All Core Themes: Use technology to widely distribute data on student success at all levels to college stakeholders (2012-17 Strategic Plan, Priority 17.2.2 and 2018-23 Strategic Plan, Objective 6.1).

In 2018, WVC's Institutional Effectiveness Department began to publish [dashboards](#) for college stakeholders to access and review. These dashboards facilitate access to data for improved decision-making.

Dashboards have been developed to support the college's program improvement process and to monitor and evaluate SLO data collection, student grade distributions, student program completion rates, enrollment, et cetera.

In most cases, the dashboards allow filtering and disaggregation of the data to look at issues surrounding the achievement of students in at-risk populations. Faculty and staff are encouraged to access these dashboards to monitor student progress as it relates to their courses and programs.

Since the development of dashboards is a new process, WVC is still learning how to best provide dashboard information to stakeholders. At the end of the 2019 academic year, the Institutional Effectiveness department will survey faculty and staff on dashboard usefulness. The survey will gather feedback on problems encountered and suggestions for future improvement of dashboards.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Starting in 2015, to communicate how the college's multiple planning elements – area plans (programs and services), core themes, mission fulfillment, and strategic planning – fit together into a cohesive whole, an [institutional effectiveness plan](#) has been published in both text and graphic forms. This plan outlines the areas of assessment that needs to be completed systematically for the college to meet its goal of regular institutional effectiveness assessment and planning.

As discussed previously, meaningful institutionally identified indicators of achievement are in place for mission fulfillment and core themes and have been applied and refined through multiple cycles of assessment and planning. Programs and services have had a particular focus on institutional measures of student retention and completion over the last several years in addition to those indicators that are specific to individual programs and core themes.

Results are used for improvement by informing planning, decision-making, and allocation of resources and capacity. The online planning and reporting tools in the CampusLabs platform, described previously, documented the use of results for programs and services. As previously mentioned, WVC sought a planning method that was not as dependent on technology as a result of the [2018 Ad Hoc Evaluation](#). Area plans are now based on a Word document template and collected by email and through Microsoft Teams. Reports can be generated to integrate information across areas by core theme or strategic priority. The core theme councils, as described earlier, provide a consistent venue for conversations about evidence and planning that bridge administrative units and promote a focus on service to students and institutional mission. In this fashion, Area Plans have functioned as a prime area for program assessment for the college.

To ensure the wider distribution of data, information is made available to appropriate constituencies in a timely manner. Committee reports are published monthly and Instruction Council meetings provide opportunities for questions and discussion. [Annual mission fulfillment and core themes reports](#) are presented to the Board of Trustees and posted on the internal website. In addition, in 2018, [Area Planning](#) was made available to all of the college through an electronic document in Microsoft Teams. This was done to increase participation in the process and move to full program planning in the 2018-19 academic year.

Results of student learning assessments are used to inform academic and learning-support planning and improve practices to enhance student learning achievements. Multiple initiatives have been developed and implemented to improve course completion, retention, and graduation. Recent examples include curriculum redesign in developmental education (math emporium classes); transition planning for students entering with below college-level skills; non-instructional support practices (Just In Time alerts for students at risk for academic failure; a new completion coach position; enhanced advising); expanded support for development of electronic media for instruction (services of media developer and new tools used both for online instruction and to supplement in-class instruction). The ongoing faculty-led discussion and revision of the degree-level SLOs provides a foundation for meaningful assessment of student learning; as these results become available each year, the core theme councils will provide a structure for planning and improvement academic and learning-support practices.

Title III resources supported the development of online tools to track student academic progress. This has resulted in the Advising Portal and the Data Research Portal that faculty and staff can use in assessing student achievement and program effectiveness. These tools will incorporate the progress milestones defined in the Washington State Board for Community and Technical Colleges' Student Achievement Initiative. These tools should increasingly become important in the PIP process and in Guided Pathways activities, which should in turn lead to greater student retention, completion and achievement.

The 2013-17 Strategic Plan acted as a catalyst for changes in providing these tools for assessment and improvement. The college used this strategic plan as an action agenda to ensure sustainability by identifying priorities for change that the college must address to continue fulfilling its mission and core themes. This planning heavily influenced the college's 2013 Title III Strengthening Institutions proposal, which expanded resources for planning, access to data for decision-making and instructional support for student learning.

Since 2015, WVC has used a variety of tools to assist the college in stabilizing its continuous improvement model. In addition to its area planning documentation, the college has introduced new elements to the Institutional Effectiveness Plan. This includes the formation of the core theme councils to focus on planning and improvement of college programs and services, course level SLO assessment and evaluation by the Assessment Committee, introduction of the program improvement process in which programs assess, review and build improvement plans, simplified Area Plans that have easier means of submission than existed in prior iterations and the 2018-23 Strategic Plan which is being used to guide planning and improvement for all college programs and services. The Institutional Effectiveness Plan touches on each of these additions, while still looking to support assessment, planning and improvement of programs and services centered on student learning.

Mission fulfillment and core theme indicators continue to play an important role for providing high level assessment of WVC student learning. Results from the associated report are used to monitor the college's progress and to initiate areas of inquiry for possible change at the course, program and degree levels. The college is currently developing dashboards around indicators to provide access to all interested stakeholders for planning purposes.

WVC's shared governance structure provides for a dynamic exchange of ideas and the college continues to work on how to best communicate amongst the individual CTCs and college programs and services.

The CTC leadership is just beginning to utilize Microsoft Teams to encourage the sharing of notes, ideas, and progress toward core theme goals. Also, as mentioned previously, Area Planning and SLO reporting will be made available on new, hopefully easier to use, platforms in Microsoft Teams and through the college's LMS system (Canvas).

Continuing to study the data that will be collected for courses' SLO assessments and associated program PIPs will lead to new areas of impact on student learning and achievement. Those findings will continue to be communicated to the campus, effecting change in these and other courses and programs. Further, the indicators in the Mission Fulfillment and Core Theme Report should continue to reflect college-wide change and improvement.

Chapter 5: Mission Fulfillment, Adaptation, and Sustainability





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The role of a community college is to make the community better from being there. That happens in a variety of ways, including educational opportunities for people that can't move to a university. Wenatchee Valley College brings training and education to the community... Community colleges also have a direct and indirect impact on the health of our economy – more than people realize. The more training and educational opportunities are available in a community, the less brain drain and talent drain happens.

WHAT LOCAL EDUCATION OPTIONS MEAN FOR STUDENTS AND ENTREPRENEURS

Malachi Salcido

WVC alumni

- Founder and CEO of The Salcido Connection and Salcido Enterprises
- Refrigeration Technology Degree at WVC, Class of 1995
- Associate's Transfer Degree WVC, Class of 1997
- Bachelor's degrees in accounting and finance from Central Washington University, Class of 2001
- 2018 WVC Foundation Distinguished Alumni
- Between both companies, Malachi employs about 50 people in the area
- Estimates 40% of staff are graduates of Wenatchee Valley College

Malachi completed his associate's degree and the majority of his bachelor's degree from Central Washington University on the Wenatchee Valley College campus. When he decided to return to school and get his bachelor's, he needed an option that allowed him to stay in the valley where his wife (whom he met at WVC), full-time job and house were. "It was a huge blessing to be able to work and take evening and weekend classes and to be able to take satellite courses," he said.

CHAPTER FIVE: Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Eligibility Requirements

Eligibility Requirement 24: Scale and Sustainability

The institution demonstrates that its operating scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Wenatchee Valley College has successfully served its community and students since it opened in 1939. In that time, the college has adapted to changing economies, cultures, population diversity and changing priorities. It has adapted to changes in technology, seeking to maintain a level that supports instruction that is up-to-date and relevant. Further, WVC seeks to proactively look into the future and adapt its facilities, funding models and pedagogy to continue to provide quality higher education opportunities for its students and community. The college employs sufficient human capital in faculty, staff and administrators to meet student and institutional needs. WVC actively seeks to sustain adequate funding sources, build open and responsible fiscal practices and extended community resources to meet the educational needs of its community and students.

Standard 5.A: Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

WVC engages in regular wide-reaching assessment of its mission fulfillment. The primary means of this assessment comes from the annual [Mission Fulfillment and Core Theme Indicator Report](#). This report is prepared by the Institutional Effectiveness department following the conclusion of the prior academic year. The timing for this report allows sufficient time for data collection and validation for the prior year's data to be completed. The report is presented to the Board of Trustees in January. The Board and President's Cabinet then have a month to review and approve the report, thereafter taking a vote on whether the college has fulfilled its mission in the prior academic year. After the report has been reviewed and approved, it is made available to stakeholders through the college's intranet. Further, copies of the report are made available to CTCs and are posted to the mission, core theme and strategic plan section of Campus Labs Area Plan tools. The Board of Trustees' acceptance of mission fulfillment and a copy of the report are published with the board's agenda and minutes, which are available on WVC's website.

The Mission Fulfillment & Core Theme Indicator Report is founded on the college's mission, core themes, core theme objectives and core theme indicators. WVC has adopted a scorecard process for evaluating core theme indicators that lead to an overall evaluation of mission fulfillment. Each indicator is evaluated against a set benchmark. An indicator that meets the set benchmark is awarded two points and

is marked with a green score indicator. An indicator that closely approaches the benchmark is awarded one point and receives a yellow score indicator. An indicator that does not approach its benchmark is not awarded points and receives a red score indicator (See [Standard 1.B](#)). For the 2015-16 academic year, indicator benchmarks were frozen, due a variety of changes in personnel, particularly in the Institutional Effectiveness Office, and the establishment of the CTCs. As these changes occurred near the end of the seven year cycle, it made sense to delay further adaptations until the next seven year cycle. The freeze of benchmarks enabled the college to adjust to the changes in personnel and governance and fostered a more robust discussion in the process of evaluating WVC's mission, core themes, objectives and indicators in Year One.

After adjustments were made to core indicators and their benchmarks were amended to meet the recommendation of the Year One Evaluation, the college developed a method of weighting indicator scores into broader, more comprehensive key indicators. The actual weighting process was outlined in the [Year One Report](#) and was adapted to fit the new indicators and benchmarks established after the evaluation recommendation. These key indicators were used to evaluate mission fulfillment in two areas: student achievement and community engagement. Mission fulfillment in each of these areas was calculated using a weighted score out of 100 possible weighted points in each area. The weighted score needed to be 75 of the possible 100 points in order for the college to have fulfilled its mission (see [Standard 1.A](#)).

In an effort to further synchronize WVC's core themes and the new CTCs, a new method of calculating mission fulfillment was developed in 2017. The 2015-16 Mission Fulfillment & Core Theme Report was already organized by core themes. Indicator scores for each core theme were totaled and divided by the total possible points for that core theme's indicators. This resulted in a percentage score for each core theme. These scores were then combined into an overall percentage score for all core themes. Under this measure, mission fulfillment requires a 75% overall score and is defined in context of each core theme (see Standard 1.B). To facilitate discussion and evaluation around these scores, a traditional letter grade was assigned to the college's mission fulfillment score and for each core theme.

Both mission fulfillment definitions have yielded similar results. Both scoring methods are available to the Board of Trustees and Cabinet for their evaluation of mission fulfillment and later for stakeholder input for the coming year's planning and evaluation.

Other, more localized assessments gauge the college's activities and accomplishments. For example, in 2017-18, WVC's Cabinet visited almost all areas of the college to hear from faculty and staff about what they are proud of, what they have accomplished, what they would like to see improved or changed and any other issues they deemed important. The results of these visits were provided to the whole college in the winter of 2019. The product was an actionable, qualitative climate study of the college which led to some immediate improvements, plans for future improvements and a basis for further discussion and planning by Cabinet and the CTCs.

A number of indicators are based on results from the [annual graduation survey](#). These results are used in discussion regarding how to effect meaningful change in student services. The results of this survey are made available to the Vice-President of Student Services and student services deans and directors, who make up the Student Services Leadership Team (SSLT). They review results and make plans based on the information provided from this survey. The survey has played a role in developing plans for a "one stop shop" approach to providing students access to services.

The Annual Program Reports for the college's federal [Title III grant](#) have served as a reflection point for the college's efforts to improve services and instruction. These reports discuss progress in existing programs as well as the availability of new programs and plans for future programs. They have been made available to grant program directors, Cabinet and other stakeholders through the college's intranet web service. [CAMP](#) and [TRiO](#) grant reports serve a similar function for the college.

The [Area Plan](#) process is another mechanism for college departments and divisions to reflect on accomplishments, changes and future plans. It is expected that Area Plans provide data and evidence to support their plans and to help leads, deans, directors and Cabinet to determine the need for improvement and budgetary support.

Going forward, WVC hopes to use the CTCs to provide another layer of assessment and reflection on college accomplishments. Since the current strategic plan is closely tied to core themes and CTCs, project objectives and indicators to address the plan's goals will help CTCs to assess and reflect on their accomplishments and to celebrate their success. As course and program assessment of student learning progresses it is hoped that evaluation and dispersal of findings by the Assessment Committee will provide another layer for reflection and improvement. Further, [Goal 23.6](#) of the plan seeks to provide better evidence support and communication of student success and college achievement. Activities in this area will provide better means for reflection and assessment of college activities and accomplishment for the future.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

As mentioned in Standard [5.A.1](#), the college uses the results from the annual [Mission Fulfillment and Core Theme Indicator Report](#) to assess WVC's progress in fulfilling its mission and core theme objectives. These reports are reviewed by the college's Board of Trustees and President's Cabinet prior to formal board review. Once the Board of Trustees rules on mission fulfillment in February, the report is made public through the online minutes of the Board of Trustees meeting, on the college's intranet website and through Microsoft Teams.

After the report is made public, it is reviewed by the CTCs, deans and program directors. They look for areas to maintain, change and improve in order to influence core theme indicators. They are also responsible for examining the goals and objectives in WVC's strategic plan and addressing them to improve core theme indicator results. In those areas where the college scores below set benchmarks, planning occurs at all levels to identify areas of improvement and raise indicators to benchmark levels (see [Standard 5.B.2](#)).

As mentioned previously, poor indicator scores surrounding the Diversity & Cultural Enrichment core theme has prompted the college to action. WVC instituted a diversity course degree requirement and will construct a college-wide diversity plan in the 2018-19 academic year. Another example of programs using the report to influence change shows how workforce programs adapted to improve employment for their students after the college scored below benchmark for workforce student employment rates prior to 2017. Beginning in 2016, automotive technology students were given the option to add coursework in diesel maintenance. This change was introduced by the program, with input from the program's community advisory committee, to help improve student employment outcomes.

In the future, WVC will be looking for better ways of communicating on core theme indicators and college mission fulfillment. A number of stakeholders have asked that this be addressed as part of the college's Year One review of mission, core themes and indicators.

What follows is the reported mission fulfillment summaries with evaluation of where the college stood on fulfilling its mission over the last five years. This is done to demonstrate the college's thinking around assessing mission fulfillment through its scorecard process.

Mission Fulfillment 2013-14

As mentioned previously ([Standard 1.B](#) & [Standard 5.A.1](#)), WVC sought to address the recommendation that came from the Year One Evaluation in 2012. The efforts made in addressing the recommendation

resulted in changes being discussed and implemented for the future 2013-14 [Mission Fulfillment and Core Theme Indicator report](#). At the time, it was intended to use the upcoming mid-cycle evaluation to evaluate if the college had fulfilled that recommendation. WVC changed a number of indicators and set clearer benchmarks for those indicators. The ability to compare indicators and mission fulfillment scores prior to the changes made for 2013-14 is difficult. For this reason, the 2013-14 report sets a baseline for the college in terms of examining the mission fulfillment for the current year seven cycle.

Overall Mission Fulfillment Score: 92.5%

Student Success

Points Possible: 100
Points Achieved: 95

Performance Exceeding Benchmark:

- Retention and completion for Opportunity Grant and Perkins programs

Performance Meeting Benchmark:

- Retention for transfer, workforce, developmental, and basic skills students
- Skill gains for basic skills students
- 15 credit completion in the first year for transfer, workforce, and developmental students
- Degree completion for transfer students
- Degree/certificate completion for workforce students
- Student satisfaction with libraries, facilities, and technology support

Performance Not Meeting Benchmark:

- Employment rate for workforce students who left WVC in 2012-13 with at least 45 credits and GPA of 2.0 or higher

Community Engagement

Points Possible: 100
Points Achieved: 90

Performance Exceeding Benchmark:

- Representation of Latinx students (Wenatchee) and Native American students (Omak) relative to district population demographics
- Enrollment relative to state FTE target
- Running Start student participation from smaller high schools in WVC service district

Performance Meeting Benchmark:

- Continuing Education and contract training enrollments
- Events for students and the community
- Percentage of Running Start students attending WVC at Omak
- Student and employee satisfaction with college environment

Performance Not Meeting Benchmark:

- The number of Latinx and Native American employees relative to student population

There were a variety of discussions on where the college stood in terms of mission fulfillment in this year's report. As was the case from the beginning of this seven year cycle, there have been a number of core theme indicators that could not produce reliable benchmarks or data (see [Standard 4.A.1](#)). For the 2013-14 report, there were five such indicators. As a result of this year's report, there was an increased effort to find appropriate data to allow reporting of those benchmarks. Those efforts have resulted in four of the five indicators having valid and reliable data and benchmarks for the 2017-18 academic year report.

One area where the college has excelled has been using state and federal grant programs as a tool to improve student achievement. The success of this core theme indicator, in this academic year and prior years, spurred the college to seek added opportunities to acquire other such grants. Student Services and Institutional Effectiveness were asked to search for, plan for and add similar grant programs in the future.

An example of acting on changes in core theme indicators is the one addressing changes in [Running Start enrollment](#). It was at this time that the core theme indicator on Running Start enrollments began to increase more quickly than expected. The college used this indicator to improve and meet a need by staffing a Concurrent Enrollment Office to meet the needs of Running Start students.

The report discussed what was assessed in workforce student employment rates and faculty and staff employment matching student demographics, noting the low outcome relative to set benchmarks. The 150% IPEDS completion rates failed to be similar for Hispanic and Native American Indian students to those of White students. This was an area of concern in the report, with the report suggesting the college look for grant programs to support these students. It also took note of the fact that completion of short-term certificates between demographic groups did not meet the desired benchmark of being at least equivalent for students of color to those of White students.

Those three areas had moderate impact on the college's scorecard, as the overall score was above the standard of 75% in both student success key indicators and community engagement key indicators. This led to an overall mission fulfillment score of 92.5%. WVC's Board of Trustees reviewed and accepted this report in a work session.

Mission Fulfillment 2014-15

The 2014-15 Mission Fulfillment and Core Theme Indicator report provided data for comparison and evaluation to the prior year's report. One indicator in the Diversity & Cultural Enrichment core theme saw improvement from a yellow score moving to a green score and meeting its benchmark. This was the indicator for measuring short-term certificate completion for Hispanic and Native American Indian students. There was a jump in completion rates from low 22% to 72% for these groups. This was due to the addition of a number of short-term certificates aligning with transitional studies through Washington's IBEST program. This allowed for students in these short-term programs to receive ESL instruction in conjunction with program instruction. The largest impact was seen in a large jump of short-term certificates in agriculture. The actions taken to build and promote IBEST programs saw immediate success that WVC has sought to maintain and improve upon. After this point in time, college success for this indicator has remained consistently high.

There was some improvement for a number of indicators in the Educational Achievement core theme, though it was in areas that were already scored at benchmarked levels. The college saw general improvement for retention and credit attainment indicators. The Support for Learning core theme saw continued success in building grant supported programs, which included the new CAMP program to the list of programs that impact retention and completion of at risk students. Responsiveness to Local Needs saw an indicator establish data against a benchmark for the first time, measuring WVC's capture rate of local high school students. This indicator met its benchmark and provided a positive score to "Community Engagement" and overall mission fulfillment scoring. Likewise, Diversity & Cultural Enrichment saw an indicator have reliable and valid data applied against a set benchmark. This was the indicator for WVC meeting Perkin's non-traditional enrollment and completion targets set by SBCTC. This indicator met its benchmark and contributed to the successful score for "Student Success" and overall mission fulfillment.

Overall Mission Fulfillment Score: 94%

Student Success

Points Possible: 100

Points Achieved: 95

Performance Exceeding Benchmark:

- Retention and completion for Opportunity Grant and Perkins programs; retention for CAMP program
- Skill gains for ABE and ESL students
- Retention and 15 credits earned in the first year for transfer students

Performance Meeting Benchmark:

- Retention for workforce, developmental, and basic skills students
- 15 credits earned in the first year for workforce, and developmental students
- Degree completion for transfer students
- Degree/certificate completion for workforce students
- Student satisfaction with libraries, facilities, and technology support

Performance Not Meeting Benchmark:

- Employment rate for workforce students who left WVC in 2012-13 with at least 45 credits and GPA of 2.0 or higher

Community Engagement

Points Possible: 100

Points Achieved: 92

Performance Exceeding Benchmark:

- Representation of Latinx students (Wenatchee) relative to district population demographics
- Running Start student participation from smaller high schools in WVC service district

Performance Meeting Benchmark:

- Enrollment relative to state FTE target
- Continuing Education and contract training enrollments
- Events for students and the community
- Percentage of Running Start students attending WVC at Omak
- Student and employee satisfaction with college environment
- Native American student enrollments for WVC at Omak
- Success of Hispanic and Native American students in moving from developmental to college-level math

Performance Not Meeting Benchmark:

- The proportion of Latinx and Native American employees relative to student population

In addition, this 2014-15 report focused on the impacts made for indicators that were already meeting their benchmarks. For example, the number of students participating in continuing education programs increased by 318 students (22% increase), Running Start student enrollments continued to increase and the number of cultural and community events increased by 10%.

For the mission fulfillment scorecard, WVC had 95% in student success and 92% in community engagement scores. The overall mission fulfillment score was 94.5%, meeting the 75% mission fulfillment threshold.

Mission Fulfillment 2015-16

This was the first year that mission fulfillment was measured in terms of core themes performance for their assigned indicators by their core theme. Under this new measure the college's performance was very similar to that under the weighted measure for student success and community engagement. Both measures were included in the report.

There was limited shift in the scores of all indicators in the four core themes. In the 2014-15 Core Theme Indicator report, Wenatchee Valley College WVC scored 94% overall in their mission fulfillment rating. This compares to WVC's score of 92% overall for the 2015-16 year. The difference between the two ratings is not so much a decrease in the overall quality offered by the college as a change in measure in a few key areas where new data was available and, in one case, an area where currently the data available is changing to meet national and state program changes.

When looking at the summary tables for core theme and mission fulfillment, it should be clear that the grades assigned follow basic traditional academic grading guidelines. Under this type of grading system, an easy evaluation can be made for mission fulfillment, with any score at the C (75%) grade level or above considered meeting the college's mission. This allows WVC to easily represent how well the college is doing in the key areas it monitors to measure institutional effectiveness and mission fulfillment. It also allows for quick comparison of past grades to look for improvement and sustained effort.

	2013-14	2014-15	2015-16
Mission Fulfillment Percent	93%	94%	92%
Institutional Grade	A-	A-	A-

Going back and scoring past year's Mission Fulfillment & Core Theme indicator reports with the new scoring mechanic, one can see that scores for mission fulfillment would have changed little in prior years. Further, the new scoring system reflected past fluctuations in scoring in the prior two years. This tight correlation suggests that both scoring approaches are tightly related and have the same measure impact.

Overall Mission Fulfillment Score: 94.5%

Student Success

Points Possible: 100
Points Achieved: 100

Performance Exceeding Benchmark:

- Retention and completion for Opportunity Grant and Perkins programs; retention for CAMP program
- Skill gains for ABE and ESL students
- Retention and 15 credits earned in the first year for transfer students

Performance Meeting Benchmark:

- Retention for workforce, developmental, and basic skills students
15 credits earned in the first year for workforce, and developmental students
- Degree completion for transfer students

Community Engagement

Points Possible: 100
Points Achieved: 91

Performance Exceeding Benchmark:

- Representation of Latinx students (Wenatchee) relative to district population demographics
- Running Start student participation from smaller high schools in WVC service district

Performance Meeting Benchmark:

- Enrollment relative to state FTE target
- Continuing Education and contract training enrollments
- Events for students and the community

- Degree/certificate completion for workforce students
- Student satisfaction with libraries, facilities, and technology support
- Employment rate for workforce students who left WVC in 2012-13 with at least 45 credits and GPA of 2.0 or higher

Performance Not Meeting Benchmark:

- None

- Percentage of Running Start students attending WVC at Omak
- Student and employee satisfaction with college environment
- Native American student enrollments for WVC at Omak
- Success of Hispanic and Native American students in moving from developmental to college-level math
- Local High School capture rate

Performance Not Meeting Benchmark:

- The proportion of Latinx and Native American employees relative to student population

Overall Mission Fulfillment Score: 92% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	16	31	32
Support For Learning	7	14	14
Responsiveness To Local Needs	7	14	14
Diversity & Cultural Enrichment	12	18	24
Total	42	77	84

In 2015-16, WVC made important shifts in a number of core theme indicators. First, employment rates for workforce students increased to meet its benchmark. This impacted the “Student Success” score, moving to 100%. There was a large jump in Transitional Studies (Basic Skills) student retention from 23% to 38%. The margin of meeting state Perkin’s grant targets for the college increased significantly, up 7% in enrollment and completions. District capture rate jumped from 26% to 36% after the college implemented a new acceptance policy for a number of local high school districts. Cultural and community events increased 22%. No core theme indicator slid back to yellow or red for the academic year.

Both the prior and new mission fulfillment measure indicated that WVC had met its mission score card at 94% and 92% respectively. The Board of Trustees accepted the reported and voted to uphold WVC mission fulfillment for the 2015-16 academic year on March 16, 2017.

Mission Fulfillment 2016-17

In 2017, WVC’s Institutional Effectiveness Department researched the impact of the evaluation of college or university core theme indicators on institutional improvement. Research shows there is room for both uncertainty and understanding of how to develop core themes that truly impact institutional improvement (Patton, et al., 2014; Steinhardt, et al., 2017; Wilkerson & Wilkerson, 2017). As a result, WVC continued to monitor its mission and use its core theme indicators as a basis for institutional improvement.

The scores of all indicators in the four core themes shifted. In the 2015-16 Core Theme Indicator report, WVC scored 92% overall in their mission fulfillment rating. This compares to WVC’s score of 90% overall for the 2016-17 academic year. The downward shift was mostly a reflection of a softening in enrollment due to a stronger economy and lower unemployment rates locally, statewide and nationally. This trend has negatively impacted continuing education and workforce education enrollments. The

expectation in 2016-17 was that these indicators may continue to see downward trend in the coming year. With this first strong indication that enrollment was weakening, WVC began plans for strategically approaching enrollment in coming years.

At the same time, there were some indicators that saw improvement from the 2015-16 academic year. The number of students of color receiving one-year certificates came closer to reflecting the college's student and community population. Also, while not changing indicator scores, there was strong improvement in student satisfaction with the services and support they received, as reflected in the 2017 Graduation Survey.

Overall Mission Fulfillment Score: 94.5%

Student Success

Points Possible: 100
Points Achieved: 100

Performance Exceeding Benchmark:

- Retention and completion for Opportunity Grant and Perkins programs; retention for CAMP program
- Skill gains for ABE and ESL students
- Retention and 15 credits earned in the first year for transfer students

Performance Meeting Benchmark:

- Retention for workforce, developmental, and basic skills students
- 15 credits earned in the first year for workforce, and developmental students
- Degree completion for transfer students
- Degree/certificate completion for workforce students
- Student satisfaction with libraries, facilities, and technology support
- Employment rate for workforce students who left WVC in 2012-13 with at least 45 credits and GPA of 2.0 or higher

Performance Not Meeting Benchmark:

- None

Community Engagement

Points Possible: 100
Points Achieved: 91

Performance Exceeding Benchmark:

- Representation of Latinx students (Wenatchee) relative to district population demographics
- Running Start student participation from smaller high schools in WVC service district

Performance Meeting Benchmark:

- Enrollment relative to state FTE target
- Continuing Education and contract training enrollments
- Events for students and the community
- Percentage of Running Start students attending WVC at Omak
- Student and employee satisfaction with college environment
- Native American student enrollments for WVC at Omak
- Success of Hispanic and Native American students in moving from developmental to college-level math
- Local High School capture rate

Performance Not Meeting Benchmark:

- The proportion of Latinx and Native American employees relative to student population

Overall Mission Fulfillment Score: 93% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	17	33	34
Support For Learning	7	14	14
Responsiveness To Local Needs	7	13	14
Diversity & Cultural Enrichment	12	19	24
Total	43	80	86

The year’s report was the second iteration of the grading system adopted the prior year. There was little change from the prior year’s overall scores and grades from the previous year’s evaluation of mission fulfillment.

	2013-14	2014-15	2015-16	2016-17
Mission Fulfillment Percent	93%	94%	92%	93%
Institutional Grade	A-	A-	A-	A-

In the 2016-17 report, there was some discussion of possible changes in benchmarks to make the scorecard more meaningful. Yet it was felt then, as now, that this process would be best left until late spring of 2019, after completing the college’s year-seven accreditation cycle and entering our Year One review of mission, core themes and indicators of success.

For 2016-17, one indicator had found sufficient reliable data to be measured for the first time. Workforce employment rates exceeded its benchmark for the first time, moving into a green score. The college added the federal TRiO grant program, though there were no immediate retention data by the time the report was presented. As mentioned above, the completion rates of students who earned one-year certificates approached benchmarks that reflect WVC’s student and community demographic makeup. The only downward turn was the college only met 98% of its state enrollment allocation, moving its indicator from green to yellow.

Both the prior and new mission fulfillment measures indicated that WVC had met its mission scorecard at 94% and 93% respectively. The Board of Trustees accepted the report and voted to uphold WVC mission fulfillment for the 2016-17 academic year on February 14, 2018.

Mission Fulfillment 2017-18

In 2018 there continued to be a great deal of discussion on the process and value of core indicators and how they can be used by colleges for improvement. It is interesting to note that the discussion surrounding college indicators of achievement and improvement has become more international, not just national. Recent research bears this out (Findler, et. al., 2018; Kapitulčinová, 2018; McAffery, 2018; Moore, Coates & Croucher, 2018; Martin, 2018). It shows that WVC’s process is part of a wider movement worldwide to look for ways to assess institutional effectiveness and student learning.

Overall Mission Fulfillment Score: 92%

Student Success

Points Possible: 100
Points Achieved: 100

Performance Exceeding Benchmark:

- Retention and completion for Opportunity Grant and Perkins programs; retention for CAMP program
- Skill gains for ABE and ESL students
- Retention and 15 credits earned in the first year for transfer students

Performance Meeting Benchmark:

- Retention for workforce, developmental, and basic skills students
- 15 credits earned in the first year for workforce, and developmental students
- Degree completion for transfer students
- Degree/certificate completion for workforce students
- Student satisfaction with libraries, facilities, and technology support
- Employment rate for workforce students who left WVC in 2012-13 with at least 45 credits and GPA of 2.0 or higher

Performance Not Meeting Benchmark:

- None

Community Engagement

Points Possible: 100
Points Achieved: 84

Performance Exceeding Benchmark:

- Representation of Latino students (Wenatchee) relative to district population demographics
- Running Start student participation from smaller high schools in WVC service district

Performance Meeting Benchmark:

- Continuing Education and contract training enrollments
- Events for students and the community
- Percentage of Running Start students attending WVC at Omak
- Student and employee satisfaction with college environment
- Native American student enrollments for WVC at Omak
- Success of Hispanic and Native American students in moving from developmental to college-level math
- Local high school capture rate

Performance Not Meeting Benchmark:

- Enrollment relative to state FTE target
- The proportion of Latinx and Native American employees relative to student population

Overall Mission Fulfillment Score: 91% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	17	34	34
Support For Learning	7	14	14
Responsiveness To Local Needs	7	12	14
Diversity & Cultural Enrichment	8	11	16
Total	39	71	78

Most of the changes in the 2017-18 indicator set were centered on the impact of the declining enrollment of the academic year. In this academic year, for the first time in WVC’s history, the college failed to meet its state-funded enrollment allocation. This moved the indicator for state-funded enrolments from the “yellow” zone to the “red” area of not meeting WVC’s performance expectations. At the same time, the college saw record enrollment of Running Start students. These two types of enrollment had significant impact on WVC’s core indicators. A number of indicators moved very close to a “yellow” score, as they moved closer to the indicator threshold. While still in the “green” zone, there was clear downward movement.

As noted in [Standard 5.A.1](#), there were some changes made in the 2017-18 academic year in the way the college measures some of the indicators. For example, the Cabinet and the Board agreed that providing five separate indicators for each type of cultural event unduly weighted scoring. Instead, combining all events into one indicator allowed for greater focus on other areas of diversity and cultural enrichment that need improvement. Making this change impacted how the scoring of indicators for this year was done. Further it impacted prior year’s assessments, when they were updated to the new indicator structure. You will note in the table below that mission fulfillment scores and grades shifted slightly downward when applying the change to past indicator scores. Other changes that have occurred were minor and will be noted in appropriate points in this report.

	2013-14	2014-15	2015-16	2016-17	2017-18
Mission Fulfillment Percent	87%	89%	91%	92%	91%
Institutional Grade	B+	B+	A-	A-	A-

The 2017-18 report used the third iteration of the grading system adopted in 2016. The advantage of this system is to allow those reading the report to make a quick overall evaluation of where the college stands in terms of mission fulfillment understandable to most stakeholders. The year’s summary scores show that WVC demonstrates consistent achievement of its indicators of success for its core themes and mission. The Board of Trustees accepted the report and voted to uphold WVC mission fulfillment for the 2017-18 academic year on February 20, 2018.

Standard 5.B: Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Wenatchee Valley College regularly evaluates its resources, capacities and effectiveness to document its mission fulfillment, achievement of core themes and objectives and progress in achieving strategic goals and objectives. These evaluations occur through a variety of measures and assessments of institutional effectiveness, core theme project progress measures, budget planning, area plans, SLO assessments, program improvement and review assessments and data collected through a variety of qualitative and quantitative sources. Many of these evaluations have been mentioned previously through the course of discussion in this document.

In [Standard 2](#), [Standard 3.A](#) and [Standard 4](#) of this report discussion has ensued around how the college plans for and develops its resources and capacities. The college has an active facilities planning process, which has representation across the institution. This facilities plan uses a variety of qualitative and quantitative means to assess the ability of facilities to meet the needs for students to achieve their

educational goals. The facilities planning group has worked with the Title III grant to provide updates to instruction space design. This group conducted a student survey to identify areas that could be improved to help students. This survey indicated that more space needed to be developed where students could study and have access to instructors and tutors. Space was found in a number of buildings to meet this need. In particular, an area was developed in Wells Hall where student study tables were located immediately outside of faculty offices. Discussions with faculty by Cabinet in this area provided positive feedback on this modification. This evaluation has informed the planning for future buildings that are to be built at the college in coming years.

The college is developing an [emergency management plan](#) (EMP) and has provided various levels of training to students, staff, faculty and administration. This EMP was developed after recent tragedies in the Northwest on college campuses. Faculty and staff began to express concern for all on the college's campus. Outside community leaders in fire, protection and disaster management were brought on campus to evaluate the college's preparedness and to help the college to update its EMP. The college's two safety officers have worked to find areas for college improvement, ways to strengthen current capacity and conducted training across the college to meet this need. Safety continues to be a concern, as was evidenced by comments from Cabinet visits across the college in 2018. These discussions pointed to areas where the college could take swift action. For example, doors were installed to control visitor traffic in sensitive areas of the college. Also, Cabinet and key student services directors were required to take federal online training in emergency management. Improvements that require commitment of funds and capital adjustments are being planned for the future.

Last year, the college opened the [Student Recreation Center](#), a building aimed at meeting student needs for areas to gather, exercise and socialize. This building was started by evaluations done by student government, with the help of student administration. The plans for the building were completed around student input, the students sought support and funding from their fellow students and student government has been actively involved in the building and administration of the facility. This is a shining of example of the role students can play in building resources and capacities for the college. Currently, the college is on the doorstep of building two new capital projects in the coming eight years. The first is in planning stage and building is hoped to begin in the summer of 2019. To develop the plans for the building, representation from across the college has been sought. Also, a student survey was conducted in winter of 2018 to get student feedback on what needs they saw for both building projects. This survey, with input from community and college stakeholders, has impacted the design and uses of these buildings. A focus group in June 2018 indicated that students felt at risk in some of the welding and technology labs on campus. They emphasized that the new building for those areas needed better and up-to-date equipment with adequate space for a safe learning environment. This evaluation and planning around the new building projects has been a primary activity of the college's administration division.

These are examples of ongoing evaluation aimed at providing capacity and resources to meet student needs. There are other areas of the college that are engaged in similar work to evaluate, plan and build such capacity and resources.

WVC's programs and service in like manner evaluate their effectiveness and seek ways to improve their offerings. Student services conducts an [annual graduate survey](#), which provides ongoing evaluation of support and library services offered to students. Much of the survey is reflected in core theme indicators under the Support For Learning core theme. Students have traditionally rated support services very highly. Similarly, in spring of 2018, a student engagement survey was conducted by Institutional Effectiveness. This survey demonstrated that the college services are generally seen as being helpful and effective. However, there were indications that services were not as universally known by students as the college desires. To this end, the Support for Learning CTC and the Diversity & Cultural Enrichment CTC sought funding in 2018 to purchase monitors and programs that will be strategically placed on campus to inform students of programs and services available to them.

As mentioned previously, WVC is seeking to establish a Guided Pathway program for all students coming to the college. Data was collected for the Support for Learning CTC and later the Guided Pathways Task force on current advising practices, student onboarding and initial advising and student course taking practices. These data were supplied by Institutional Effectiveness. Also, faculty and student surveys have been collected to provide guidance on developing pathways and student advising around those pathways. In November of 2019, WVC will begin to implement plans that have been developed around these data. It is hoped that building this program will have a positive impact on student outcomes and achievement.

The college's [Area Plan](#) process informs the college on where resources and capabilities need to be allocated. Instructional and non-instructional areas of the college are asked to annually build these plans, looking to what the program or service has accomplished in the prior year, goals the program or service has for improvement, gaps in resources the program or service might be facing and capacity to meet the responsibilities and stated goals of the area. Further, the programs and services are expected to collect data that allows for formative assessment of the program or service leading to greater effectiveness and improvement. These local Area Plans are in turn used by college administration to formulate budgets, position requests and new equipment needs for their departments and divisions. In turn, these evaluations are passed on to Cabinet for final review and allocation of resources and capacities. As Area Plans are accessible to all college staff and faculty, the process is open and transparent.

Budget evaluation had been a difficulty for WVC prior to 2017. Inadequate reporting processes made tracking, building and allocating budgets difficult and opaque. In winter of 2017, WVC implemented a program called [FMS Query](#), which allowed all budget holders to evaluate their current resources and plan for future funding needs. As this program allows full access to all college budgets, this allows all areas of the college to look at how college resources were allocated and expended. This in turn has resulted in programs looking for best practices in managing resources and finding ways to tie resource and capacity requests to core themes and mission. In addition, the development by the college's Budget Manager of a number of tools for making annual budget requests has forced programs, services and divisions to justify current and future expenditures against the college's strategic plan, core themes and mission. The wider availability of data has made it easier for these areas to plan, evaluate and improve resource allocation.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

All areas of Wenatchee Valley College participate in annual evaluation, budgeting, planning and requests for fiscal, material or human resources. This process begins in the [Area Plans](#) completed by college programs and services, both instructional and non-instructional. The area plans are tied to and are informed by the college's mission, core themes and strategic plan. The Area Plans are used to inform budget development and assessment processes for the college. In turn, budget development and assessments inform how the college is progressing toward meeting core theme objectives and mission fulfillment. This is then reported by the Annual Mission Fulfillment and Core Theme Indicator report that evaluates the college's achievements in providing student success and community engagement. This cycle of evaluation is demonstrated by college models for representing the cycle of evaluation and improvement done by the college. Diagrams of these models are illustrated and distributed to help the college understand its improvement cycle and process (see [Standard 3.A.1](#)).

From Year One of the current evaluation cycle in 2012 and into the Mid-Cycle evaluation, WVC planning processes were somewhat loose, kept in paper archives and not widely distributed. Since that time, the college has sought for enhanced ways to collect area plans, formative assessment data for courses, programs and degrees; document improvement measures and to distribute communication and reports

surrounding planning and assessment. For example, in 2015, with the help from Title III funding, the college tested a tool provided by CampusLabs for recording course SLO data and Area Plans. Initial piloting indicated that the college could use these tools to meet assessment and planning needs. However, when full implementation began the college experienced difficulties with the tools provided. After two years of attempting to make these systems work, it has been decided to take a step back from the technology route for collection and distribution of assessment and planning. In the 2018-19 academic year, the college will use templates distributed and collected through Microsoft Teams for area plans. Course SLO assessments will be collected by using Canvas, the college's LMS system. Results will be collected by divisions and directors to formulate plans. The Assessment Committee will use data collected through Canvas and area plans to evaluate and report on assessment activities. Programs going through the improvement process cycle will use multiple years of data collected through area plans and assessments to inform their review and planning.

Vignette 11: Everybody Needs a PIRC! Creating a Culture of Strategic Budgeting and Financial Ownership

Support For Learning: To support student learning, Wenatchee Valley College will be efficient, transparent and accountable through deliberate, collaborative and sustainable alignment of resources (2018-23 Strategic Plan, Goal 5).

In 2017, WVC created a new Budget Manager and Internal Controls (BMIC) position with goals of (a) creating a more accurate budget, (b) creating a more strategic budget, (c) empowering budget managers, and (d) creating transparency.

- Implemented FMS Query
- Created a budget review training

The goal of Process Improvement Review Counseling (PIRC) is to move budgeting to a goal perspective and allow the budget managers to plan with appropriate skill and tools. Consistent with this goal, the BMIC created a PIRC process. The process created a streamlined internal audit regarding a number of internal controls that creates a sense of partnership and improvement, rather than compliance oversight.

- Reliability of reporting
- Effectiveness and efficiency of operations, with a particular emphasis on reducing both overspending and underspending
- Compliance with applicable laws and regulations
- Safeguarding public resources
- Protecting employees
- Assisting in fraud prevention

PIRC was first piloted in fall, 2018 with a rotation including athletics, the business office, student programs, and HIPAA/FERPA. The first PIRC review related to Career and Transfer Coordinator and Student Work Study. In addition to identifying communication gaps between the Business Office and Financial Aid, the review identified an opportunity for improvement by moving from individual to group student orientation and onboarding. Over 250 students are hired each year at an anticipated time an effort of 250 hours. In the newly designed process, all students receive the same information and paperwork completion together, saving approximately 170 hours. Employees who participate in PIRC are empowered, engaged, and improvement oriented.

A variety of new tools are being developed to help programs and services to evaluate and assess their areas. First, though funding and development of the now-completed Title III grant, the college has created an advising portal, to provide student level information on student achievement and progress toward certificate and degree completion. This tool is available for most faculty and advisors to check on individual students and collect sample student data for their programs. Second, the college, again with Title III grant funding, has developed a research portal for looking at student diversity data, student SAI points, student grades, retention and completion data. Faculty and staff can disaggregate the data to look at the performance of courses programs, see who is participating in services and who is ultimately completing programs. Further, faculty and staff can select and upload cohorts of students to examine against college wide student data. Third, the college has begun to make a variety of dashboards to help faculty and staff assess their programs performance, see changes in student achievement over time and to see important access and diversity factors that impact their programs and services. Finally, the college implemented FMS Query and a means of tracking budgets and expenditure data. This access allows programs and divisions to see where expenditures have gone to support their programs. Also, it allows them to see relationships between spending patterns that allows the formation for budget forecasting and planning. As all budget and expenditure data across the college is available to program budget holders, they can work with other areas of the college to develop best practices in allocation of resources and capabilities. These four tools have been built to meet requirements of the past strategic plan (see SP 17.1.2; 17.3.1; 17.3.2; 17.3.3).

In implementing each of these tools and other tools mentioned previously, the college has sought feedback on them, the assessment process and the resulting process. College feedback, like that which was collected by Cabinet area visits in 2018, pointed for a need to provide better communication and training with tools, processes and planning. Also, feedback from the CTCs and their leadership has proven useful in understanding what is and is not working. For example, Support for Learning was struggling with developing the Guided Pathways program without the help of Educational Achievement. This information was provided through a faculty survey on the CTC governance model and a faculty survey on advising. Both surveys had strong faculty comments for the need to broaden the approach to Guided Pathways.

WVC has moved in a direction toward greater support of its mission, core themes, student success and community engagement. That progress has been steady and ongoing. However, the work of planning, assessing, allocating resources and capacity, and reflection on program, core theme and mission fulfillment has not been uniformly successful. Some of the difficulties the college has faced in building the process have been:

- Technology has not always been successful in helping further assessment, planning or reporting efforts. New tools have not worked as desired, despite successful piloting and training.
- Communication between programs, services, divisions and administration has proved to be an ongoing challenge.
- Faculty struggle to make student learning outcomes assessments and evaluations meaningful to their development as scholars.
- Sharing of data at all levels of the college continues to be a challenge. This is mostly due to issues surrounding training. Faculty and staff want data for decision making, but are sometimes at a loss as to how to interpret the data.
- Understanding of the differences between substantive, evaluative and formative assessment remains a block toward developing an assessment process that leads to a data informed college and to data informed improvement.
- Some areas of the college do not adequately document plans, assessments or improvements. This makes wider tracking of college planning, improvement and resource allocation difficult for higher levels of college administration and adversely affects transparency between programs.

In addition, this difficulty leads to repetition of effort, sometime even within programs and departments.

- The college continues to face challenges resulting from cuts in allocations from Washington during the recession, followed by lowering enrollments of students as the economy has progressively improved.
- Most areas of the college are experiencing “change fatigue.” This has been consistently reported in faculty and staff surveys, Cabinet visits to areas and departments and reflected in student comments about faculty and staff relationships with students.
- There continues to be a misunderstanding that data collected for improvement and evaluation will not be used as a weapon against faculty and programs.

In spite of these challenges, the college has improved planning, assessment and allocation processes since the 2011 Year Seven Evaluation and the 2015 Mid-Cycle evaluation. Even from the Ad Hoc evaluation of April 2018, the college has made an effort to continue to improve these processes. Moving into a new review cycle, the college looks to address the above concerns. The college looks to use the new strategic plan to make improvements more closely tied to its mission and core themes. Four of the six strategic goals of the plan are directly tied to the core themes, and it is hoped that CTC planning and projects will foster new and directed improvement by implementing the strategic plan. That plan’s goals are:

- Foster life-changing student success;
- Holistically support students;
- Proactively seek community partnerships and community engagement;
- Become a diverse and respectful learning environment;
- Collaboratively and transparently build sustainable resources;
- Demonstrate ongoing improvement and mission fulfillment.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

In 2017, WVC spent nearly eight months in a comprehensive environmental scan to assess the college’s strategic standing in preparation for the development of WVC’s 2018-23 Strategic Plan. This environmental scan was conducted by the strategic plan task force, which had representatives from the Cabinet, CTCs, WVC’s student government, both of WVC’s campuses and other faculty and staff interested in building the new plan or asked to represent key college stakeholder groups. This environmental scan focused on both the college’s internal and external environments. The scan was done as a regular process of evaluating WVC’s mission, core themes and role in meeting the educational needs of its service district. A variety of methods were used to look at the college’s environment. SWOT analyses were done with the Board of Trustees, Cabinet, Core Theme Councils and student government leaders. An adapted version for higher education of Porter’s Five Forces Analysis was used with college focus groups and Advisory Committees. Surveys of the college and community members were conducted. A town hall meeting, inviting the community to discuss the college’s future was held. All of these various inputs were used to identify strategic themes the college needed to assess and pursue. Prior to formulating the plan, a gap analysis was done on those themes, to identify where WVC was and where the college should be in the future. All of these provided direction that was expressed in the college’s strategic plan.

Outside the context of scans done for strategic planning, the college has a number of processes that regularly monitor the college’s impact and assess the needs of its students, campus environment and community. As mentioned previously (Standard 2 and Standard 3.A) the college evaluates and monitors its capabilities and resources. Program and service [Area Plans](#) assess and monitor program and service

effectiveness and relevance. Those area plans are used to provide wider division and college assessment and monitoring of wider goals and objectives. WVC's [Facilities Plan](#) provides assessment and monitoring that WVC's facilities, buildings and infrastructure provide adequate space and tools to accomplish student learning. WVC has developed an emergency management plan that relies heavily on information collected from existing community emergency plans and input from fire departments, police departments, disaster relief agencies, etc. The process of including this external input allowed college stakeholders involved in formulating the emergency management plan to understand what resources and capabilities are needed to address a wide variety of threats and conditions.

All of these processes work through existing governance structures to use information collected through the variety of scans and planning processes to assure wide ranging input from appropriate and concerned stakeholders at WVC and its wider community. WVC's Board of Trustees provides top level direction to the college President, his Cabinet and the Core Theme Councils. These groups work with appropriate programs, services, committees and task forces to ensure that programs, services, plans and improvements meet the needs of students, the college and its community.

Strategic Plan as Guide for Change

Both the past and current strategic plans have acted as a guide for college priorities, goals and objectives. They were tailored to consider the environment of the college and its community, and the college's mission and core themes. In a variety of places in this document, these plans have been identified as doorways for college assessment, planning, improvement and reflection.

WVC's most recent environmental scan and strategic planning provides context to how the college uses its mission, governance structure and existing and developed assessments to formulate plans that guide the college in a sustainable process that leads to mission fulfillment and meets the college's community needs.

As mentioned previously, the most recent strategic plan was developed by a task force of students, staff, faculty and administrators. These task force members represented the college's Cabinet, CTCs, committees, unions, students and other interested parties. The Board of Trustees participated in the environmental scan, helped to choose strategic themes to include in the plan, reviewed the plan to assure it met college and community needs and finally approved the plan. Cabinet, CTCs and other stakeholders had similar input in the scan, theme selection and review. The current strategic plan used the current governance structure, which was brand new at the time, to formulate a direction for the college, based on assessment and evaluation, which will guide the college into the future.

Already the very structure of the plan has impacted the college. The plan's goals and its objectives are focusing stakeholders on the future of the college. Here are some examples of the plan's impact:

- Early on in the scanning process, it became clear that the new plan needed to be more closely tied to the college's mission and core themes. This came from discussions from Cabinet and CTCs, who both wanted direct mapping of the plan to the college core themes, mirroring the new direct mapping of governance by CTCS to the college's core themes.
- The plan's form is more strategic. This mirrored a desire for the plan to deal less with tactical day to day priorities, and to focus more on how to move the college forward in the future. The move to broad goals and objectives and moving away from specific directions and priorities is a reflection of a more strategic, broader way of thought.
- The plan is more directly intended to answer the fundamental question, "What does WVC do as an institution that provides higher education to its students and community?"
- It provides a framework for building future evaluations of college success and effectiveness.
- It provides a framework for allocating capacity and resources.

The current strategic plan's specific goals and objectives provide direction to formulating plans, assessments and monitoring of the college's mission and core themes. Going forward, the strategic plan will influence future reflection on mission, core themes and core theme indicators. It has already been suggested by core theme leaders that it might be advantageous to format core theme indicators in context of the strategic plan's objectives. Whatever the outcome of those discussions might yield, the strategic plan will provide strategic context for the college moving forward as an institution.

The current strategic plan provides immediate areas of focus and direction that have oriented the CTCs on where to seek improvements. Some examples from plans and projects have already been discussed in this report. Here are some other areas that have been taken into consideration by the councils:

Goal 1: Wenatchee Valley College will foster an environment where students reach their educational goals and direct their own futures.

- The Educational Achievement CTC has formed a committee to address program completion rates. They are working with the Support for Learning CTC to develop new innovative strategies (SP 23.1.1).
- The Educational Achievement CTC is working with Title III to finalize the portion of the grant that focuses on classroom instruction and improving online coursework (SP 23.1.3).
- The Educational Achievement CTC, working with the Support for Learning and the Responsiveness to Local Needs CTC's, is pushing forward to research and develop new applied baccalaureate programs (SP 23.1.6).

Goal 2: Wenatchee Valley College will support students through a holistic approach which effectively admits, registers, advises, mentors and retains students.

- The Support for Learning CTC has sought funds for and plans to spend the coming academic year sending representatives to other colleges that have student mentor programs to observe and formulate best practices (SP 23.2.1).
- A multi-year goal and work has started in formulating plans and staged implementation of a one-stop point of entry service for all students (SP 23.2.).

Goal 3: Wenatchee Valley College will be a responsive cultural and educational hub through proactive outreach and community partnerships.

- The Responsiveness To Local Needs CTC is working on a plan that will include goals and projects that will provide ways for the community to provide input on needed programs (SP 23.3.4)
- The Responsiveness to Local Needs CTC has sought funding for promotion of WVC's BAS programs to the community (SP 23.3.6).

Goal 4: To achieve equity, Wenatchee Valley College will become a more inclusive, diverse and culturally rich institution that establishes a thoughtful and respectful learning environment.

- The Diversity & Cultural Enrichment CTC has helped in the creation of an International Students department and the hiring of a director (23.4.1).
- The Diversity & Cultural Enrichment CTC has worked with the Educational Achievement CTC to increase the number of courses offering diversity Courses/ (SP 23.4.6).

Goal 5: To support student learning, Wenatchee Valley College will be efficient, transparent and accountable through deliberate, collaborative and sustainable alignment of resources.

- All councils, programs and services are working with WVC's Budget Analyst to form clear and transparent budgets tied to core themes and mission (SP 23.5.3)

Goal 6: Wenatchee Valley College will promote a climate of ongoing improvement based on its mission, core themes and college wide student learning outcomes.

- The Assessment Committee, under Educational Achievement, is seeking to find effective ways to collect, evaluate and report course SLOs and program area plans.

Progress on these projects associated with the core theme councils and the current strategic plan will be monitored by Institutional Effectiveness, the four CTCs and Cabinet. All of the CTCs have provided markers to evaluate progress on plans and improvements that they have already undertaken. The intent is to expand these milestones to all areas of the strategic plan as new projects are undertaken.

For the first time in spring of 2018, budget was tied to CTC projects that were associated with the strategic plan. Requests from the four CTCs were reviewed jointly by CTC leadership and Cabinet. For this year, there were sufficient funds to accommodate all requests. It is hoped that in future years, as funding is obtained through increased enrollment and support from WVC's Foundation increases, more funds will be available to CTCs for their improvement projects and that the CTCs will seek this support for more of their projects.

Wenatchee Valley College has actively examined its position in its community, seeking out trends, needs, and expectations for the college. In doing so, the college has developed a strong strategic plan, whose goals and objectives address the college's position in its community, its intended mission and core themes. The strategic plan provides direction for the college and provides its governance structure direction to focus resources and capabilities, programs, services, facilities and human capital. It will act as an important starting point in addressing the college's mission, core themes and core theme indicators as the college moves forward in its next accreditation cycle. It is hoped that the plan will help the college to move into a future that enriches student success and provides greater community engagement.

Appendices

- A. NWCCU Documents
- B. WVC Strategic Plan 2018-23
- C. WVC Strategic Plan 2013-17
- D. Area Plans Template

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Glossary Of Terms

AAS	Associate of Arts and Sciences
AAS-T	Associate of Applied Science - Transfer
AGS	Associate of General Studies
AAUP	American Association of University Professors
ABS	Adult Basic Skills
Accuplacer	Placement assessment replacing COMPASS

ACL	Access control lists
AHE	WVC Association for Higher Education
AP	Advanced Placement
AS-T	Associate of Science-Transfer
ASWVC	Associated Students of Wenatchee Valley College
ASWVCO	Associated Students of Wenatchee Valley College at Omak
ATS	Associate of Technical Science
BAS	Bachelor of Applied Science
BAS ET	Bachelor of Applied Science in Engineering Technology
BIRT	Bias Incident Reporting Team
BIT	Behavioral Intervention Team
BSN	Bachelor of Science in Nursing
CAMP	College Assistance Migrant Program
Campus Labs	Online platform for assessment of SLOs
CAT5	Category five copper wire
CBO	Community Based Organization
CE	Continuing Education
CEU	Continuing Education Units
CHS	College in the High School
CLEP	College Level Examination Program
COMPASS	Placement test for math and English used until 2017
COP	Certificate of Participation
CCSSE	Community College Survey of Student Engagement
CTC	Core Theme Council
ctcLink	Data management program
CVCH	Columbia Valley Community Health
CWU	Central Washington University
DACA	Deferred Action for Childhood Arrivals
DEI	Diversity, Equity and Inclusion Center
DLOA	Data Linking for Outcomes Assessment reports
DREAMer	Development, Relief and Education for Alien Minors Act
DTA	Direct Transfer Agreement
EMP	Emergency Management Plan
EMSI	Economic Modeling Systems Inc.
EOC	Emergency Operations Committee
EPA	Environmental Protection Agency
ESL	English as a Second Language
EWU	Eastern Washington University
FAFSA	Free Application for Federal Student Aid
FEMA	Federal Emergency Management Agency
FERPA	Family Education Rights and Privacy Act
FMS	Financial Management System
FMS Query	Financial monitoring interface
FTE	Full-time enrollment
GASB	Governmental Accounting Standards Board
GED	General Education Development
GERs	General Education Requirements
GP	Guided Pathways
GPA	Grade Point Average
HB1079	House Bill 1079
HEOA	Higher Education Opportunity Act

HVAC	Heating, ventilation and air conditioning
ICRC	Inter-College Relations Commission
IE Plan	Institutional Effectiveness Plan
IP	Internet protocol
IPEDS	Integrated Postsecondary Education Data System
IRS	Internal Revenue Service
IT	Information Technology
ITV	Interactive Television Courses
KPI	Key Performance Indicators
LMS	Learning Management System; see “Canvas”
LPN	Licensed Practical Nurse
MESA	Mathematics, Engineering, Science Achievement program
MRTE+	Mutual Research Transcript Exchange data system
NASFAA	National Association of Student Financial Aid Administrators
NTE	Nontraditional Education
NWAC	Northwest Athletic Conference
NWCCU	Northwest Commission on Colleges and Universities
PeopleSoft	Information Management Software being implemented by Washington Community Colleges
PHEV	Plug-in Hybrid Electric Vehicle
PIP	Program Improvement Process
PIRC	Process Improvement Review and Counseling
PRR	Project Request Report
RCW	Revised Code of Washington
RN	Registered Nurse
SAO	Washington State Auditor’s Office
SBCTC	Washington State Board for Community and Technical Colleges
SBCTC-IT	SBCTC Information Technology division
SEM	Strategic Enrollment Management
SLO	Student Learning Outcomes
SP17	The 2013-17 Strategic Plan developed in 2012
SP23	The 2018-2023 Strategic Plan developed in 2017
SSEM	Safety, Security and Emergency Manager
SSLT	Student Services Leadership Team
STEM	Science, Technology, Engineering and Mathematics
STTACC	Staff Training for Technical and Community Colleges
SWOT	Analysis of strengths, weaknesses, opportunities, threats
TAG	The Admissions Guarantee
TRiO SSS	Federally-funded student support service program
UAS	University of Alaska Southeast
VLAN	Virtual local area network
WABERS+	Enrollment and basic transcript tracking database
WAC	Washington Administrative Code
WACTCLC	Washington Community & Technical College Library Consortium
WASFA	Washington Application for State Financial Aid
WFAA	Washington Financial Aid Association
WISHA	Washington Industrial Safety and Health Act
WPEA	Washington Public Employees Association
WSU	Washington State University
WVC	Wenatchee Valley College

Members of Councils, Committees & Task Forces

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- Chio Flores, Vice President, Student Services and Enrollment Management
- Brett Riley, Vice President, Administrative Services
- Tod Treat, Interim Vice President, Instruction
- Reagan Bellamy, Executive Director, Human Resources
- Libby Siebens, Executive Director, Community Relations
- Ty Jones, Executive Director, Institutional Effectiveness
- Rachel Evey, Interim Executive Director, WVC Foundation

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- Tod Treat, Co-Facilitator
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- René Baca
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- Michele Gedrose
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- Joara Minhara
- Cameron Painter
- Francisco Sarmiento
- Beverly Warman
- Rhonda Yenney

Academic Regulations Committee

- Chio Flores, Co-Chair
- David Bennatt
- Angela Russell, Co-Chair
- Bertha Sanchez
- Daniel Solarz
- Nancy Syria
- Benjamin Van Dyke
- Mary Wolcott

Assessment Committee

- Ralph Dawes
- Arius Elvikis
- J'Lene George
- Jeannie Henkle
- Andrew Hersh-Tudor
- Micky Jennings
- Katie Lantau
- Brett McGinnis
- Joan Qazi
- Shannon Rodman
- Tod Treat
- Susan Yale

Calendar Committee

- Chio Flores
- Sudi Adkins
- Reagan Bellamy
- Dave Burns
- Jennifer Cawdery
- Brigid Chvilicek
- Arius Elvikis
- Lindsay Henning
- Brett Riley
- Tod Treat
- Bruce Unger

Curriculum Committee

- Tod Treat
- Dustin Clark
- Jan Kaiser
- Pam Kelley
- Peter Donahue
- Awanthi Hewage
- Shelly Pflugrath
- Barbara Oldham
- Sam Johnson
- Steve Stefanides
- Jean Rodgers
- Christa Cacciata
- Kristin Lindell
- Sai Ramaswamy

Faculty Professional Development Committee

- Reagan Bellamy
- Geoff Ball
- Kevin Berg
- Richard Brinkman
- Dave Burns
- Sam Johnson
- Amy Smith
- Kestrel Smith
- Craig Vanderhart
- Shelly Zimmerman

Instruction Council

- Jonathan Barnett
- Holly Bringman
- Christa Cacciata
- Dustin Clark
- Jenny Capelo
- Peter Donahue
- Andrew Hersh-Tudor
- Awanthi Hewage
- Jack Johnson
- Jan Kaiser
- Kristy Kappenman
- Pam Kelley
- Barbara Oldham
- Shelly Pflugrath
- Sai Ramaswamy
- Jean Rodgers
- Steve Stefanides
- Tod Treat
- Joey Walter

Safety Committee

- Rich Peters
- Maria Agnew
- Scott Bailey
- Michelle Cannaday
- Tom Doherty
- Bob Greiner
- Shane Hendrickson
- Rita Jensen
- Greg Jourdan
- Mike Lesky
- Heather Maddy
- Tim Marker
- Bob Smet
- Sharon Wiest
- Erin Williams